

**Intermediate Spanish II**  
**Spa 232 – Spring 2013**  
**Department of Literature & Languages**  
**Texas A&M University-Commerce**

**Course:** SPA 232.001 - TTH 12:30-1:45pm - HL 203

**Instructor:** Dr. María Fernández-Lamarque

**Office:** HL 313

**Office hours:**, 10-12:30 pm T and TH or by appointment.

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**Book required:** Frantzen, Diana. *Lazos, gramática y vocabulario a través de la literatura, primera edición.* New Jersey: Pearson Prentice Hall, 2009.

**Description of course content:** Practice individual skills for composition in Spanish as well as review of grammar aspects through the study of selected original literary texts. Of special interest to students who wish to improve their reading comprehension and their writing skills. The course will contain grammar and orthography review, but the main focus will be on acquiring skills for improving reading and writing. This primarily means exercising their analytical skills through the careful close readings in Spanish. Students will read original literary works as a base to review and practice all their acquired knowledge in previous lower level classes.

Class routines will consist of previous work to reading, as reviewing of vocabulary to be found in the story; in-class reading; review of unknown vocabulary, verbal forms or grammar constructions; and explanation on story topic and development. Next day to ended readings, there will be a quiz on the story. Following, there will be group work to answer comprehension questions, reflections to have debate on, and grammar explanations in a variety of topics for each chapter. The final work for each chapter will consist on an individual first draft in-class composition response essay assignment.

**Student Learning Outcomes:**

1. Students will demonstrate their ability to develop a well-organized, 600 to 800 word close reading essay, in Spanish. The close reading essay must be divided in clearly-defined sections that include an introduction; a body and a conclusion that synthesizes and summarizes the information given throughout the essay. This outcome will be assessed by evaluation of the final drafts of the individual project.

**Requirements:** Students are required to have completed the Spanish language courses up to Spa 231.

**Assignments and grading scale:**

Ensayos respuesta	30%	A = 100-90
Ensayo final	20%	B = 89-80
		C = 79-70

Presentación	10%	D = 69-60
Quizzes	20%	F = 59-
Tutor interviews	10%	
Participación	10%	

**Ensayo respuesta:** The *ensayo respuesta* assignments are response papers to each of the readings for each book chapter. Characteristics: First draft and final version work required. First draft is to be written in one class period in a sheet provided by the Instructor. The book and paper dictionaries may be used by students. First draft is corrected and returned by the Instructor. Students will be provided with editing codes to correct their essays. Next, they will turn in the final typed version along with the draft. Final version characteristics: Letter font and size: Times New Roman, 12, with an appropriate heading in the top left hand corner that includes name, course number and section, instructor's name, date, and original story title. The essay title is to be centered on the page. The topic is provided by the Instructor and can be found in the section *A escribir* in each chapter of the book. Guidelines are offered. Evaluation of *ensayo respuesta* is based on two registers: a) Grammatical features, and b) Analytical content. One of the essays will be a comparison between two of the films showed in our Hispanic Film Showcase during the semester. **Important:** final version essays turned in after specified in the Programa de Clases will be discounted a 20% and only for one only time.

**Ensayo final:** The *ensayo final* is a longer composition than the *ensayo respuesta*. There is only one, to be turned in the date marked in the University schedule as "final exam date". It is not an in-class assignment and it should be submitted electronically. Characteristics: Length of no less than 500 and no more than 550 typed words. Letter font and size: Times New Roman, 12, double space, with an appropriate heading in the top left hand corner that includes name, course number and section, instructor's name, date. The title is to be centered on the page. This essay is a close reading of two or more stories read through the semester. It is an open topic composition where you may evaluate stories that may share similar themes, story lines, or characters. You may compare characters' personalities, or may compare the narrative structures of different stories. When the moment comes, you are welcome to consult your Instructor to discuss any ideas that you may not be very sure of to write your essay. Evaluation of *ensayo final* is based on two registers:  
a) Grammatical features, and b) Analytical content. **Important:** final essay turned in after specified in the Programa de Clases received a grade of zero.

**Quiz:** There will be a quiz on each reading. They are to be taken the next day you have been assigned the readings as indicated in the syllabus. There are no make-ups for quizzes.

**Presentación:** Each student will make a presentation on one reading in the semester. The presentation is not to be read. Its content will consist on an answer to the following questions: a) what is the story about (or what the theme is); b) what happened in this story; c) who are the characters and how they are; d) interpretation and ideas on the story.

**Tutor Interviews:** Two interviews are to be held with any of the departmental tutors during the semester. Students must visit the tutors in two occasions: 1) to practice the class presentation with the tutor, and 2) to consult with the tutors the ideas and contents of the *ensayo final*. For the class presentation, the student will have it prepared in advance and just deliver it to the tutor. For the consultation, students should already have their outline prepared for the tutor to review. Later, discussion may be welcome. Tutors will have signup sheets for students to set up an appointment for each one of the interviews. Likewise, they are required to sign in to attend the meetings with the tutor. Tutors' office is HL 119.

**Participation:** Students are expected to come to class prepared to actively participate in all class activities and discussions. Your participation will be evaluated weekly with 100 points possible for the participation grade for the semester.

**Attendance:** Your presence in class is imperative. In order to be able to participate in class, you must be present! Roll will be taken every day, and attendance is mandatory. If you are absent more than two times, **for each absence beyond the two allowed your final grade will be lowered by 1% up to a maximum of 10%**. After the sixth absence, you may be dropped from the course. Absences due to illness or unexpected situations count as absences. The only absences that do not count beyond the two allowed are those resulting from required participation in university events, hospitalization, or family emergencies of which your instructor has been notified by university officials. A tardy or leaving class early equals 1/3 of an absence. Late work is not accepted. Make-up quizzes or exams must be arranged **before** the date of the absence and for special circumstances only.

**E-Culture Policy:** When dealing with faculty over e-mail, it is important that students keep the following in mind:

1. Always use the Tamu-c e-mail account to communicate with your instructor. Messages from any other e-mail accounts will not be considered.
2. Always use salutations and signatures. Be courteous.
3. For serious matters use e-mails to facilitate a mutually agreeable time to meet. E-mail should not be used to avoid personal interaction.
4. Never use e-mail to vent or to respond immediately to an emotional situation.

### **Tutoring and Advising:**

- **Your Professor:** I am your first resource and want to make your experience as positive as possible. Please talk to me if you are having any problems in the course and I will do my best to assist you.
- **Tutorials:** Tutoring is available in the Tutor's office at HL 113. Tutorials are free of charge and are offered daily. Sign up and hours is on the door.
- **Mach III:** If you are a 1<sup>st</sup> generation college student; or if you are in the federal category qualified as low-income; or if you have any type of disability, you may qualify for free tutoring at Mach III. Visit the Student Services Building, 3<sup>rd</sup> floor (303A), or call (903) 886-5150.
- **Advising:** To declare a major, second major, or minor in Spanish, or to get further information on our program, please make an appointment with Dr. Inma Lyons, 903-468-8774, <Inma.Lyons@tamuc.edu>, office HL 311.
- **Notice to those seeking Teacher Certification:** Students who plan to teach English, Spanish, or English as a Second Language in Texas public schools must pass the appropriate state certification tests. The Department of Literature and Languages grants approval to take the content-area tests, subject to the policies described at this URL: <http://faculty.tamu-commerce.edu/bolin/texas.html>. Additional information about the examinations and the internship is available at the Educator Certification office in Ed North 204 (ext. 5182).
- **Placement Exam:** If you have taken *any* Spanish in the past, or if you speak Spanish, you should take the Spanish placement exam. It is offered by the Office of Student Assessment & Evaluation at The One Stop Shop on 2200 Campbell St., Commerce, TX 75428. You may call at 903-886-5122 to schedule an appointment or get more information. You may possibly place out of lower-division classes and receive up to 6 hours of credit! This exam is to help you finish your language requirement sooner, or get you into upper-level classes without repeating work you have already done in the past.
- **Study Abroad:** We encourage students to pursue an immersion experience in Spanish by participating in our study abroad programs. Anytime you receive credit for courses taken abroad, you must have them approved by the Spanish faculty and advisor **BEFORE** you leave. Please speak to your professor if you are interested in taking Spanish in Spain or Mexico. As a bilingual student, you can benefit enormously from a study-abroad experience. Financial aid will apply to most destinations and the Office of International Studies offers travel stipends for almost all interested students to travel to a variety of countries. For more information contact Dr. Kenneth Clinton in Ferguson Social Science Bldg #220, (903) 468-6034.

**Statements to students required by the University and the Department of Literature and Languages:**

- **Retention statement for 1<sup>st</sup> Year Students:** Grades for students in freshmen level classes will be reported to the Registrar's Office at the end of the fifth week of class during the fall and spring semesters. The Registrar's Office will report grades to students, Advising Services, Academic Departments (faculty advisors) and mentors. This procedure will allow students to be knowledgeable about their academic progress early in the semester. The university, through Advising Services, faculty advisors and mentors, will take steps to assist students who may be experiencing difficulty to focus on improvement and course completion. Early intervention for freshman students is designed to communicate to students the University's interest in their success and willingness to participate fully to help students accomplish their objectives.
- **Behavior:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct)
- **Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:  
**Office of Student Disability Resources and Services, Texas A&M University-Commerce,  
Gee Library, Room 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148,  
email: StudentDisabilityServices@tamu-commerce.edu**
- **Academic Honesty:** *Plagiarism* is borrowing the work of others and not giving credit where credit is due. It is unethical and reflects very poorly on a person's character. Copying someone else's work, or asking a friend or tutor to write your compositions constitutes a violation of academic honesty policy. Likewise, the use of electronic media to translate your work to Spanish is also unacceptable. Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion (Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Students who engage in plagiarism and copying acts that deserve official disciplinary actions are subject to academic sanctions.

**SPA 232**  
**Spring 2013 - PROGRAMA DE CLASES**

<b>PROGRAMA DE CLASES</b>	
<b>FECHA</b>	<b>ACTIVIDADES EN CLASE Y TAREAS</b>
<b>enero</b>	
Martes 15	Introducción y presentación del curso. <b>Capítulo 1:</b> Ejercicios previos a la lectura <i>Antes de leer</i> . Leer el cuento <i>Al colegio</i> , de Carmen Laforet (terminar en casa, si es necesario).
Jueves 17	<b>Quiz 1</b> Ejercicios posteriores a la lectura <i>Después de leer</i> . Gramática y léxico <i>Lazos gramaticales</i> . Presentación: el profesor hace la primera presentación como ejemplo.
Martes 22	Escribir ensayo-respuesta de <i>Al colegio</i> .
Jueves 24	<b>Capítulo 3: "El ausente"</b> <b>Quiz 2</b> Ejercicios previos a la lectura <i>Antes de leer</i> . Leer el cuento <i>El ausente</i> , de Ana María Matute.
Martes 29	Entregar versión final ensayo-respuesta de <i>Al colegio</i> . Gramática y léxico <i>Lazos gramaticales</i> . Escribir ensayo-respuesta de "El ausente"
Jueves 31	Ejercicios posteriores a la lectura <i>Después de leer</i> "El ausente" <b>Presentaciones</b> .
<b>febrero</b> Martes 5	<b>Capítulo 4: Quiz 3</b> Ejercicios previos a la lectura <i>Antes de leer</i> . Leer el cuento "El hijo", de Horacio Quiroga. Entregar versión final ensayo-respuesta de <i>El ausente</i> Gramática y léxico <i>Lazos gramaticales</i> .
Jueves 7	Escribir ensayo "El hijo"
Martes 12	Ejercicios posteriores a la lectura <i>Después de leer</i> . <b>Presentaciones</b>
Jueves 14	Leer el cuento <b>Capítulo 5: "La casa nueva"</b> <b>Quiz 4</b> Entregar versión final de ensayo-respuesta de <i>El hijo</i> . Gramática y léxico <i>Lazos gramaticales</i> . Ejercicios previos a la lectura <i>Antes de leer</i> .

	<b>Martes 19: Escribir ensayo respuesta “La casa nueva”</b>
Jueves 21	Gramática y léxico <i>Lazos gramaticales</i> . Presentaciones sobre la lectura “La casa nueva”
Martes 26	<b>Capítulo 6: Quiz 5</b> Ejercicios previos a la lectura <i>Antes de leer</i> . Leer el cuento “Una sortija para mi novia”, de Humberto Padró. Entregar versión final ensayo-respuesta de “La casa nueva”
Jueves 28	Escribir ensayo-respuesta de <i>Una sortija para mi novia</i> .
<b>Marzo</b> Martes 5	Gramática y léxico <i>Lazos gramaticales</i> . Presentaciones sobre la lectura “Una sortija para mi novia”
Jueves 7	<b>Capítulo 7: Quiz 6</b> Ejercicios previos a la lectura <i>Antes de leer</i> . Leer el cuento <i>Primera impresión</i> , de Rubén Darío. Entregar versión final ensayo-respuesta de <i>Una sortija para mi novia</i> .
9- 17	SPRING BREAK
Martes 19	Escribir ensayo-respuesta de <i>Primera impresión</i> .
Jueves 21	<b>Capítulo 8: Quiz 7</b> Ejercicios previos a la lectura <i>Antes de leer</i> . Leer el cuento <i>La noche de los feos</i> , de Mario Benedetti. Gramática y léxico <i>Lazos gramaticales</i> .
Martes 26	Escribir ensayo-respuesta de <i>La noche de los feos</i> . <i>Entregar versión final “Primera impresión”</i>
Jueves 28	Presentaciones sobre la lectura “La noche de los feos” Ejercicios posteriores a la lectura <i>Después de leer</i> .
Abril Martes 2	<b>Capítulo 9: Quiz 8</b> Ejercicios previos a la lectura <i>Antes de leer</i> . Leer el cuento <i>Axolotl</i> , de Julio Cortázar. Gramática y léxico <i>Lazos gramaticales</i> . Entregar versión final ensayo-respuesta de “La noche de los feos”
Jueves 4	Escribir ensayo-respuesta de <i>Axolotl</i> .
Martes 9	Ejercicios posteriores a la lectura <i>Después de leer</i> . Presentaciones
Jueves 11	<b>Quiz 9</b> Leer el cuento “No oyes ladrar los perros”, de Juan Rulfo. Gramática y léxico <i>Lazos gramaticales</i> . Entregar versión final ensayo-respuesta de “Axolotl”
Martes 16	Escribir ensayo-respuesta de <i>No oyes ladrar los perros</i> .

Martes 23	Ejercicios posteriores a la lectura <i>Después de leer</i> . Jueves 18: Presentaciones
Jueves 25	<b>Quiz 10</b> sobre la lectura "El lenguado" Ejercicios previos a la lectura Entregar versión final ensayo-respuesta de "No oyes ladrar los perros"
Martes 30	Escribir ensayo respuesta sobre "El lenguado"
<b>Mayo</b> Martes 2	Presentaciones Ejercicios después de la lectura
Jueves 4	Entrega copia final "El lenguado" Entregar ensayo respuesta comparando dos de las películas vistas en el <i>Hispanic Film Showcase</i> de spring 2013
Examen final Martes 9	Entrega de ensayo final vía email.

Note: This syllabus may be modified to accommodate unforeseen circumstances.