

Texas A&M University-Commerce

Department of Literature & Languages

Spa 232 - Intermediate Spanish II

Spring 2014

Course: SPA 232.001 Intermediate Spanish II (20305)

Monday, Wednesday, and Friday from 12:00 to 12:50 HL 208

3 undergraduate credit hours

Instructor: Dr. Inma Lyons

Office: Hall of Languages (HL) 311

Office hours: Monday, Wednesday and Friday 11:00-12:00; Thursday 1:30-3:30

Phone: 903-468-8774

E-mail: Inma.Lyons@tamuc.edu

Course Description:

This course is designed as a general review of most grammatical concepts learned in previous Spanish courses, and to aid students make the transition to the more challenging Spanish upper-level courses. Through the study and analysis of a series of literary texts, students will have the opportunity to improve their reading and writing skills in Spanish, and as such, the course's main focus is on acquiring skills for improving reading and writing. Students will exercise analytical skills through close readings in Spanish. Original literary texts will be used as a basis for review and practice of students' acquired knowledge in previous lower-level Spanish courses.

Each class routine will consist of the following activities:

- ✓ Work prior to the actual reading: review of the text's vocabulary.
- ✓ In-class reading: presentation of new vocabulary, verbal forms, and/or grammar constructions.
- ✓ Explanations related to story topic and development.
- ✓ A quiz will be given the next day after the end of the reading.
- ✓ Group work to answer reading comprehension questions, arguments to debate.
- ✓ Grammatical explanations will be given for each chapter.
- ✓ The final work for each chapter consists of an individual response essay assignment. This is a first-draft, in-class composition.

Textbook:

Frantzen, Diana. *Lazos, gramática y vocabulario a través de la literatura*.

New Jersey: Pearson Prentice Hall, 2009.

Course Objectives:

At the end of this course students should have the tools to perform the following tasks:

1. Communicate orally and in writing in Spanish at the intermediate-mid to intermediate-advanced (ACTFL guidelines) utilizing a variety of language constructions.

2. Follow essential points of written discourse at an intermediate level with the ability to discuss main ideas of written literary texts.
3. Perform literary analysis.
4. Recognize and identify cultural peculiarities of the Hispanic world through the world of literary texts.

Textbook:

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

Recommended: A good bilingual dictionary (not a pocket edition).

Student Learning Outcomes:

Students will demonstrate their ability to understand and explain the main theme in Hispanic literary texts, and explain how such theme is illustrated through some literary conventions.

Course Requirements:

Students enrolled in this class have had to pass Spa 131, 132, and 231, or have received the required score in the Spanish Placement Exam, or other equivalency exams.

Students are expected to do the following: prepare the assignments for the date indicated **prior to coming to class that day**; do the assignments and online work, and turn them in on the date indicated on the schedule; use the language skills inside and outside the classroom (i.e. speaking to native speakers, watching Spanish lang. TV or movies, reading Spanish lang. magazines or newspapers).

Students are required to bring their textbooks to class every day.

Assignments and grading scale:

Ensayos respuesta	30%	A = 100-90
Ensayo final	20%	B = 89-80
Presentación	10%	C = 79-70
Pruebas (quizzes)	20%	D = 69-60
Tutor interviews	10%	F = 59-
Participación	10%	

Explicación de los trabajos y actividades:

Ensayo respuesta: The *ensayo respuesta* assignments are response papers to each of the readings for each book chapter. A first draft and a final version are required. The first draft is to be written during one class period in a sheet of paper provided by the instructor. The textbook and dictionary may be used by students to complete this first draft. The first draft will be corrected by the instructor and returned to students. The final version of each “ensayo respuesta” along with a copy of the first draft, will be turned in to the instructor.

The final version of this “ensayo respuesta” must be typed in Times New Roman, 12 font, with an appropriate heading on the top left hand corner of the first page that includes name, course number and section, instructor’s name, date, and original story title. The title of this essay should 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: a) Grammatical features, and b) Analytical content.

Important: the grade given to final version essays that are turned in after the due date will be reduced by 20%.

Ensayo final: The *ensayo final* is a longer composition than the *ensayo respuesta*. This essay is to be turned in the date marked in the University calendar as “final exam date”. It is not an in-class assignment, and should be submitted electronically.

Specifications:

The Length: between 500 to 550 words.

Letter font and size: Times New Roman, 12, double space,

Heading Format - On the top left corner of the first page include the following information:

Your 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 in which you may evaluate stories that may share similar themes, story lines, and/or characters. You may compare characters’ personalities, or the narrative structures of different stories. When the moment comes, you are welcome to consult your instructor to discuss any doubts you may have regarding this assignment. Evaluation of *ensayo final* is based on: a) Grammatical features, and b) Analytical content.

Important: final essay turned in after the due date will receive a 0.

Quizzes : There will be a quiz on each reading. They are to be taken the day after you have been assigned the readings as indicated in the syllabus. There are no make-up quizzes.

Presentación: Each student will make a presentation on one reading in the semester. Note that this is an oral presentation, and is not to be read. Its content will consist on an answer to the following questions: a) The story’s theme ; b) the story’s plot; c) who are the characters and what they are like; d) interpretation of ideas in the story.

Tutor Interviews: Five interviews are to be held with any a departmental tutor during the semester. Students must visit the tutors in five occasions. Tutoring sessions can be utilized to practice the class presentation with the tutor, to consult with the tutors the ideas and contents of the *ensayos*, for oral practice and to clarify grammatical doubts. For the class presentation, the student will have it prepared in advance and just deliver it to the tutor. For the consultations, 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.

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.

INCENTIVE POLICY ON HISPANIC FILM SHOWCASE ATTENDANCE

Attendance to the film showings is considered an extra-credit activity; however, Spanish faculty considers this a very important event, and worthy of your attendance. This experience will expand your cultural experience and offers personal enrichment. Also, you may help your grade in this Spanish course, as you may earn up to 2 points per attendance to each of the films. These 2 points will be added to the grade of the first exam following each film showing. Your instructor will provide the dates/times for the showings.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection / high speed recommended (not dial-up).
- Headset/Microphone.
- Word processor (MS Word or Word Perfect).

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means this course will work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

The course will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports Firefox browser (3.0) on both Windows and Mac operating systems.

-Internet access/connection – high speed recommended (not dial-up).

-Word processor (Microsoft Word).

It is strongly recommended that you perform a “Browser test” prior to the start of the course. To launch a browser test, login to eCollege, click on ‘myCourses’ tab, and then select the “Browser test” link under Support Services.

Technical Support

Texas A & M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week:

- Chat support: Click on 'Live support' on the tool bar with the course to chat with an eCollege representative.
- Phone: 1-866-656-5511 (Toll free) to speak with eCollege technical support representative.
- E-mail: helpdesk@online.tamuc.org to initiate a support request with eCollege technical support representative.
- Help: Click on the 'help' button on the toolbar for information regarding working with eCollege (i.e. how to submit to dropbox, how to post to discussion, etc.)

ACCESS AND NAVIGATION

Spa 131 is a web-enhanced course through eCollege, the learning management system used by Texas A & M University-Commerce. To use the eCollege features associated with this course go to: <https://leo.tamuc.edu/>

You will need your CWID (Campus Wide I.D.) and password to log in to the course. If you do not know your CWID or have forgotten your password, contact technology services at 903-468-6000 or helpdesk@online.tamuc.org

eCollege features used by Spa 131

Spa 131 is a face-to-face course; however, we will take advantage of computer technology to enhance the benefits of the course. Through eCollege, students will be able to do the following:

- ✓ Obtain and print a copy of this syllabus.
- ✓ Obtain other course documents through doc. sharing.
- ✓ Check their grades online through the eCollege gradebook.
- ✓ Talk to other students through the Virtual Lounge.

Every communication with the instructor should occur via e-mail at:

The instructor will also use eCollege announcements to communicate with students. Please check your university e-mail regularly.

Tutoring and Advising

- **Your Instructor:** 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:** In addition to the required tutorial conversations for this course, tutoring is available in HL 119. Tutorials are free of charge and are offered daily. A sign-up sheet is on the door.
- **Advising:** To declare a major, second major, or minor in Spanish, or to get further information on our program, please contact Dr. Inma Lyons at Inma.Lyons@tamuc.edu or Ms. Dr. Dottie McIntyre at Dottie.McIntyre@tamuc.edu

- **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. Additional information about the examinations and the internship is available at the Educator Certification office in Ed North 204 (ext. 5182).

**Internship and State Exam Requirements
Department of Literature and Languages
SPANISH**

Students who are seeking to earn certification to teach Spanish need to know that the Department of Literature and Languages is responsible for permitting students to enter internship and to take the required state exams. Approval to take state certification examinations is based on admission to do an internship. Without departmental and College of Education approval to do an internship, students will not be permitted to take the certification exams in Spanish.

To earn certification in Spanish, two exams must be taken: the Spanish TExES and the Test of Oral Proficiency (TOPT). Students must meet departmental requirements for internship before they will be able to sit for the certification examinations.

Department requirements for approval to internship are the following:

UNDERGRADUATE

1. Complete all required course work, including a minimum of 12 hours of upper-level (300 or 400) courses in Spanish while in residence at A & M-Commerce. Study abroad hours will NOT count toward the 12 hour residency requirement.
2. A GPA of 3.0 or above in Spanish courses at the 300- and 400-level.
3. A grade of "B" or above in the following courses: Spa 331 or 333, 332 or 334, 341, 353/354, 475, and 485. "C" grades in Spa 331, 332, 341, 353/354, or 485 will have to be replaced until a grade of "B" or better is earned.
4. An overall GPA of 3.0 in all Spanish and support course work (English 358, 457).
5. Students may have no more than two grades of "C" in all Spanish course work whether taken at A & M-Commerce or at another university or college.
6. A meeting with the Spanish Adviser prior to one's senior year and preferably at the beginning of the junior year.

Approval to enter internship is subject to positive recommendations from the students' instructors in Spanish and support courses, and to satisfying the above requirements.

For more information on certification in Spanish, contact the Department of Literature and Languages at 903-886-5260.

- **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 every day at the Testing Center in the One Stop

Shop. 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 Sciences 220, (903) 468-6034.
- **I will be sending you communications to your Leo e-mail. Please check it regularly.**

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

- **Retention statement for 1st 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

StudentDisabilityServices@tamuc.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.

**PROGRAMA DE ACTIVIDADES
SPA 232 – PRIMAVERA 2014**

ENERO	
Lunes, 13	Introducción y presentación del curso.
Miércoles, 15	Capítulo 1: “Al colegio” Ejercicios previos a la lectura “Antes de leer”.
Viernes, 17	Leer el cuento “Al colegio” de Carmen Laforet (terminar en casa si es necesario).
Lunes, 20	Día de Martin Luther King. No hay clase hoy.
Miércoles 22	Quiz 1 Gramática y léxico “Lazos gramaticales”.
Viernes, 24	Escribir ensayo-respuesta de “Al colegio”.
Lunes, 27	Ejercicios posteriores a la lectura “Después de leer”. Presentación: el profesor modela la primera presentación
Miércoles, 29	Capítulo 3: “El ausente” Quiz 2 Ejercicios previos a la lectura “Antes de leer”.
Viernes, 31	Leer el cuento “El ausente” de Ana María Matute.
FEBRERO	
Lunes, 3	Entregar versión final ensayo-respuesta de “Al colegio”. Gramática y léxico “Lazos gramaticales”.
Miércoles, 5	Escribir ensayo-respuesta de “El ausente”. 1ª entrevista de tutoría.
Viernes, 7	Ejercicios posteriores a la lectura “Después de leer” de “El ausente”. Presentación.
Lunes, 10	Capítulo 4: “El hijo” Quiz 3 Ejercicios previos a la lectura “Antes de leer”.
Miércoles, 12	Leer el cuento “El hijo” de Horacio Quiroga. Entregar versión final ensayo-respuesta de “El ausente”.
Viernes, 14	Leer el cuento “El hijo” de Horacio Quiroga. Entregar versión final ensayo-respuesta de “El ausente”.
Lunes, 17	Gramática y léxico “Lazos gramaticales”.
Miércoles, 19	Escribir el ensayo “El hijo”.
Viernes, 21	Ejercicios posteriores a la lectura “Después de leer”. Presentación.
Lunes, 24	Capítulo 5: “La casa nueva” Quiz 4 Ejercicios previos a la lectura “Antes de leer”. Entregar versión final del ensayo sobre “El hijo”. 2ª entrevista de tutoría.
Miércoles, 26	Leer el cuento “La casa nueva”.
Viernes, 28	Gramática y léxico “Lazos gramaticales”.

MARZO	Escribir ensayo-respuesta “La casa nueva”.
Lunes, 3	Ejercicios posteriores a la lectura “Después de leer”. Presentación
Miércoles, 5	Capítulo 6: “Una sortija para mi novia” Quiz 5 Ejercicios previos a la lectura “Antes de leer”. Entregar versión final ensayo-respuesta de “La casa nueva”.
Viernes, 7	Leer el cuento “Una sortija para mi novia” de Humberto Padró
Lunes 10-14	VACACIONES DE PRIMAVERA
Lunes, 17	Escribir ensayo-respuesta de “Una sortija para mi novia”. 3ª entrevista de tutoría.
Miércoles, 19	Gramática y léxico “Lazos gramaticales”.
Viernes, 21	Ejercicios posteriores a la lectura “Después de leer”. Presentación
Lunes, 24	Capítulo 7: “Primera impresión” Quiz 6 Ejercicios previos a la lectura “Antes de leer”.
Miércoles, 26	Leer el cuento “Primera impresión” de Rubén Darío.
Viernes, 28	Entregar versión final ensayo-respuesta de “Una sortija para mi novia”. Escribir ensayo-respuesta de “Primera impresión”.
Lunes, 31	Gramática y léxico “Lazos gramaticales”.
ABRIL	
Miércoles, 2	Ejercicios posteriores a la lectura “Después de leer”. Presentación
Viernes, 4	Capítulo 9: “Axolotl” Quiz 7 Ejercicios previos a la lectura “Antes de leer”.
Lunes, 7	Leer el cuento “Axlotl” de Julio Cortázar.
Miércoles, 9	Gramática y léxico “Lazos gramaticales”. Entrega de versión final del ensayo-respuesta de “Primera impresión”. 4ª entrevista de tutoría.
Viernes, 11	Escribir ensayo-respuesta sobre “Axolotl”.
Lunes, 14	Ejercicios posteriores a la lectura “Después de leer”. Presentación
Miércoles, 16	Capítulo 14 “No oyes ladrar a los perros” Quiz 8 Leer el cuento “No oyes ladrar a los perros” de Juan Rulfo.
Viernes, 18	Gramática y léxico “Lazos gramaticales”. Entrega de versión final del ensayo-respuesta “Axolotl”.
Lunes, 21	Escribir ensayo-respuesta “No oyes ladrar a los perros”.
Miércoles, 23	Ejercicios posteriores a la lectura “Después de leer”. Presentación
Viernes, 25	Capítulo 13: “El lenguado” Quiz 9 sobre la lectura “El lenguado” Ejercicios previos a la lectura Entregar versión final ensayo-respuesta de “No oyes ladrar a los perros”.
Lunes, 28	Escribir ensayo-respuesta sobre “El lenguado”.

Miércoles, 30	Ejercicios “Después de la lectura”. Presentación 5ª y última entrevista de tutoría.
MAYO	
Viernes, 2	Entrega copia final “El lenguado”. Entregar ensayo-respuesta
Viernes, 9	Entrega del ensayo final – hasta las 5:00 p.m.