



# SPAN 202-509: INTERMEDIATE SPANISH II SYNCHRONOUS

**Instructor: Doña Alessandra Ribota**

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Office Location: ZOOM Platform

Student Hours: Tuesday, 04:00-05:00 P.M; or by appt.

Class Time: Tuesdays & Thursdays, 5:00-6:15 P.M.

Class Location(s): ZOOM Platform

## REQUIRED COURSE MATERIAL

- **Textbook:** Hershberger, R., Navey-Davis, S., & Borrás Álvarez, G. (2016). *Plazas* (5<sup>th</sup> Edition).  
**Bundle: Plazas, Loose-leaf Version, 5th+i lRn, 3 terms Printed Access Card.** ISBN 9781337087414.

**NOTE:** Students who need to purchase iLrn access, will need to call **Cengage Customer Support (800-354-9706)**, in order to get a 6-month iLrn code. Because the iLrn platform is scheduled to sunset on 12/31/2020, all students for Fall classes will have to purchase access **prior to 10/15/2020**.

- **Reader:** Acquaroni, R. (2009). *El libro secreto de Daniel Torres*. Salamanca, Spain: Santillana Universidad de Salamanca. ISBN: 978-84-9713-119-3

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**Course Structure:** The course will be conducted entirely online, which means you do not have to be on campus to complete any portion of it. You will participate in the course using the following learning management systems:

- ZOOM Platform ( <https://tamu.zoom.us/>) &
- Google Classroom ( [classroom.google.com](https://classroom.google.com))

You will need to click the link below every class period in order to connect. The student is responsible of remembering to login, if possible, during the assigned time. ZOOM will not remind the student when the classroom has begun.

Virtual classroom Link:

<https://tamu.zoom.us/j/97717234401>

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**Virtual student Hours:** The instructor will be connected to zoom during her office hours stated above. She will also be taking appointments in which we will use the same ZOOM link to connect. If you plan on coming to office hours please let the instructor know via email so that she may be actively waiting for your presence via ZOOM.

For virtual office hours, please click the following link:

<https://tamu.zoom.us/j/909249420>

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## **Student-Student Interaction**

In a "live course", you would be interacting with other students in your class. That interaction is important to the learning process. In this online course, you are encouraged to take advantage of opportunities designed to promote interactive communication in cyberspace. Your classmates may be in sites distant from your location; they may have very different backgrounds and experiences with language learners. Get to know them, seek to work with them. You will do this through:

**Discussion Groups** where you and your classmates post messages and react to one another. This activity promotes interaction among students as you would experience in a classroom

### **Skills:**

Students should feel comfortable accessing and using a computer, downloading programs, checking email, and using the Internet in order to participate fully in the course. An Internet browser and an Internet service provided connection are recommended for this course. A set of computer headphones are also a good idea. The distance learning environment for this course will be offered via **ZOOM**.

### **Netiquette: Being "Online"**

This course is fully online. There are no on-campus meetings. If this is your first online course, there are a few things you need to know from the get-go:

It truly can take a little while to get used to "doing school" online! Be patient with yourself, take a deep breath, and don't be afraid to ask for help.

Online learning requires self-discipline. You must be fairly self-directed! This is good but also frustrating if it is new to you. You must keep up a regular presence in the course, participating in discussions and so on. "Regular" means throughout the week, a bit every day if possible (but, let's face it, we all need a break sometimes!).

Related to the above: It's REALLY, really, really, really (Did I mention "really?") easy to get behind and not get the work done. It's critical to plan your study and work time. Many students find themselves wishing they had followed this advice when they get near the end of the course and are scrambling. "I fell behind" is not a valid emergency excuse for extensions at the end of the class!

When participating in a discussion there is no need to repeat what has already been said. I am not looking for robotic, perfunctory participation, but genuine interaction with the texts and the ideas of classmates.

Follow the assignment directions I've provided. If you don't understand what I am asking for, please contact me immediately.<sup>1</sup>

### **Plan ahead**

Plan ahead when you are working online as problems do occur. Issues with submitting work, attaching documents, uploading videos, and dropped internet are just a couple of the issues that may arise. Plan that these WILL happen and then you will be prepared! Reach out immediately to IT and then your professor when you experience issues like you would in any job when barriers arise.

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<sup>1</sup> retrieved from: <https://ucdenver.instructure.com/courses/26388/assignments/syllabus>

## **Time Management**

Make sure you understand when assignments and activities are due in each of your courses. Online courses often have multiple due dates for discussion groups and assignments and it is essential that you meet these deadlines to create a quality experience. Make sure to read the syllabus and schedule and ask for clarification from the instructor if you have questions.<sup>2</sup>

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## **Americans with Disabilities Act (ADA) Policy**

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit [disability.tamu.edu](http://disability.tamu.edu). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

## **Aggie Honor Code**

Academic integrity is essential to the academic life of this or any university. For that reason, the rules of academic integrity will govern the conduct of this course. Students at Texas A & M University assume the important responsibility of promoting the Aggie Honor Code (“An Aggie does not lie, cheat or steal, or tolerate those who do”). The ideals of the Code refer to cheating, one of the worst of academic violations. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at <http://aggiehonor.tamu.edu/>.

## **Title IX and Statement on Limits to Confidentiality**

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

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<sup>2</sup> retrieved from: <https://sites.msudenver.edu/socialwork/tools/online-syllabus-example-language/>

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

### **Statement on Mental Health and Wellness**

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### **Campus Safety Measures**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- Face Coverings—[Face coverings](#) (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the [Face Covering policy](#) and [Frequently Asked Questions \(FAQ\)](#) available on the [Provost website](#).
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the [Student Conduct office](#) for sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students.

### **Personal Illness and Quarantine**

Students required to quarantine must participate in courses and course-related activities remotely and **must not attend face-to-face course activities**. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See [Student Rule 7, Section 7.2.2](#).) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1, indicates a medical confirmation note from the student's medical provider is preferred, **for Fall 2020 only, students may use the Explanatory Statement for Absence from Class form in lieu of a medical confirmation. Students must submit the Explanatory Statement for Absence from Class within two business days after the last date of absence.**

## Operational Details for Fall 2020 Courses

For additional information, please review the [FAQ](#) on Fall 2020 courses at Texas A&M University.

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### **Student-Student Interaction**

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### **Name & Gender Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me early in the semester so that I may make appropriate changes to my records.

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### **Diversity Statement**

Respect for cultural and human biological diversity are core concepts of Hispanic Studies. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Hispanic Studies Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See <http://diversity.tamu.edu/>).

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### **Communication Statement**

It is my hope that in this course we will develop a supportive learning community that will foster rich discussions through the sharing of personal ideas, experiences, and relationships to course material. Honesty, listening for understanding, a willingness to share your ideas, and respect for self and others are basic guidelines that can help create a positive learning environment. Your participation and feedback is important to the success of the course and I welcome your thoughts throughout the semester on how we might improve class processes that will encourage effective communication and dialogue.

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## **COURSE DESCRIPTION (Catalogue)**

Intermediate Spanish II. Active use of the language in conversation, writing, reading and projects at the mid intermediate level as defined by the American Council on the Teaching of Foreign Languages

## **PREREQUISITES**

The prerequisite for this course is SPAN 201 with a grade of C or better. Students who are enrolled in this class must have already taken the departmental placement test or college level prerequisite courses. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester.

## **METHODOLOGY**

Doña Ribota teaches language communicatively which means that all courses are taught in Spanish, except for brief moments of English when absolutely necessary to facilitate the flow of the course. In a communicative language class, students are expected to be active co-participants in their own learning. **This requires that you come to class prepared to engage in the day's work by having read ALL required material and completed ALL assignments assigned by your instructor.**

The content of the Spanish classes and the way in which students' work is assessed are based on the theoretical and pedagogical guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL). These are summarized in the *World-Readiness Standards for Learning Languages* (NSFLEP, 2015), whose main goals of instruction are as follows:

**COMMUNICATION: Communicate effectively in order to function in a variety of situations and for multiple purposes.**

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

**CULTURES:** Interact with cultural competence and understanding.

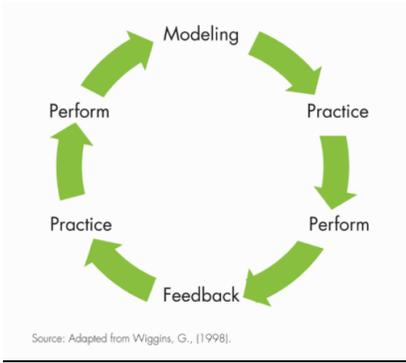
- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

**COMPARISONS:** Develop insight into the nature of language and culture in order to interact with cultural competence.

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

The activities and homework assignments that you will complete in class and the assessment tools with which your work will be evaluated have been created to accomplish and reflect the instructional objectives described in the Standards. The content of your class has also been designed to develop your ability to communicate in three different modes—interpersonal, interpretive, and presentational (presented in the **Communication** standards).

In our Spanish classes, there is strong connection between learning and assessment. This means that what you do in class will be reflected in the way you are assessed:



Source: Adair-Hauck et al. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA: American Council on the Teaching of Foreign Languages. (p. 137)

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**COURSE OUTCOMES**

By the end of the semester, you will be able to do the following in Spanish.

Interpretive Communication: What can I understand, interpret, or analyze in authentic:

- Informational texts:** I can understand the main idea and key information in short straightforward informational texts.
- Fictional texts:** I can understand the main idea and key information in short straightforward fictional texts.
- Conversations and discussions:** I can identify the main idea and key information in short straightforward conversations.

Interpersonal Communication:

- How can I exchange information and ideas in conversation?** I can exchange information in conversations on familiar topics and some concrete topics (e.g., travel/tourism, relationships, jobs) with which I have worked in class, creating sentences and series of sentences and asking a variety of follow-up questions.
- How can I meet my needs or address situations in conversations?** I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.
- How can I express, react to, and support preferences and opinions?** I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions

Presentational communication:

- How can I present information to narrate about my life, experiences, and events?** I can tell a story about my life, activities, events, and other social experiences using sentences and series of connected sentences in short paragraphs.
- How can I present information to describe and inform?** I can give straightforward presentations and write short paragraphs on a variety of familiar topics and some concrete topics (e.g., travel/tourism, relationships, jobs) with which I have worked in class.

**GRADING SCALE**

The final course grades will be assigned on the basis of the following scale:

A = 90-100%    B = 80-89%    C = 70-79%    D = 60-69%    F = below 60 %

All grades will be posted on eCampus.

**SUMMARY OF DISTRIBUTION OF GRADES**

<b>EVALUATION PROCEDURES</b>	<b>%</b>
<b><u>Effort and Preparedness (24%)</u></b>	
Class preparedness (exercises you need to prepare <b>before</b> class every day) and in-class participation	9 (3 grades: 3% each)
Online homework	12 (4 grades: 3% each)
Digital Cultural Review	3 (2 grades: 1.5% each)
<b><u>Interpersonal (18%)</u></b>	
<b>One</b> short conversations with partner (2 minutes per student per conversation):	
• Conversation #1	8%
Individual Evaluation of Oral Proficiency	10%
<b><u>Interpretive and Presentational (58%)</u></b>	
<i>El libro secreto de Daniel Torres</i> quizzes (4)	12% (4 grades: 3%)
<b>Three</b> Compositions	12 % (3 grades: 4% each)
Mid-term Exam	16%
Final Exam	18%
<b>TOTAL</b>	<b>100</b>

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**EXPLANATION OF EVALUATION PROCEDURES**

**1. Make Up Policy**

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student’s grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

**Personal reasons for missing class cannot be excused.** These include personal trips to attend university-sponsored events as a spectator, to visit family, to attend weddings (and the like), to attend court (except for jury duty), and other personal reasons, even when plane tickets have been purchased

## **2. Attendance Policy**

Language learning is an active enterprise, and the student's active participation in class is a must. For this reason, class attendance is an important factor. The instructor will require written confirmation of absences that students seek to be considered as excused. Students should familiarize themselves with Texas A&M University attendance policies (see <http://student-rules.tamu.edu/rule07/>).

“Students enrolled in distance education courses are expected to regularly engage with instructional materials and complete all assignments by stated due dates” See Student Rule 7 (<https://student-rules.tamu.edu/rule07/>).

Attendance in online courses is defined as **active engagement** in the course as described above. Online courses participation will be documented by any or all of the following methods:

- Discussion forums
- Submission/completion of assignments, and quizzes
- Communication with the instructor
- Participation in scheduled live sessions (via Zoom or Blackboard Collaborate)
- Google Classroom time spend/work completion/participation
- Other form of course participation

Students are required to log in to the online course by the second day during the week in which the course officially begins, or the day enrolled during late registration to complete the initial introductory postings required in the course. As a component of attendance student email, course announcements and discussion forums should be checked frequently (daily is recommended). The student is solely responsible for checking updates related to the course.

Excessive university-unauthorized absences (**beyond two**) may have an adverse effect on student performance and on the determination of the final course grade. **Each absence beyond two will result in a 2-point reduction per absence of the student's final grade. Example: if you were to be absent for example 3 times beyond the allotted 1, you would lose 6 points of your final grade (e.g., if you got a final grade totaling 90 and you had 3 unexcused absences beyond the allotted 1, your final grade would be 84. Therefore, you would move from an A to a B).**

## **3. Use of Spanish and Instructors' Feedback**

This is a Spanish course; therefore, it will be taught in Spanish. However, your instructor may occasionally use English if it is deemed pedagogically appropriate. For example, when providing feedback on the result of an exercise or assessment tool, she may resort to English to ensure full understanding of the reason why an error was made, and to provide practical suggestions for improvement. To benefit from this course and to acquire a greater understanding of the language, students are expected to speak Spanish as much as possible in class.

Throughout the semester, your instructor might make constructive comments on students' errors with the objective of helping you and your classmates recognize weaknesses in your learning process, and, above all, to provide you with ways to improve. You should take advantage of your instructors' comments, following suggestions for improvement and continuing using Spanish actively. Your instructor's feedback should not be seen as a form of criticism, but as another facet of the learning process.

## **4. Preparedness and Participation**

Purpose:

- To provide multiple evaluations of participation (oral and written) and engagement.
- To help you prepare for your in-class work.

Participation consists of the assessment of the quality of the student's contributions to the class and language learning. Participation is not an attendance grade, but rather a measure of each student's language learning activity. If you appear not to be prepared (e.g., if you haven't completed the exercises assigned by your instructor), your grade will reflect this. If you are prepared and do not participate, your grade will suffer similarly. We expect that all students will engage in the course in ways that will advance language learning.

“Class participation” is also the combination of subjective and objective evaluations. It is the balance of the quantity of a student’s involvement in class discussions and analyses and the quality of that involvement. For example, a student who is always present in class and who never speaks, though she demonstrates with non-verbal cues involvement and understanding, can only aspire to C-level class participation (70-79%). On the other hand, a student who attends class, frequently asks good questions, and frequently answers questions well, can aspire to A-level class participation (90%+). B-level participation (80-89%) falls somewhere in between these two; while D-level (60-69%) and F-level (below 60%) participations are reflective of little or no participation, either verbal or non-verbal, and a lack of engagement

Overall, participation will be evaluated through the level of preparation; discussions of readings and textbook exercises, etc.; participation in oral activities; contributions to pair and small group work; and use of Spanish as the language of communication in the online classroom. Once you have read this syllabus to completion please email me your favorite vacation picture for extra credit. Do not tell other classmates about this easter egg. You are expected to use Spanish to communicate with your fellow students and instructor at all times during your class (except when discussing your grades or any administrative matters related to your class). If you are absent and excused, you will earn the average of your performance for participation. You may consult with your instructor about your participation throughout the semester. **Your participation grades will be posted on eCampus or provided to you by your instructor in weeks 5 , 10, and 5.**

## **5. Homework**

### Purpose:

- To give you the opportunity to experiment with and use Spanish in a variety of activities/contexts complementary to those encountered in class.

### How it works:

- To prepare to complete activities assigned by your instructor for homework, we recommend that you read your class notes and/or textbook before starting your work.
- You must complete all assignments and submit them in accordance to the guidelines/instructions provided by your instructor. No assignments will be dropped. **Activities that are not done are computed as a zero.**
- Each day before class, students are expected to have the material assigned by the instructor on the previous class completed (e.g., all textbook exercises, reading and listening comprehension activities, etc.). **Any incomplete work will receive a grade of zero and a loss of points for the “Participation” component of the course.**

## ***5.1 iLrn Assignments***

A three-credit course, SPAN 202 will meet as described above; and students will have scheduled responsibilities in the textbook companion platform: ***iLrn*** assignments introduce vocabulary and structure and give opportunity to practice and apply thematic vocabulary and grammar reviewed in class. Some activities include listening/viewing comprehension with dialogues, simulated conversations and pronunciation practice.

***iLrn*** assignments not submitted by the established deadline, will receive a grade of **zero**.

### **How it works:**

- You will do your assigned online exercises in ***iLrn***, the textbook companion web-based platform (see instructions to register below).
- To prepare for the activities, read the textbook lesson beforehand. Note that most activities will direct you to the corresponding textbook pages in your text.
- You must complete all the activities assigned for each chapter on the deadline stated on the schedule (see syllabus and MindTap), generally the Sunday following the completion of the chapter, but there are suggested completion dates for each activity that will help you get ready for each class.
- All the assigned activities for each lesson are machine-scored, and some will accept multiple correct answers.

#### **Spelling, capitalization, and accent marks count:**

- “papa” is not acceptable for “papá”
- “manana” is **not** acceptable for “mañana”
- “barcelona” is **not** acceptable for “Barcelona” and “jose” is **not** acceptable for “José”
- You will have up to three attempts on each exercise before receiving a final grade and a summary of your responses (the correct answers for questions that were answered incorrectly will be displayed).
- No assignments will be dropped. Activities that are not completed or submitted for scoring (work saved, but not

submitted) are computed as a zero.

- The platform tracks the amount of time students spend completing online HW.
- Your online HW **final average grade** will be entered in the eCampus gradebook.

## **6. Conversation with Partner**

### Purpose:

- To give you the opportunity to speak Spanish in specific social contexts similar to the ones you will be part of when you interact with Spanish-speaking animal owners.
- To evaluate you in the acquisition and use of Spanish in the interpersonal mode.

### How they work:

You will be required to participate in **one short oral conversation** with a partner at the end of the semester. This conversation will be presented in front of your instructor. **The oral conversation will last between 4 and 5 minutes (2 and 2.5 minutes per student), and it will take place on the day when the final exam for your class is scheduled. The topics of the conversations will NOT be announced beforehand;** however, they will be based on the topics covered in class.

### **6.1 Conversations with the instructor**

#### How they work:

You will be required to participate in **one short oral conversations** with the instructor. These conversation will be presented in front of your instructor through ZOOM. **The oral conversations will last 4 minutes** . The dates for the conversations are listed on the schedule. **The topics of the conversations will NOT be announced beforehand;** however, they will be based on the topics covered in class, for example in the ***Comunicación sections of each chapter and the extra interpersonal situations***. **The instructor will ask you a set of questions based on the topics learnt and you will have to respond in detail.**

## **7. Cultural Events**

Students of Spanish 201 and 202 are expected to develop the four language skills of speaking, listening, reading and writing as well as an understanding and appreciation of aspects of Hispanic culture. For that reason, a class requirement is participation in **TWO cultural event** related to Hispanic culture during the course of the semester such as a movie, virtual experience, etc. Cultural events will foster social, cultural and global competence by developing student's ability to discover and recognize that practices and products are viewed and understood from the point of view of the culture that developed them. In addition, it will help students develop the motivation to independently pursue activities that will use the language outside of the classroom throughout their lifetime.

Events will be announced by the instructor. Your instructor will require a short paragraph where you reflect on the event.

## **7.Exams**

To validate comprehension of materials covered, to allow students to assess their knowledge of the material learned, and to provide instructors with extra instructional opportunities you will take **one midterm exam** and one **final comprehensive exam**.

Each exam may cover all of the material related to particular lessons. The exams are significant measurements of your comprehension of the material in the lessons. The final exam is comprehensive; therefore, it covers all the chapters and materials assigned and/or reviewed in the course.

Comprehensive exams promote deep learning and lasting retention of course content necessary for the mastery of basic Spanish-language skills. Therefore, this knowledge should be stored in long-term memory.

The **final exam** will be delivered **online**

## **Instructional Help**

Tutoring is available in the Language Support Office (LSO). Students are encouraged to visit the LSO (ACAD 124) to receive help on assignments and practice speaking Spanish (<https://hisp.tamu.edu/undergraduate-program/language-program/language-support-office-lso/>). You are also encouraged to join the Spanish Conversation Club (<https://liberalarts.tamu.edu/hisp/resources/general/spanish-conversation-club/>)

**TEMARIO/SCHEDULE:**

- The **instructor** reserves the right to make changes to the schedule (excluding assessment dates) if he/she deems it pedagogically appropriate.
- The student is responsible for the notes/material from any classes missed.
- **Remember** to bring your textbook to class every day. You are responsible for all the material assigned that is listed on each day, and **you are required to complete ALL assigned activities** listed on the schedule or any assigned by the instructor **BEFORE** you come to class.
- **NOTE: Any incomplete or late assignments** will receive an automatic grade of **ZERO**.

**IMPORTANT: YOU MUST CHECK *GOOGLE CLASSROOM* DAILY AS THERE WILL BE WORK TO PREPARE AT HOME TOO.**

FECHA	CAPÍTULO 12: EL MEDIO AMBIENTE	
	PREPARAR EN CASA Y CORREGIR EN CLASE	TAREA EN LÍNEA
SEMANA 1 JUEVES 8/20	<input type="checkbox"/> Syllabus, introductions ¡A explorar! (pp. 392-393): Leer los textos, ver el video en casa y hacer ejercicios. <input type="checkbox"/> Vocabulario 1 (pp. 394-395); ¡A practicar! (p. 396): 12-1, 12-2, 12-3; ¡A conversar! (p. 397): 12-5, 12-6	<input type="checkbox"/> SAM: 12-W2, 12-W3, 12-W6, 12-W7 y 12-L3
SEMANA 2 MARTES 8/25	<input type="checkbox"/> Estructura 1 (pp. 398-399); ¡A practicar! (p. 400): 12-7, 12-8, 12-9, ¡A conversar! (p. 401): 12-11); <input type="checkbox"/> Encuentro cultural (pp. 402-403) <input type="checkbox"/> Vocabulario 2 (pp. 404-405); ¡A practicar! (p. 406): 12-13, 12-14, 12-15, 12-16, ¡A conversar! (p. 407): 12-17, 12-19 <input type="checkbox"/> <b>GC: SUBJUNCTIVE W/ EMOTIONAL EXPRESSIONS and Hypo Expressions</b> Aug 25: last date to add/drop	<input type="checkbox"/> SAM: 12-W9, 12-W10, 12-W15, 12-W16, 12-W17 y 12-W18
JUEVES 8/27	<input type="checkbox"/> <b>GC: Libro de lecturas (reader 1):</b> Read Chapters I to III (pp. 4-13) and do activities (eCampus) to discuss and review in class.	
SEMANA 3 MARTES 9/1	<input type="checkbox"/> <b>GC: Quiz (reader 1) By 5 PM</b> <input type="checkbox"/> <i>Estructura 2</i> (pp. 408-409); ¡A practicar! (p. 410): 12-20, 12-21; <input type="checkbox"/> ¡A conversar! (p. 411): 12-22 y 12-23 <input type="checkbox"/> <b>GC: Subj. W/ V of doubt and adjective clauses</b>	<input type="checkbox"/> SAM: 12-W11, 12-W12 y 12-W14
JUEVES 9/3	<input type="checkbox"/> ¡A leer! (pp. 414-415): Leer y hacer ejercicios (Antes, a leer y después de leer). <input type="checkbox"/> <b>Actividad extra cap 12 (eCampus) hacer en casa para revisar y discutir en clase.</b> Census date 9/3	<input type="checkbox"/> <b>Online HW for Capítulo 12 due by 11:59 pm. on Sunday, Sept 6</b>
SEMANA 4 MARTES 9/8	<input type="checkbox"/> <b>Composición 1</b>	
FECHA	CAPÍTULO 13: EL MUNDO DEL ESPECTÁCULO	
	PREPARAR EN CASA Y CORREGIR EN CLASE	TAREA EN LÍNEA
JUEVES 9/10	<input type="checkbox"/> ¡A explorar! (pp. 422-423): Leer los textos, <i>ver el video en casa y hacer ejercicios ¿Cierto o falso? y Preguntas</i> (p. 423) <input type="checkbox"/> Vocabulario 1 (pp. 424-425); ¡A practicar! (p. 426): 13-1, 13-3; <input type="checkbox"/> ¡A conversar! (p. 427): 13-6	<input type="checkbox"/> SAM: 13-W1, 13-W2 y 13-L1 <input type="checkbox"/> SAM: 13-W8, 13-W11, 13-W12, 13-W13, 13-W14 y 13-L7

SEMANA 5 MARTES 9/15	<input type="checkbox"/> Estructura 1 (pp. 428); ¡A practicar! (p. 429): 13-7, 13-8; ¡A conversar! (p. 430-431): 13-9, 13-10, 13-12 y 13-13 <input type="checkbox"/> Encuentro cultural (pp. 432-433)	<input type="checkbox"/> SAM: 13-W3,13-L4, 13-L6
JUEVES 9/17	<input type="checkbox"/> Vocabulario 2 (p. 434-435): ¡A practicar! (p. 434): 13-15, 13-16, 13-17; ¡A conversar! (p. 437): 13-19, 13-20. <input type="checkbox"/> ¡A ver! (pp. 442-443): Ver el video y hacer ejercicios (Antes, ver y después de ver) <input type="checkbox"/> ¡A comunicarnos! Cap. 13 (p. 447) <input type="checkbox"/> <b>Participation #1</b>	<input type="checkbox"/> SAM: 13-W15 y 13-W16
SEMANA 6 MARTES 9/22	<input type="checkbox"/> <b>Libro de lecturas (reader 2):</b> Read Chapters IV to VI (pp. 14-22) and do activities (eCampus) at home to discuss and review in class.	
JUEVES 9/24	<input type="checkbox"/> <b>Quiz 2 (reader 2)</b> <input type="checkbox"/> <b>Composición 2</b>	
SEMANA 7 MARTES 9/29	<input type="checkbox"/> <b>Actividad extra cap 13 (eCampus) hacer en casa para revisar y discutir en clase.</b> <input type="checkbox"/> A repasar (pp. 448): Actividades 1-4 y En contexto <input type="checkbox"/> A repasar (pp. 418-419): Actividades 1-4 y En contexto. <b>Participation grade 1</b>	
JUEVES 10/1	<b>MIDTERM EXAM</b>  <b>Mid-term grades due (10/05)</b>	<input type="checkbox"/> <b>Online HW for Capítulo 13 due by 11:59 pm. on Sunday, Oct 4.</b>
FECHA	<b>CAPÍTULO 14: LA VIDA PÚBLICA</b>	
	<b>PREPARAR EN CASA Y CORREGIR EN CLASE</b>	<b>TAREA EN LÍNEA</b>
SEMANA 8 MARTES 10/6	<input type="checkbox"/> Vocabulario 1 (pp. 454-455); ¡A practicar! (p. 456): 14-1, 12-2; ¡A conversar! (p. 457): 14-4 y 14-5 <input type="checkbox"/> Estructura 1 (p. 458); ¡A practicar! (p. 459): 14-6, 14-7, 14-8, 14-9; ¡A conversar! (p. 460-461): 14-11 y 14-13 <input type="checkbox"/> Encuentro cultural (pp. 462-463)	<input type="checkbox"/> SAM: 14-W1, 14-W16, 14-W17, 14-W18, 14-W19 y 14-L1
JUEVES 10/8	<input type="checkbox"/> Estructura 2 (pp. 468-469); ¡A practicar! (p. 470): 14-21 y 14-22; ¡A conversar! (p. 470): 14-24 y 14-25 <input type="checkbox"/> A ver! (pp. 476-477): Ver el video y hacer ejercicios (Antes, ver y después de ver) <input type="checkbox"/> ¡A leer! (pp. 478-479): Leer el texto y hacer ejercicios (Antes, ver y después de leer) <input type="checkbox"/> <b>CULTURAL DIGITAL EVENT #1</b> <b>Q-drop date (10/10)</b>	
SEMANA 9 MARTES 10/13	<input type="checkbox"/> ¡A comunicarnos! (p. 481) <input type="checkbox"/> <b>Libro de lecturas (reader 3):</b> Read Chapters VII to VIII (pp. 23-28) and do activities (eCampus) at home to discuss and review in class.	<input type="checkbox"/> SAM: 14-W3, 14-W4, 14-W5 y 14-L6 <input type="checkbox"/> SAM: 14-W20 y 14-W22
JUEVES 10/15	<input type="checkbox"/> <b>Quiz 3 (reader 3)</b> <input type="checkbox"/> <b>Actividad extra cap 14 (eCampus): hacer en casa para revisar y discutir en clase.</b>	<input type="checkbox"/> <b>Online HW for Capítulo 14 due by 11:59 pm. on Sunday, Oct 18.</b>
FECHA	<b>CAPÍTULO 15: LOS AVANCES TECNOLÓGICOS</b>	
	<b>PREPARAR EN CASA Y CORREGIR EN CLASE</b>	<b>TAREA EN LÍNEA</b>

<b>SEMANA 10</b> MARTES 10/20	<input type="checkbox"/> ¡A explorar! (pp. 422-423): Leer los textos en casa y hacer ejercicios y Preguntas (pp. 486-487) <input type="checkbox"/> Vocabulario 1 (pp. 488-489); ¡A practicar! (p. 490): 15-1, 15-2, 15-3	<input type="checkbox"/> SAM: 15-W1, 15-W2 y 15-L2
JUEVES 10/22	<input type="checkbox"/> ¡A conversar! (p. 491): 15-5 <input type="checkbox"/> Estructura 1 (pp. 492-493) ¡A practicar! (p. 494): 15-7, 15-9; ¡A conversar! (p. 495): 15-10 y 15-11. <b>PARTICIPATION #2</b>	
<b>SEMANA 11</b> MARTES 10/27	<input type="checkbox"/> <i>Vocabulario 2 (pp. 498-499); ¡A practicar! (p. 500): 15-12, 15-13 y 15-14; ¡A conversar! (p. 501): 15-16.</i>	<input type="checkbox"/> SAM: 15-W3, 15-W4, 15-W5, 15-W7, 15-W10, 15-W11, 15-W12 y 15-L7.
JUEVES 10/29	<input type="checkbox"/> <b>Libro de lecturas (reader 4):</b> Read Chapters <b>IX to XII</b> (pp. 29-38) and do activities (eCampus) <i>at home to discuss and review in class.</i>	
<b>SEMANA 12</b> MARTES 11/3	<input type="checkbox"/> <b>Quiz 4 (reader 4)</b> <input type="checkbox"/> Estructura 2 (p. 502); ¡A practicar! (p. 503): 15-17, 15-18; ¡A conversar! (p. 501): 15-19 y 15-20. <input type="checkbox"/> Encuentro cultural (pp. 496-497)	<input type="checkbox"/> SAM: 15-W8, 15-W9, 15-W13, 15-W14, 15-W15, 15-W16 y 15-W17
JUEVES 11/5	<input type="checkbox"/> ¡A ver! (pp. 504-504): Ver el video y hacer ejercicios. <input type="checkbox"/> <b>Actividad extra capítulo 15 (eCampus): hacer en casa para revisar y discutir en clase</b>	
<b>SEMANA 13</b> MARTES 11/10	<input type="checkbox"/> <b>Repaso para la evaluación oral:</b> <input type="checkbox"/> Review ¡A comunicarnos! Capítulos 12-13 (pp. 417, 447) <input type="checkbox"/> Review ¡A comunicarnos! Cap. 14-15 (pp. 481 y 509) <input type="checkbox"/> Situaciones de repaso en eCampus <input type="checkbox"/> <b>Evaluación oral (last 15 min of class)</b> Q-drop date (11-10)	
JUEVES 11/12	<b>EVALUACIÓN ORAL: CONVERSATION WITH A PARTNER</b>	<b>Online homework for Capítulo 15 due by 11:59 pm on Sun, Nov 15</b>
<b>SEMANA 14</b> MARTES 11/17	<b>EVALUACIÓN ORAL: CONVERSATION WITH DOÑA</b>	
JUEVES 11/19	<b>Composición 3</b>  <b>Nota de participación #2</b>	
<b>SEMANA 15</b> MARTES 11/24	<input type="checkbox"/> <b>Repaso</b> para el final <input type="checkbox"/> ¡A repasar! (pp. 482-483): Actividades 1-5 y En contexto. ¡A repasar! (pp. 510-511): Actividades 1-5 y En contexto. <b>PARTICIPATION #3</b> <b>CULTURAL EVENT #2</b>	
11/26- 11/27	Thanksgiving Holiday	
11/30	Reading day (no class)	

**COMPREHENSIVE FINAL EXAM**

**[Insert date and time here]**

**For more information refer to**

<http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Examination-Schedules#0-Fall2020>

Your instructor, doña Alessandra Ribota, invites you to enroll in the following course.

Course:	SPAN 202-509 FALL 2020
Code:	<b>XNPKP497</b>
Book:	Plazas 5th Edition iLrn: Heinle Learning Center

#### Creating a Heinle Learning Center Account

If you do not have an account, you need to create one. To do so, follow these steps:

1. Go to <http://ilrn.heinle.com> and click SIGN IN.
2. Click **Create account button**.
3. Select a username and password and enter your information, then click **Submit**.

**Note:** Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so we can send you your password if you forget it.

#### Entering the Book Key and Course Code

Enter the book key and course code to complete the enrollment process. You may already have a book key, or you may need to purchase a book key. Depending on your situation, use one of the procedures below. If you activated the book for a previous course, you can start at step 5 of *I already have a book key* below.

Once you have completed this step, the system lists the course and book on the Student Workstation home page.

To enter additional books, enter a book key in the **Enter** field and click **Go**.

**Note:** Book keys can only be used once. Your book key will become invalid after you use it.

#### I already have a book key

1. Go to <http://ilrn.heinle.com> and click **LOGIN**.
2. Enter your username and password and click **Log in**.
3. At the top of the page, enter your book key and click **Go**.
4. Click **Confirm** to confirm your registration information. Your book will appear under the **My books** heading.
5. Beside the book listing, enter the course code **XNPKP497** in the **Enter course code** field and click **Go**.
6. Select your section (e.g., Spanish 201 – 509) and click **Submit**.

#### I need to purchase a book key

1. Go to <http://ilrn.heinle.com> and click **LOGIN**.
2. Enter your username and password and click **Log in**.
7. At the top of the page, enter the course code **XNPKP497** in the **Enter course code** field and click **Go**.
8. Select your section (e.g., Spanish 201 – 509) and click **Submit**. The course and books will appear under the **My classes** heading.
3. Locate the book and click **buy**.
4. Proceed through the purchase process

**Note:** If the buy link does not appear in Step 5, contact your instructor for information about obtaining a book key.

#### Using Heinle Learning Center

To access your Student Workstation in the future, go to <http://ilrn.heinle.com> and **log in**. Here, you can open your book, submit activities, view your results, and view your instructor's feedback. If you have any questions, contact Heinle Learning Center Support at <http://hlc.quia.com/support>.

**Form Will Be Turned-In Via Google Classroom**

**Placement/Prerequisites Information for Language Courses**

Please **return this form** to your instructor, completed and signed, by **the 2<sup>nd</sup> day** of classes.

Date: \_\_\_\_\_ Span 201 Instructor:

Student's Name: \_\_\_\_\_ UIN: \_\_\_\_\_

All students of this course with previous experience in the target language, whether acquired through school **or cultural/family experience**, **MUST** take a placement examination or have college-level credit for the prerequisite courses. (To sign up for the placement test please go to *Marketplace.tamu.edu*, and enter the Hispanic Studies store.)

Please check the response that applies to you and provide the information requested:

1. \_\_\_\_ I have never had any experience in the Spanish language. (For 101 enrollment only)
2. \_\_\_\_ I have taken the *Spanish Placement Test* and placed into the course level for which I am enrolled.
3. \_\_\_\_ I took Spanish \_\_\_\_\_ (the previous level required for this course), at A&M, in the \_\_\_\_\_ semester/term of \_\_\_\_\_ and passed with a grade of C or better.
4. \_\_\_\_ I have *college-level credit* (AP or similar) for the prerequisite course(s) for the course for which I am enrolled.
5. \_\_\_\_ I took the prerequisite for this course at another institution. I took it at \_\_\_\_\_, during the \_\_\_\_\_ semester/term of \_\_\_\_\_.

If you do not fulfill the prerequisites for this class or have not been placed into it by placement test or credit, ***you must drop this class immediately*** or the Spanish advisor ***will drop you***.

I hereby acknowledge that I am fully aware of the prerequisites for this class. I understand that if I do not fulfill the necessary prerequisites, or if I have not been placed into it by placement exam or credit, I may be dropped from this class, and ***that I may be dropped after the end of the regular Drop/Add period*** (i.e., the drop may count as a Q-Drop).

\_\_\_\_\_  
Online Student's Signature