

**Angelina College**  
**Department of Language Arts and Education in the School of Arts and Education**  
**Spanish 2312.001 – Intermediate Spanish II**  
**TR 8:00-9:20 – L201**  
**Instructional Syllabus Spring 2019**

**I. Basic Course Information**

**A. Course Description** (as stated in the bulletin, including credit hours) Three hours credit. The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world. Prerequisite: SPAN 2311 or equivalent. Three lecture hours each week.

**B. Intended Audience**

Spanish 2312 is an academic course designed for students who have passed the first three semesters of college Spanish or who have otherwise demonstrated equivalent proficiency.

**C. Instructor**

**Name:** Dr. Annette Gillum

**Office:** L109A

**Office hours:** MW11:00-12:00; TR 9:30-11; or by appt. (meetings can be face to face or on Blackboard Collaborate)

**Telephone:** (936) 633-5349

**Fax:**

**E-mail:** agillum@angelina.edu

**D. Meeting Times & Locations: see above**

**II. Intended Student Outcomes**

**A. Core Objectives Required for this Course**

1. **Critical Thinking:** to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.
2. **Communication:** to include effective development, interpretation and expression of ideas through written, oral, and visual communication.

3. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. **Personal Responsibility:** to include the ability to connect choices and actions, engage in ethical decision-making concerning course policies, student behavior and classroom conduct.

**B. Course Learning Outcomes** (found in the Texas Higher Education Coordinating Board document titled: Lower Division Academic Course Guide Manual, SPR 2016)

Upon successful completion of this course, students will:

1. Summarize authentic spoken discourse produced by Spanish speakers of diverse origins.
2. Produce Spanish comprehensible to native speakers using complex grammatical structures to communicate analytical and interpretive information in both impromptu and prepared speech.
3. Demonstrate increasing comprehension of authentic written texts in a variety of genres.
4. Write evaluations and critiques at a high intermediate level using complex grammatical structures.
5. Formulate cohesive paragraphs and essays.
6. Interpret cultural practices and products of the Spanish-speaking world drawing on authentic materials including literature and the visual arts.

**III. Assessments for the Core Objectives**

- A. Critical Thinking:** Students will compare and contrast in writing two works of art (film, literature, painting) regarding how they express similar themes through the use of similar or different techniques. They will express and support their opinion on how the particular art form helps to convey the theme presented.
- B. Communication Skills:** Students will make a group presentation to the class of a proposal for a service learning trip to a Spanish speaking region of the world.
- C. Social Responsibility:** As a part of the planning of an educational / recreational trip, students will include a written service based learning proposal related to a field of study in which they are interested. They will list in what ways cultural competence will be a benefit. They will also research in what ways U.S. foreign policy and / or that country's national policy and / or those of national or multinational companies have either positively or negatively affected the community with which they want to work and they will defend either a proposal to maintain the status quo or a proposal for a change in policy. Finally, they will address possible criticisms of such programs and why a person would choose to participate in such a program working within a different culture in addition to or instead of a similar program working with his or her own culture.

**D. Personal Responsibility:** Students will explain how a character in a literary work or film came to make a choice that presented him or her with an ethical dilemma. The student will address the feelings of the character and his or her thought process. Students will then put themselves in the place of the character and write explain the decision they would have made and their feelings and thoughts behind that decision. Finally, the student will explain whether or not he or she believes the decisions made by the character and by themselves to be ethical and why or why not. They will also explore whether there are other alternatives and whether or not those choices could also be considered ethical and why or why not.

#### IV. Instructional Procedures

Methodologies that may be utilized in presenting course content include in-class lectures / conversations; paper-and-pencil and online grammar, vocabulary, speaking, reading, and cultural exercises; and student presentations in class.

#### V. Course Requirements and Policies

##### A. Recommended Textbook, Materials and Equipment

**etext with online lab:** *Facetas*, by José A. Blanco, 4<sup>th</sup> ed. VISTA Higher Learning, 2016. For those waiting on financial aid, please use this link to get temporary access. <https://vistahigherlearning.com/school/angelina/facetas-4th-edition-021.html?pgi=a3W4A00000QGqzUAG>

There is no excuse for not getting immediate access. If you do not want the book, it is fine to just purchase the access code, as the online book comes with it.

**Angelina College's Blackboard:**  
<http://angelina.blackboard.com>

Computer with Internet access and voice recording capabilities (required to do the workbook exercises and to log in to the website listed above). For online classes, access to a computer with a webcam is required and the bandwidth necessary to use Blackboard Collaborate.

**Optional:** NetTutor (online tutorial accessible through Angelina College's Blackboard)

##### B. Assignments (course requirements)

3 exams	30%
Two Compositions	30%
Two Mini Presentations	5% (to be done in class)
Written justification for service learning project	5%
Presentation	5%

Quizzes	5% (graded work on <i>Facetas</i> online lab)
homework	10% (credit (completion grade) work on <i>Facetas</i> online lab)
participation and teamwork	10% (attendance, participation, self-evaluation, course evaluation)
Total:	100%

**Class Participation Guidelines** – Students will carefully read the following guidelines and hand in a self-evaluation once or twice during the semester (when assigned). Students will be given a list of specific questions to help guide them in their self-evaluations.

90 – 100 – Arrives to all classes on time and listens attentively when others are speaking. Actively participates in all activities using exclusively Spanish during the question and answer activities. Comes to class with any preparation exercises completed. (Impressive work / Obviously does a lot of outside preparation in order to participate far beyond the average).

80 – 89 – Arrives to almost all classes on time and listens attentively when others are speaking. Almost always participates actively in all activities. Uses Spanish most of the time. (Does more than what is expected / Participates with obvious enthusiasm).

70 – 79 – Participates sufficiently in classroom activities, but does not make the effort to do more than is required. (Does what is expected).

60 – 69 – Arrives late to class. Does not always participate in classroom activities or listen as attentively as would be desired. Uses English at some times when Spanish should be used.

0 – 59 – Not actively engaged in learning.

**Course Policies** (This course conforms to the policies of Angelina College as stated in the Angelina College Handbook).

1. **Educational Accommodations** – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you may fill out the Educational Accommodations application within your AC Portal, under the “Student Services” tab. A Student Success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with a disability in order to receive services; for questions regarding the application process you can visit the Office of Student Success and Inclusion in the Student Center (205A); text 936.463.8078; or email [access@angelina.edu](mailto:access@angelina.edu). To report any complaints of discrimination related to a disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Room 101 of the Student Center. You may also contact Dean Hudman by calling (936) 633-5292 or by emailing [shudman@angelina.edu](mailto:shudman@angelina.edu).

## 2. Attendance:

Excessive absences are defined as three or more consecutive absences or four or more cumulative absences from regularly scheduled class periods. Virtual classes must document equivalent participation. The summer terms call for two or more consecutive, or three or more cumulative absences. A three-hour night class counts as two class periods.

Students will not be dropped and will be allowed to make up work for absences because of (1) College District (including early college high school) authorized and sponsored activities, and (2) religious holy days. It is the student's responsibility to arrange for make-up work with the instructor and to complete it within a reasonable time.

In accordance with the Texas Education Code, each student is allowed to be absent from a class for the observance of a religious holy day. A "religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. The student must notify the instructor of each class of the anticipated absence not later than the 15th calendar day after the first day of the semester. A student who is excused under this section must complete all assignments or missed examinations at the direction of the instructor.

Because interaction is necessary to learn many language skills, students are expected to attend all classes. Since this is not always possible due to illness or other circumstances, **two absences will be automatically excused. Any additional absences will lower a student's participation grade by ten percentage points. If a student misses more than two classes due to unavoidable circumstances, he or she should discuss the possibility of making up these participation points with the instructor.** All work is expected to be turned in on time. If a student has unavoidable absences he or she must contact the instructor immediately to discuss making up the work. Make sure your work schedule and travel plans do not interfere with attendance. **Please realize that if a day of class is missed, the material gone over during that class period may not be reviewed in class.** It is the student's responsibility to go over anything missed by reading the book, using Internet sites, getting help in the lab, or by consulting with me during my office hours. **Expect to spend at least two hours outside of class and lab on homework and study for every hour spent in class.**

## 3. Additional policies established by the instructor:

Each student will be expected to behave in a manner that will allow him or her and his or her classmates to gain as much as possible from the classroom activities. This class will require much participation in small groups, but when I am lecturing or when another student is speaking during activities that involve the entire class, it is expected that all students will listen attentively and refrain from acting in any manner which may be distracting to others, for example, any type of cell phone use. **Students are expected to have cell phones turned off or silenced and stored out of site (unless being used with permission for a classroom activity).** Respectful behavior is expected at all times. Any discussion of policies or individual concerns not having to do with questions over content

will take place outside of class time in order to allow all classroom time to be used for activities directed at the learning of the subject matter. Any student who should refuse to behave in a manner appropriate to the classroom environment will be asked to leave the class for the day and discuss the issue with me during office hours.

**Academic Freedom:** The study of another language and culture frequently questions, researches, evaluates and assesses controversial issues. The classroom may serve as a forum for the presentation of a variety of ideas in a respectful manner, none of which are intended injuriously. The instructor and students are expected to be mindful of differences in culture and belief and treat one another with courtesy and respect.

**VI. Course Outline: Description of the Course Activities, including Dates, Schedules, and Deadlines**

Please refer to the separate course calendar.

**VII. Evaluation and Grading  
Grading Scale**

90-100 percent	A
80-89 percent	B
70-79 percent	C
60-69 percent	D
59 percent and below	F

## Calendar SPAN 2312 – Spring 2019

Changes may be made to accommodate the needs of the particular class

weeks 1-2: Lección 1

culture – The U.S, Sonia Sotomayor

grammar review – present, ser / estar

literature – *Poema 20* Neruda, selección de *Cajas de cartón* Francisco Jiménez,  
selección de *Bendíceme Última* Rudolfo Anaya, selección de *Beautiful Señoritas*

Dolores Prida

short film – *Di algo*

weeks 2-3: Lección 2

culture – Mexico, El Toreo

grammar review– obj pronouns, gustar, reflexives

literature – *Idilio* Mario Benedetti, selección de *El espejo enterrado* Carlos Fuentes

short film – *El tiple*

weeks 4-5: Lección 3

culture – Spain, Art in Daily Life

grammar review – preterit / imperfect

literature – *Último brindis* Nicanor Parra, selección de *Paraíso inhabitado* Ana María

Matute

short film – *Adiós Mamá*

film – *The Mission*

composition 1 – February 11

midterm – February 18

weeks 6-7: Lección 4

culture – Columbia, Columbians Wage the War Against and Old Illness

grammar review review – subjunctive / commands

literature – *Mujeres de ojos grandes* Angeles Mastretta, *Terapia* Ignacio Piedrahíta

short film – *Éramos pocos*

Exam 2: March 6

weeks 8-9: Lección 5

culture – Central America, La Ruta Maya

grammar review – subjunctive, present / past perfect

literature – selection of *Un día en la vida* Manlio Argueta

short film – *Volamos hacia Miami*

film – *13 Pueblos en defensa del agua el aire y la tierra*

weeks 10-11: Lección 6

culture – The Carribean

grammar review – future and conditional, subjunctive and past subjunctive, si clauses

work on projects, talking about possibilities and controversies and how to use grammar

and vocab for the purpose of presenting the project research

literature – *El eclipse* Augusto Monterroso

short film – *El día menos pensado*

Composition 2: due March 4

week 11- Service Learning Project due by April 30

week 12- Final Tuesday, May 7, 8:00-10:00

