

PVAMU Course Syllabus for: Spanish 2023: Intermediate Spanish II, Section: CRN:

Department of Languages & Communication

College of Arts & Sciences

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Office Hours: (See current faculty member assignment)
Virtual Office Hours: (See current faculty member assignment)

Course Location: (See current schedule)

Class Meeting Days & Times: (See current schedule)

Course Abbreviation and Number: SPAN 2023

Catalog Description: Intermediate Spanish II. (3-0) Credit 3 semester hours. Continuation of acquisition of language skills and culture on an intermediate level with emphasis on reading and discussion, grammar review, and use of idioms.

Prerequisites: Grade of "D" in Spanish 2013 or equivalent

Co-requisites: None

Required Text: Breves Cuentos Hispanos ISBN # 13-978-0-13-239164-1 (or other culture – based reader in Spanish)

Recommended Supplements: English-Spanish Dictionary

Access to Learning Resources: PVAMU Library:
phone: (936) 261-1500;
web: <http://www.pvamu.edu/pages/3585.asp>
University Bookstore:
phone: (936) 261-1990;
web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Goals - Overview:

As the final course in the four-course basic Spanish sequence, the goal of this course is to build on the knowledge and skills presented and practiced in the previous three courses to prepare students for the 3000-level Spanish courses.

Outcomes/Objectives: At the end of this course, the student will have a greater knowledge of Hispanic culture and be able to apply memorized vocabulary and structures in the context of concrete topics presented in course materials. Students will:

- Demonstrate the ability to follow simple directions in Spanish to complete intermediate-level activities
- Ask and answer questions, narrate and describe in present, past and future time using a variety of structures, including present, past, future, conditional and subjunctive verb forms.
- Write narrations and descriptions in present, past, and future time.
- Complete assignments, including answering comprehension questions, grammar exercises, oral reports compositions and exams.

Alignment with New Core Objectives for the area of Language, Philosophy & Culture

1. Critical Thinking skills: Analyze, infer, explain and evaluate in order to solve problems.

2. Communication skills: communicate in Spanish in written and oral form at the intermediate level

3. Personal Responsibility: take appropriate steps when making ethical decisions

4. Social Responsibility: acquire an intermediate level of intercultural (American-Hispanic) competence

Classroom and homework activities designed to reach objectives

1). In Spanish, participate in class discussions and write paragraphs and compositions over cultural readings and related films considering the following: the main characters and their roles; the main and secondary themes; the narrative techniques that are employed by the author; and Hispanic-US cultural differences that appear in selected Hispanic short stories.

2). Write out the answers to the reading comprehension questions, vocabulary exercises, and exercises over Spanish structures.

3) Take a midterm and a final exam designed to test student critical thinking skills related to the cultural readings.

Give oral reports and write essays in Spanish that show a command of intermediate-level Spanish vocabulary and structures.

Participate in class discussion of situations that arise from the assigned cultural readings. Write paragraphs and short response essays in Spanish regarding the decision-making processes of characters in the selected Spanish short stories.

Write paragraphs, give oral presentations and a write a reflective composition showing a knowledge of and appreciation for social and cultural differences in Hispanic and American life.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Class Participation – class attendance, quizzes, oral responses in Spanish in class, and any assigned written homework.

Compositions – written compositions over cultural topics covered in class

Midterm Exam – oral exam designed to measure knowledge of content presented through mid semester.

Final Exam – proctored written exam designed to measure knowledge of entire course material.

Grading Matrix

Instrument	Value	Total
Class Participation	40%	40%
Written Compositions	10%	10%
Written Midterm Exam	25%	25%
Written Final Exam	25%	25%
	Total:	100%

Grade Determination:

A = 90-100% B = 80-89% C = 70 -79% D = 60-69% F = 0-59

Course Procedures

Submission of Assignments: All assignments are to be submitted by deadline dates/times. There are no make-ups for missed tests, quizzes, and compositions. Students need to provide prompt and valid written documentation to be excused from such assignments. Instructor may decide to give substitute assignments if one or more students have grades that are not representative. Students with technical problems need to fax assignments to course (see above for fax number) instructor by due dates.

Writing: Students need to use the composition-writing and peer-correction guidelines.

Extra Credit: There are no opportunities for extra credit in Spanish 2023. Students who wish to have additional

practice and study opportunities need to consult their instructor for guidance, but such work will not be graded.

Formatting Documents: Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word (.doc or .docx), Rich-Text (.rtf), or plain text format.

Exam Policy: Exams need to be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (see Student Handbook). Midterm and final exams follow the official schedule.

Incomplete Grades: A final grade of incomplete may be entered by the instructor in cases where individual students have representative graded and are passing the course but are unable to complete a major assignment (e.g. the final exam) due to circumstances beyond each student's control.

Professional Organizations and Journals

Intermediate students of Spanish may be interested in the Modern Language Association (MLA)

References: Any English-Spanish, Spanish-English bilingual dictionary

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

- **Cheating:** deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- **Academic misconduct:** tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- **Fabrication:** use of invented information or falsified research.
- **Plagiarism:** unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook)

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Online adaptation of attendance policy

In this online class students are graded on attendance according to the eCourse sign on and completion rate for submitting online assignments. Students are to sign on our eCourse most week days, with a minimum expectation of three days per week. Failure to meet due dates for assignments adversely affects the attendance grade, and more time spent on our eCourse during the term increases the attendance grade.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assisted Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 10
- Ethernet or wireless connection to the Internet (for digital exercises)
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 512MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software (or online application)
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins or Safari 4.0.
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.
- Students need to be able to access the PVAMU Voice Over IP system to record audio responses

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources. Students in traditional classes may not need to participate in online discussions.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282.

Communication Expectations and Standards:

Email notes are to receive a response from the instructor within 48 hours. Students can send email anytime that is convenient, since the instructor checks messages throughout the work-week. Email notes received on Friday will be responded to on the following Monday.

Submission of Assignments

With the exception of the final exam, there will be no required face to face meetings on campus. Course assignments submitted by due dates through our eCourse, through the iLrn Web Site, and through the PVAMU Voice Over IP system. Rough drafts and peer corrections of compositions will be posted to the **Discussion Board**; Final drafts of compositions will be posted to the **Assignment Tool**; text assignments will be sent to course instructor via eCourses **Email Tool**; and the iLrn digital assignments are to be completed on the **iLrn site** (see the eCourse Weblink). The midterm exam is to be recorded to the instructor's **Voice Over IP** number (see office phone, above).

Discussion Requirement:

All students are required to log on to our eCourse **Forum Tool** to post rough drafts of compositions and to participate in the peer correction process.

To save time and effort and to aid in the correction process, it is strongly suggested that students save their discussion postings in Microsoft Word on a hard or removable drive before posting them to the discussion board. Use **Tools > Language > Spanish** to avoid unnecessary spelling and grammar errors in Spanish.

Semester Calendar of Assignments

Week One Topic:	Short story El recado by Elena Poniatowska
Chapter (s):	Ch. 1, pages 2-7
Assignment (s):	1). Read El recado ; 2). prepare to discuss the main characters and their roles, the main and secondary themes, the narrative techniques that are employed by the author, and Hispanic-US cultural differences that appear in the short story; and 3) write out the answers to the reading comprehension, the vocabulary, and the structure exercises.
Week Two Topic:	Short story Juan Darien by Horacio Quiroga
Chapter (s):	Ch. 2, pages 23-27
Assignment (s):	1). Read Juan Darien , 2). prepare to discuss the main characters and their roles, the main and secondary themes, the narrative techniques that are employed by the author, and Hispanic-US cultural differences that appear in the short story; and 3) write out the answers to the reading comprehension, the vocabulary, and the structure exercises.
Week Three: Topic:	Short Story Los dos reyes y los dos laberintos by Jorge Luis Borges
Chapter (s):	Ch. 3 pages 32-34
Assignment (s):	1). Read Los dos reyes ; 2). prepare to discuss the main characters and their roles, the main and secondary themes, the narrative techniques that are employed by the author, and Hispanic-US cultural differences that appear in the short story; and 3) write out the answers to the reading comprehension, the vocabulary, and the structure exercises.
Week Four Topic:	Short story El encuentro by Ramon Luis Acevedo
Chapter (s):	Ch. 4, pages 41-43
Assignment (s):	1). Read El encuentro , 2). prepare to discuss the main characters and their roles, the main and secondary themes, the narrative techniques that are employed by the author, and Hispanic-US cultural differences that appear in the short story; and 3) write out the answers to the reading comprehension, the vocabulary, and the structure exercises.
Week Five Topic:	Short story El huesped by Amparo Davila
Chapter (s):	Ch. 5, pages 51-53
Assignment (s):	1). Read El huesped , 2). prepare to discuss the main characters and their roles, the main and secondary themes, the narrative techniques that are employed by the author, and Hispanic-US cultural differences that appear in the short story; and 3) write out the answers to the reading comprehension, the vocabulary, and the structure exercises.
Week Six Topic:	Short story Continuidad de los parques by Julio Cortazar
Chapter (s):	Ch. 6, pages 59-60
Assignment (s):	1). Read Continuidad , 2). prepare to discuss the main characters and their roles, the main and secondary themes, the narrative techniques that are employed by the author, and Hispanic-US cultural differences that appear in the short story; and 3) write out the answers to the reading comprehension, the vocabulary, and the structure exercises.
Week Seven Topic:	Take the comprehensive midterm exam over vocabulary, structures and content of the readings covered in class during the previous weeks.
Chapter (s):	Ch. 1-6
Assignment (s):	Take the midterm exam.
Week Eight Topic:	Short story Un día de estos by Gabriel Garcia Marquez
Chapter (s):	Ch. 7, pages 67-70
Assignment (s):	1). Read Un día , 2). prepare to discuss the main characters and their roles, the main and secondary themes, the narrative techniques that are employed by the author, and Hispanic-US cultural differences that appear in the short story; and 3) write out the answers to the reading comprehension, the vocabulary, and the structure exercises.
Week Nine Topic:	Short story La Gloria de los feos by Rosa Montero
Chapter (s):	Ch. 8, pages 77-79.
Assignment (s):	1). Read La Gloria , 2). prepare to discuss the main characters and their roles, the main and secondary themes, the narrative techniques that are employed by the author, and Hispanic-US cultural differences that appear in the short story; and 3) write out the answers to the reading comprehension, the vocabulary, and the structure exercises.
Week Ten Topic:	Short story Estampida by Dinorah Cortes
Chapter (s):	Ch. 9, pages 88-89.
Assignment (s):	1). Read Estampida , 2). prepare to discuss the main characters and their roles, the main and secondary themes, the narrative techniques that are employed by the author,

and Hispanic-US cultural differences that appear in the short story; and 3) write out the answers to the reading comprehension, the vocabulary, and the structure exercises.

Week Eleven Topic:

Chapter (s):

Assignment (s):

Short story **La corta vida feliz del professor Iriarte** by Alfredo Bryce Echenique

Ch. 10, pages 97-99.

1). Read **La corta**, 2). prepare to discuss the main characters and their roles, the main and secondary themes, the narrative techniques that are employed by the author, and Hispanic-US cultural differences that appear in the short story; and 3) write out the answers to the reading comprehension, the vocabulary, and the structure exercises.

Week Twelve Topic:

Chapter (s):

Assignment (s):

Short story **Rosamunda** by Carmen Laforet

Ch. 11, pages 107-109.

1). Read **Rosamunda**, 2). prepare to discuss the main characters and their roles, the main and secondary themes, the narrative techniques that are employed by the author, and Hispanic-US cultural differences that appear in the short story; and 3) write out the answers to the reading comprehension, the vocabulary, and the structure exercises.

Week Thirteen Topic:

Chapter (s):

Assignment (s):

Short story **Con los ojos cerrados** by Reinaldo Arenas

Ch. 13, pages 118-119.

1). Read **Con los ojos**, 2). prepare to discuss the main characters and their roles, the main and secondary themes, the narrative techniques that are employed by the author, and Hispanic-US cultural differences that appear in the short story; and 3) write out the answers to the reading comprehension, the vocabulary, and the structure exercises.

Week Fourteen

Topic:

Chapter (s):

Assignment (s):

Review Course Content

Ch. 1 – 13, to page 119.

Review material in the course text to page 119 to prepare for the Final Exam

Week Fifteen: Topic:

Take comprehensive final exam over vocabulary, structures and content of the readings covered in class during the semester. Write a reflective composition comparing the Hispanic and US cultures and post it to FastTracks.