

University of San Diego – Spring Semester 2012
Spanish Program – Department of Languages and Literature

Spanish 201: Third Semester Spanish

Professor	Sec.	M/W/F	Rm.	Office	Ext.	@sandiego.edu	Hours
Don	05 07	12:20-13:15 13:25-14:20	C111 C111	F120	2398	mardon	M/F, 11:15-12:15
Fernandez	08 09	14:30-15:25 15:35-16:30	L004 L004	F120	2398	afernandez	M/W, 13:30-14:30
Hogan	06	13:25-14:20	M226	F 123-C	7836	erinhogan	M/W/F, 12:00-13:00 M/W, 14:30-15:30
Moya	11	16:40-17:35	C028	F120	7872	gmoya	W/F, 19:00-20:00
Ortega-Ocádiz	03	10:10-11:05	O330	F120	7872	yadirao	M/W/F, 09:20-10:00
	04	11:15-12:10	O330				
Rubio-Fernaz	13	10:10-11:05	C115	F138-A	2776	santiago	M/W, 13:30-14:30
	10	16:40-17:35	M226				
Villalobos	12	17:45-18:40	M226	F120	2398	alexv	W, 18:45-19:45 and by appointment
Zambrano	01	08:00-08:55	L321	F132	7801	zambrano	M/W, 10:10-11:10
	02	09:05-10:00	L321				

* **Please note:** All faculty mailboxes are in **Founders 134**.

The Basic Language Sequence in the Spanish Program

Third-semester proficiency in a second language is considered an indispensable competency at USD and speaks directly to the university's undergraduate learning goals and outcomes (knowledge; communication; cultural awareness and competence; and engagement). The first three levels of Spanish in our program (SPAN 101, 102, and 201) can be seen as one course divided into three semesters because they share some common goals and characteristics, and over this period most of the basic structures of the Spanish language are studied. By the end of Spanish 201, students should be able to listen, speak, read, and write in the target language with the sufficient basic skill, vocabulary, accuracy, and cultural awareness to communicate their needs in everyday situations in a culturally appropriate way; likewise, they should demonstrate the ability to acquire additional linguistic competence on their own. Another primary objective of the language program is that students develop insight into their own language(s) and culture(s) by looking beyond their customary borders and by examining their own relationship to other cultures so as to be able to participate more fully in local communities and global contexts. Achieving greater proficiency in Spanish can translate into a practical job skill for almost any profession, but, most importantly, learning another language is a personally enriching experience and a vital part of cultural understanding and intellectual development within a Liberal Arts education.

The Five-Day Syllabus

It is important that all students understand a basic premise upon which the course is designed: language learning is most effective when the student is exposed to and actively studies the target language on a daily basis. For this reason, many institutions have language courses five days a week, often with a lab included. In the basic language sequence at USD, however, classes meet three days a week (Monday, Wednesday, and Friday). Classes do not meet on Tuesday and Thursday, but rather students study independently and then complete and submit their homework electronically. All homework submitted electronically is always due before the regular class meeting time, including Tuesdays and Thursdays when class does not meet. In this way students actively engage with the language at least five days a week, and their learning is maximized through this consistent exposure. The calendar at the end of the syllabus reflects this design and includes the topics and materials to be covered each of the five days per week throughout the semester.

Teaching and Learning Methodology

While each professor does have an individual style and approach to language teaching, all sections of Spanish 101, 102, and 201 share some common features, first and foremost being the focus on the development of students' *proficiency* in Spanish, which goes beyond merely *knowing* and emphasizes the ability to *actively use* the language. The students are responsible for studying the grammar and completing all assignments *before* coming to class. Class time is then spent on practicing and reinforcing the structures already studied outside of class in order to improve students' proficiency, their actual ability to use Spanish and carry out tasks in that language. All of the language skills are developed equally, but class time is dedicated primarily to the oral skills. The class is conducted entirely in Spanish, and while there may be some brief clarifications, there are no lengthy grammar explanations. Language learning demands consistent hard work; students should expect to spend at least twice as much time studying out of class as they do in class. The first two weeks of the semester tend to be even more challenging as students begin using their language skills again and become accustomed to both their instructors and the teaching methodology. Each class is relatively fast paced and contains multiple activities, including questions and answers, pair/group work, presentations, and role playing, among others. All students are accountable for consistently coming to class prepared, staying on task and speaking only Spanish in class, and actively participating in all activities.

Course objectives for Spanish 201

One aspect of language learning in which adults differ from children is the former's ability to consciously monitor their own progress. To assist you in this self-monitoring process, we have included objectives for the FOUR SKILLS (listening, speaking, reading, and writing) as well as LINGUISTIC and CULTURAL KNOWLEDGE to be achieved by the end of the semester. Class will be conducted completely in Spanish.

- 1. Speaking:** Create with the language and communicate personal meaning to sympathetic interlocutors by combining language elements in discrete sentences and strings of sentences; go beyond personal needs and social demands in target language culture; initiate and sustain a basic conversation on generally predictable topics related to daily activities and personal environment; express simple opinions on various topics; narrate and describe in major time frames, but within very controlled situations and without easily changing from one to another. *(This ability is assessed in the following components of the course: participation, homework, presentations, and interviews.)*
- 2. Listening:** Comprehend phrases and paragraphs on personal, familiar, and general topics spoken by sympathetic speaker; comprehend both main ideas and specific information in text; understand text well enough to then summarize it and respond to questions about the message. *(This ability is assessed in the following components of the course: participation, homework, and exams, including the final.)*
- 3. Reading:** Read consistently, with increased understanding of simple connected authentic texts dealing with a variety of basic and social needs. These texts impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Texts may include newspaper and magazine articles, simple book/film reviews, and business letters, among others. *(This ability is assessed in the following components of the course: participation, homework, and exams, including the final.)*
- 4. Writing:** Create with the language and communicate simple facts and ideas in a loosely connected series of sentences on topics of personal interest and social needs; express meaning that is comprehensible to those unaccustomed to the writing of non-natives; narrate and describe in some detail in past, present, and future time frames, but primarily in a controlled situation. *(This ability is assessed in the following components of the course: participation, homework, compositions, and exams, including the final.)*
- 5. Linguistic Knowledge:** Good command of basic grammar structures and vocabulary learned in SPAN 101 and 102, and of new structures (subjunctive, *nosotros* commands, past participles used as adjectives, present and past perfect, conditional). *(This knowledge is assessed in all components of the course.)*
- 6. Cultural knowledge:** Demonstrate an understanding of the relationship between the practices, products, and perspectives of the culture studied; recognize that cultures use different patterns of interaction and apply this knowledge to their own culture; identify in a contextualized manner well-known historical and contemporary figures. *(This knowledge is assessed in all components of the course. Knowledge acquired out of class through cultural activities and service learning will be assessed in oral presentations and/or compositions.)*

Course materials

Required textbook and passcodes: *Vistas*. 3th Edition customized. Blanco & Donley. Vista Higher Learning. Boston: Massachussets. ISBN 978-1-60576-616-4 (Please note: This is a special package ISBN for USD students only, which includes chapters 13-18 and the required passcodes.)

- You should buy the textbook through the USD bookstore or directly from the publisher: www.vhldirect.com/store/usd.htm.
- This textbook will be used for just this semester, SPAN 201.
- You must have the two required passcodes for this course: the Supersite passcode and the WebSAM Maestro passcode. Both passcodes are included in the above customized ISBN for USD. However, if you obtain a used copy of the textbook, you may purchase the passcodes separately from the publisher: <http://www.vhldirect.com/store/>. The passcodes are good for three years; however, they are not transferrable. Once a student redeems a code, it cannot be sold to another student nor returned. You should compare all prices before purchasing a used book.

Additional reading material for Spanish 201: These materials will be placed on e-reserve in Copley Library. Password: primavera2012. You will be responsible for accessing and copying them.

Grading criteria

Participation and attitude	10%
Homework (Supersite, etc.)	10%
Writing assignments (3)	10%
Oral assessment (2 or more)	10%
Quizzes (6)	10%
Partial Exams (3)	30%
Final Exam	20%

Grading scale

A	93-100	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	68-69
B	83-87	D	65-67
B-	80-82	D-	63-64
C+	78-79	F	0-62

Class Requirements

- 1. Attendance:** It is very important that you attend every class meeting and arrive punctually. Missing more than two classes will lower your final grade in this course. For each additional absence, your grade will be lowered one step on the grading scale (e.g. from a B to a B-, etc). In the event you are absent, it is your responsibility to find out what material you have missed and any homework assignments. Arriving late or leaving class early will result in half an absence.
- 2. Participation:** Active participation is essential to language acquisition. Every class period you will receive a participation grade: 0, 0.5, or 1. At the end of the semester, these points will be used to calculate your grade for participation and attitude:

0	0.5	1
<ul style="list-style-type: none"> • Absent • Poor participation & attitude • Spoke English in class frequently • Not prepared for class • Disruptive behavior 	<ul style="list-style-type: none"> • Late to class/left early • Average participation & attitude • Spoke English in class • Not well prepared for class • Unintentional disruptive behavior 	<ul style="list-style-type: none"> • Present and on time • Excellent participation & attitude • Only spoke Spanish in class • Well prepared for class • Collaborative behavior

- 3. Homework:** All assignments must be completed by the due date, and no late assignments will be accepted. You will be asked to submit your homework through the book's Supersite/Maestro WebSAM (practice textbook exercises, online workbook, and lab manual).
- 4. Writing assignments (Redacciones):** These assignments will reflect the grammatical form and the thematic content of the chapter being studied. No make-up writing assignments are allowed. You will have three in-class writing assignments as part of the partial exams. You will have to re-write other assignments using your instructor's guide.
- 5. Oral Assessment:** You will be required to give one oral presentation throughout the semester and an interview, role play, or a representation of a situation (in groups) that can be recorded in video or performed in front of the

class. At least one of the oral activities has to be linked to your cultural activity. Alternative topics will be assigned by your professor.

6. **Quizzes:** There will be six quizzes during the semester. Your professor will announce what material you should study for each quiz. No makeup quizzes are allowed.
7. **Partial exams:** You will be given three partial exams during the semester. These exams will include evaluation of all skills except speaking.
8. **Final exam:** The final exam is cumulative and will evaluate all skills, including linguistic and cultural knowledge. Students who fail the final exam cannot pass this level. The final exam must be taken on the assigned date and at the assigned time for your section as indicated at the end of this syllabus. Make your travel plans accordingly, as you can only take the final exam as scheduled.
9. **Cultural activities:** Cultural knowledge and understanding constitute a central part of second language acquisition, and students are encouraged to incorporate significant learning experiences beyond the classroom. For this reason, you will attend different cultural activities on campus and/or in the community during the semester. This is a mandatory component of the course, and you will be provided with a list of activities from which to choose. (See the attached addendum with a description of the cultural activities and community service-learning activities at the end of this syllabus).

Additional assistance for students

If you have any questions or problems regarding the syllabus or the course, you should consult with your instructor. In addition, the department offers a free tutoring service for students who are struggling with the material. The tutors are faculty-recommended native speakers of the language or students enrolled in advanced courses. They receive training in order to provide you with the best help possible, so we encourage you to take advantage of this opportunity. Visit the department website, select a time, and call the tutoring line at 619.260.5907 to set up an appointment. Students should also consider participating in the Spanish Conversation Table; ask your instructor for more details.

Policy on Academic Integrity

As stated in the 2010-2012 Undergraduate Bulletin, the University of San Diego "is predicated on the principles of scholastic honesty. It is an academic community whose members are all expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community." The Department of Languages and Literatures, accordingly, has zero tolerance for academic dishonesty. "Violations of academic integrity include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of research materials; f) any unauthorized access of an instructor's files or computer account; or, g) any other serious violation of academic integrity as established by the instructor." The penalty for a violation may range from reduction of grade to expulsion from the university. If you have any questions or doubts regarding this policy, you should speak with your instructor.

Class Activities and Assignments - Five-Day Syllabus

[Legend: Supersite Practice (SP); Supersite Text (ST); Supersite *WebSAM* (WS)]

Semana 1: 27 de enero

Friday, 27 Enero	Introducción al curso: objetivos, metas, apoyos electrónicos (<i>Vistas y WebCT</i>), actividades culturales y servicio comunitario Prueba de diagnóstico.
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Semana 2: Del 30 de enero al 3 de febrero

Lunes, 30 Enero	Repaso de los verbos reflexivos; el verbo gustar; objeto directo e indirecto. Ejercicios de recapitulación del capítulo 8, (págs. 288-289).
Martes, 31 Enero.	Ejercicios de recapitulación del capítulo 9, (texto, págs. 320-321). Ejercicios de recapitulación del capítulo 10, (texto, págs. 356-357).
Miércoles, 1 Feb.	Actividades comunicativas sobre el contenido de la segunda lectura preliminar. Repaso el uso del pretérito y del imperfecto y las estructuras con 'se'. Repaso de los adverbios (pág. 354).
Jueves, 2 Feb.	Ejercicios de recapitulación del capítulo 11 (texto, págs. 392-393).
Viernes, 3 Feb.	Los mandatos familiares (págs. 378-379); las preposiciones 'por y para' (pág. 382-383). Ejercicios de recapitulación del capítulo 12, (texto, págs. 430-431). ST: Cultura (págs. 450 y 451). SP: Hacer los ejercicios asignados.

Semana 3: Del 6 al 10 de febrero

Lunes, 6 Feb.	Capítulo 13: La naturaleza y Colombia. SP: Hacer los ejercicios asignados. ST: Estructura 13, el subjuntivo con verbos de emoción (págs. 452 y 453).
Martes, 7 Feb.	SP: Hacer los ejercicios asignados. Lectura 1: (la asigna el profesor).
Miércoles, 8 Feb.	ST: Estructura 13.2, el subjuntivo con duda, negación, etc. (Págs. 456 y 457). Análisis y comentarios sobre la lectura 1.
Jueves, 9 Feb.	SP/WS: Hacer los ejercicios asignados.
Viernes, 10 Feb.	ST: Estructura 13.3, el subjuntivo con conjunciones (págs. 460 y 461). SP/WS: Hacer los ejercicios asignados.

Semana 4: Del 13 al 17 de febrero

Lunes, 13 Feb.	ST: Estructura 13.3, el subjuntivo con conjunciones (continuación). SP/SW: Hacer los ejercicios asignados.
Martes, 14 Feb.	SP/SW: Hacer los ejercicios asignados.
Miércoles, 15 Feb.	Repaso para el primer examen.
Jueves, 16 Feb.	ST/SW: Último día para completar los ejercicios del capítulo 13.
Viernes, 17 Feb.	Primer examen (contexto, cultura, estructuras).

Semana 5: Del 20 al 24 de febrero

- Lunes, 20 Feb. **Primer examen (lectura y redacción).**
Capítulo 14: La ciudad y Venezuela.
SP: Hacer los ejercicios asignados.
Iniciar la primera actividad cultural o el servicio comunitario (se entrega el 12 de marzo) Consultar el programa y el sitio
www.sandiego.edu/cas/languages/spanish/resources/activities_and_events/
- Martes, 21 Feb. SP/WS: Hacer los ejercicios asignados.
- Miércoles, 22 Feb. ST: Estructura 14.1, el subjuntivo en cláusulas adjetivas (págs. 486 y 487).
SP: Hacer los ejercicios asignados.
- Jueves, 23 Feb. SP/WS: Hacer los ejercicios asignados.
- Viernes, 24 Feb. ST: Estructura 14.2, mandatos (pág.490).
ST/WS: Hacer los ejercicios asignados.
Lectura 2 (la asigna el profesor).

Semana 6: Del 27 de febrero al 2 de marzo

- Lunes, 27 Feb. **Análisis y comentarios sobre la lectura 2.**
ST: Estructura 14.2, los mandatos (continuación).
- Martes, 28 Feb. SW: Trabajar en las actividades asignadas por tu profesor.
- Miércoles, 29 Feb. ST: Estructura 14.3, el participio como adjetivo (pág. 493).
ST/WS: Hacer los ejercicios asignados.
- Jueves, 1 Marzo SP/WS: Hacer los ejercicios asignados.
Preparar la redacción 1.
- Viernes, 2 Marzo SP: Recapitulación, (págs. 496 y 497).
SW: Último día para enviar los ejercicios asignados por tu profesor.
Redacción 1 (en clase).

Semana 7: Del 5 al 9 de marzo (Spring break)

NO HAY CLASES

Semana 8: Del 12 al 16 de marzo

- Lunes, 12 Marzo **Se entrega el reporte sobre la primera actividad cultural o de servicio comunitario.**
- Martes, 13 Marzo SP/WS: Hacer los ejercicios asignados.
Lectura 3 (la asigna el profesor).
- Miércoles, 14 Mar. **Análisis y comentarios sobre la lectura 3.**
Capítulo 15: El bienestar y Bolivia
ST: Estructura 15.1, el presente perfecto (págs. 518 y 519).
Entregar la redacción 1 (versión final)

Jueves, 15 Marzo SP/WS: hacer los ejercicios asignados.
Viernes, 16 Marzo ST: La estructura 15.2, el pasado perfecto (pág. 522).

Semana 9: Del 19 al 23 de marzo

Lunes, 19 Marzo ST: La estructura 15.2, el pasado perfecto (continuación).
Martes, 20 Marzo SP/WS: Hacer los ejercicios asignados.
Preparar redacción 2.
Miércoles, 21 Mar. ST: Estructura 15.3, El presente perfecto subjuntivo (pág. 525).
Redacción 2 (en clase).
Jueves, 22 Marzo SW: Trabajar en las actividades asignadas por tu profesor.
Viernes, 23 Marzo ST: Recapitulación,(págs. 528 y 529).
SW: Hacer los ejercicios asignados.

Semana 10: Del 26 de marzo al 30 de marzo

Lunes, 26 Marzo Repaso para el segundo examen; Capítulos 14 y 15.
Iniciar la segunda actividad cultural o servicio comunitario (se entrega el 11 de abril) Consultar el syllabus y el sitio www.sandiego.edu/cas/languages.
Martes, 27 Marzo SP/SW: Último día para enviar los ejercicios asignados.
Miércoles, 28 Mar. **Segundo examen (contexto, cultura, estructuras)**
Entregar las redacción 2 (versión final)
Jueves, 29 Marzo SP/WS: Hacer los ejercicios asignados.
Viernes, 30 Marzo **Segundo examen (lectura y redacción; 30 minutos).**
Capítulo 16: El mundo del trabajo, Nicaragua y La República Dominicana.
ST/SP: Hacer los ejercicios asignados.

Semana 11: Del 2 al 6 de abril

Lunes, 2 Abril ST: Estructura 16.1, el futuro (págs. 550 y 551).
SP/WS: hacer los ejercicios asignados.
Martes, 3 Abril **Lectura 4 (la asigna el profesor).**
SW: Hacer los ejercicios asignados.
Miércoles, 4 Abril **Análisis y comentarios sobre la lectura 4.**
ST: La estructura 16.2, el futuro perfecto (pág. 554).
SP/WS: Hacer los ejercicios asignados.
Jueves, 5 Abril *Easter Break* (no hay clase).
Viernes, 6 Abril *Easter Break* (no hay clase).

Semana 12: Del 9 al 13 de abril

Lunes, 9 Abril	<i>Easter Break</i> (no hay clase).
Martes, 10 Abril	SP/WS: Hacer los ejercicios asignados.
Miércoles, 11 Abril	ST: La estructura 16.3, el subjuntivo pasado (pág. 556). Se entrega el reporte sobre la segunda actividad cultural o de servicio comunitario.
Jueves, 12 Abril	SP/WS: Hacer los ejercicios asignados.
Viernes, 13 Abril	ST: La estructura 16.3, (continuación). SP/WS: Hacer los ejercicios asignados. Preparar la redacción 3.

Semana 13: Del 16 al 20 de abril

Lunes, 16 Abril	Capítulo 17: Un festival de arte, Salvador & Honduras. Redacción 3 (en clase).
Martes, 17 Abril	SP/WS: Hacer los ejercicios asignados.
Miércoles, 18 Abril	ST: Estructura 17.1, el condicional (págs. 584 y 585).
Jueves, 19 Abril	SP/WS: Hacer los ejercicios asignados.
Viernes, 20 Abril	La estructura 17, el condicional (continuación).

Semana 14: Del 23 al 27 de abril

Lunes, 23 Abril	ST: Estructura 17.2, el condicional perfecto (págs. 588 y 489). ST: Hacer los ejercicios asignados. Entregar la redacción 3 (versión final)
Martes, 24 Abril	SP/SW: Completar los ejercicios asignados.
Miércoles, 25 Abril	ST: Estructura 17.3, el pasado perfecto del subjuntivo (pág. 591). SP/WS: Hacer los ejercicios asignados.
Jueves, 26 Abril	SP/WS: Hacer los ejercicios asignados.
Viernes, 27 Abril	Repaso para el tercer examen (capítulos 16 y 17). SW: Hacer los ejercicios asignados.

Semana 15: Del 30 de abril al 4 de mayo

Lunes, 30 Abril	Tercer examen (contexto, cultura, estructuras).
Martes, 1 Mayo	SP/WS: Hacer los ejercicios asignados.
Miércoles, 2 Mayo	Tercer examen (lectura y redacción; 30 minutos). Capítulo 18: Las actualidades, Paraguay y Uruguay.

SP/WS: Hacer los ejercicios asignados.

Jueves, 3 Mayo SP/WS: Hacer los ejercicios asignados.
Lectura 5.

Viernes, 4 Mayo. **Análisis y discusión de la lectura 5.**
SP: Estructura 18.1, Cláusulas con 'si' (pág.618).
SP/WS: Hacer los ejercicios asignados.

Semana 16: Del 7 al 11 de mayo

Lunes, 7 ST: estructura 18.2, repaso del subjuntivo (págs. 622 y 623).
SP: Hacer los ejercicios asignados.

Martes, 8 SW: Hacer los ejercicios asignados.

Miércoles, 9 Estructura 18.2, repaso del subjuntivo (continuación).

Jueves, 10 **Preparar presentaciones orales.**
SP/SW: Ultimo día para completar las actividades asignadas.

Viernes, 11 **Presentaciones orales.**

Semana 17: Del 14 al 18 de mayo

Lunes, 14 Mayo. **Repaso para el examen final.**

Final exam schedule

The final exam must be taken on the scheduled date and at the indicated time. Please do not make any conflicting travel arrangements. No exceptions will be made. You must take your exam with your own section.

Professor	Section	Final Exam	Time	Location
Zambrano	01	Monday, 5/21	8 a.m.	L321
Zambrano	02	Wednesday, 5/23	8 a.m.	L321
Ortega-Ocádiz	03	Monday, 5/21	11 a.m.	O 330
Ortega-Ocádiz	04	Friday, 5/18	11 a.m.	O 330
Don	05	Wednesday, 5/23	2 p.m.	C 111
Hogan	06	Friday, 5/18	2 p.m.	M 226
Don	07	Friday, 5/18	2 p.m.	C 111
Fernández	08	Monday, 5/21	2 p.m.	L 004
Fernández	09	Wednesday, 5/23	5 p.m.	L 004
Rubio-Fernaz	13	Monday, 5/21	11 a.m.	C 115
Rubio-Fernaz	10	Friday, 5/18	5 p.m.	M 226
Moya	11	Friday, 5/18	5 p.m.	C 028
Villalobos	12	Monday, 5/21	5 p.m.	M 226

Corrected, 2/2/12.

Addenda related to the cultural and community service-learning activities for this course are online.

[Sections 1, 2 and 5-13](#)

[Sections 3 and 4](#)

[CSL Contract](#)