

THE UNIVERSITY OF ARIZONA
DEPARTMENT OF SPANISH AND PORTUGUESE

SPANISH 206
SYLLABUS & COURSE PACKET

(ALL SECTIONS)

SPRING SEMESTER 2011

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THE UNIVERSITY OF ARIZONA
Department of Spanish and Portuguese

SPANISH 206 SYLLABUS
SPRING 2011

Instructor: _____
Office hours: _____
Office and Tel #: _____
E-mail: _____

I. COURSE DESCRIPTION AND OBJECTIVES: Spanish 206 is designed to improve your skills in the Spanish language and to expand your knowledge of the culture and history of Hispanic countries. We will focus on specific topics through readings in *Imagina español sin barreras*, on the Internet and through lectures. Short stories from ¡A leer! and topics from the course packet (*Paquete*) will provide a context for discussions. The four language acquisition skills, listening, speaking, reading and writing, will be developed. In addition, we will review selected grammar concepts. The course requires regular classroom participation, activities on the computer and approximately two hours of outside preparation for every hour of class.

REQUIRED TEXTS:

REQUIRED TEXTS:

- *Imagina español sin barreras*, Blanco, Tocaimaza-Hatch [Second Edition] U of Arizona Custom Edition
- *¡A Leer!*, Chuffe [Second Edition]
- 206 Course notes packet only available in the EES Copy Center located in the Harvill Building Room 137 (not in the U of A Bookstore). Cash or Check

Highly recommended:

- A good full-size bilingual Spanish-English dictionary, such as Cuyás, Collins, Larousse, Vox.
- Not** acceptable: University of Chicago dictionary nor any pocket dictionaries.

GRADES: Your final grade will be calculated as follows:

ORAL COMPONENT	35%	WRITTEN COMPONENT	65%
Oral Proficiency	20%	Writings	20%
Group Oral Presentation	10%	3 Tests (includes Final)	30%
Individual Oral Presentation	10%	D2L Quizzes & Homework	10%

GRADING SCALE:

92 - 100 = A	80 - 91 = B	70 - 79 = C	61 - 69 = D	60 or below = F
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This course is conducted differently from previous foreign language courses you may have had. In this class we will emphasize the learning of Spanish for real world purposes. In Spanish 206 your instructor will speak Spanish 100% of the time. You may use English only when absolutely necessary. From time to time you may need to ask something in English. However, you must ask permission first **in Spanish** and **only** after you have tried to express yourself in Spanish. If the instructor thinks you can express the idea in Spanish, s/he will not allow you to use English. It is important that you make an effort to use the vocabulary and constructions you have been learning. We will be doing many pair and group activities in which you are expected to participate actively and to use only Spanish. Grammar is a very necessary component of communicative competence. So are vocabulary, discourse strategies, the ability to compensate for the imperfect command of the language, and familiarity with the cultural norms which are linked to communication.

DISABILITY RESOURCE CENTER (DRC): Students who are registered with the DRC must submit appropriate documentation to the instructor if they are requesting reasonable accommodations.

ATTENDANCE: Regular class attendance is essential for successful completion of the course. With the exception of days scheduled for tests, quizzes, and compositions, you may miss five (5) classes for any reason, personal, medical, etc. **PLEASE NOTE: each day you are absent you will automatically receive a grade of zero "0" for your Oral Proficiency grade that day. The sixth (6th) absence and every subsequent absence after that for whatever reason: personal, religious, medical, family emergency, etc. will occasion the loss of two percentage points off each absence from the Final Overall Course Grade.** Use these five allowed absences wisely! **Two late arrivals by more than 5 minutes will equal one absence.** After a total of **ten** absences, your instructor will refuse your admittance to the class and choose to administratively drop you. If you stop attending class, however, it is your responsibility to drop the class. If you wish to make up any work due to an absence, you must notify your instructor within an hour of class time, either before or after, and you must provide appropriate documentation. You may not miss any scheduled tests and in-class compositions. The use of cell phones or any electronic devices are prohibited during class and exams, unless you get prior approval from your instructor due to an emergency situation.

NOTE:1. "All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion."

2. "Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored."

ORAL PROFICIENCY (20%): An Oral Proficiency grade is given for your performance, not for your potential or effort alone. You are expected to attend class and to participate. Above-average and outstanding performance warrants a "B" or an "A". Your proficiency grade includes your contribution in Spanish in regular class sessions and active participation in Spanish in small group activities. If you are in class, but are **not** prepared and/or do **not** participate, you will receive a 0 for the day. Your proficiency will be assessed every day, although you will only receive an averaged grade once every two weeks. This takes into consideration but is not limited to: 1) how much you use Spanish, 2) how well you use Spanish, 3) your preparation for class, 4) your cooperation and leadership in pair and group work, and 5) your respect and attitude towards the class, your peers and your instructor.

The use of English: You must try to express your questions in Spanish. If that attempt is unsuccessful then you must ask permission **in Spanish** to speak English. In group work you will be expected to speak in Spanish the entire time. Even if you finish the assigned activity before the rest of the class, continue to speak in Spanish in your group.

THINK TANK-SPANISH TUTORING: The Department of Spanish and Portuguese offers Office Hours at the Nugent Building Monday-Friday from 9:00 a.m. to 1:00 p.m. and at the Student Recreation Center from 1:00 p.m. to 5:00 p.m. Monday-Friday. This is a collaborative service between the Spanish and Portuguese Department and the THINK TANK which allows students to reach any instructor and receive instant feedback. This service provides 40 hours per week of tutoring to give the students the opportunity to ask questions regarding language and culture. For more information please visit the website at:

<http://www.studentaffairs.arizona.edu/thinktank/services/secondlanguage>

ORAL PROFICIENCY EVALUATION CRITERIA

10 pts The "A" TO A-Student: (EXCELLENT)

- 1) initiates and maintains interaction with students and instructor from the moment s/he walks into the classroom
- 2) shows leadership in group activities
- 3) never uses English in discussions and group activities
- 4) asks questions only in Spanish
- 5) is always prepared and demonstrates a minimum of errors
- 6) attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

9 pts The "B+ Student: (VERY GOOD)

- 1) maintains interaction with students and instructor
- 2) rarely uses English in class and only if has asked permission
- 3) always prepared for class
- 4) has few errors
- 5) voluntarily elaborates on answers with connected sentences

8 pts The "B" Student: (GOOD)

- 1) shows willingness to participate
- 2) cooperates fully in discussions and group activities although may not necessarily be the leader
- 3) answers readily when called upon and has few errors
- 4) elaborates somewhat on answers; more than three-word answers
- 5) occasionally resorts to English after asking permission in Spanish

7 pts The "C" Student: (AVERAGE)

- 1) participates more passively than actively
- 2) tends to use English, especially in small group activities
- 3) gives one to three word answers
- 4) is frequently not very well prepared

6 pts The "D" Student: (POOR)

- 1) participates grudgingly
- 2) speaks mostly English in discussions and small group activities
- 3) generally does not cooperate in group activities
- 4) has many errors, makes no effort to correct

5-0 pts The "F" Student: (FAILURE)

- 1) unable to answer when called upon in class; obviously unprepared
- 2) is disruptive, prevents other students from hearing, etc.
- 3) rarely participates in class activities
- 4) is disrespectful of other students, instructor or cultural materials
- 5) Negative attitude. Refuses to answer questions; constantly speaks in English; almost never uses Spanish
- 6) Use of cell phone or texting during class will automatically grant you a "0" for that day
- 7) **Anytime you are absent (obviously unable to participate) you will automatically receive a grade of zero "0" for your Oral Proficiency grade that day. Be aware that a grade of "0" will negatively affect your overall Oral Proficiency average**

GROUP ORAL PRESENTATION (10%):

The Oral exam presentations are scheduled for **FEBRUARY 28, MARCH 1 & 2**. It will be a 7-9 minute presentation in groups of 2 on a particular city or region of the Hispanic world (your city or region will be determined later with the help of your instructor). The presentation will take place in your regularly scheduled classroom, and it must be interactive, i.e., involve the rest of the class in the presentation.

INDIVIDUAL ORAL PRESENTATION (10%): The Oral Presentations will be done individually in class on **MAY 2, 3 & 4**. presentation in Spanish will be a total of 7-8 minutes, and will include questions for the class or activities related to your presentation. You will be evaluated on interaction, comprehensibility, creativity, vocabulary, content and accuracy (both grammatical and factual).

WRITINGS (20%): For some of the writing entries, you will have opportunities to peer edit and revise from suggestions made by your peers and/or your instructor. You will receive a grade and recommendations for change. Any subsequent changes will help raise your grade up to five points, depending on the quality and thoroughness of the revision and whether it is submitted by your instructor's short-term deadline (no more than one week after the graded writings are returned to the class).

I. **Three Compositions:**

Writing #1- Descriptive essay of a famous Hispanic from your city or region. Your instructor will pass a sheet with the distribution for each of the countries.

Writing #2- Travel Brochure about your city or region of focus (the written result of the group oral exam presentation).

Writing #3- Oral Interview and Narrative write-up. Interview a Native Speaker. (Done in class)

Each Writing should be 1 - 1 1/2 pages, typed (no more than 12-pt font) and double-spaced. There will be some class time allotted for these writings. The first draft will be done in class for writing #1, #2 and #3, and a certain amount of class time will be dedicated to peer revision by a classmate for all three essays (10% of grade). **If you are absent for the in-class writing or the peer editing, you will automatically lose those points.** You will turn in the first draft, the peer revision sheet, the final typed draft and the evaluation criteria sheet to your instructor. **You can earn up to 10 extra points for making all the changes to the final revision and**

only if turned in within one week from the date your instructor returned the graded writing to the class. These must be handed in on the appropriate dates.

TESTS (30%): *There are two lesson tests on Imagina español sin barreras: TEST #1 will cover material of LESSON 1-3 and TEST #2 the material of LESSONS 4, 5 & 6, plus the Final Exam and any other assigned materials. Tests will include listening, reading, writing, and cultural material. Appropriate use of vocabulary, comprehension and comprehensibility will be emphasized. You must attend on days when tests are being given. NO test may be made up unless you have notified your instructor immediately before or after the class period and you have a documented excuse which you must bring with you. If you have other appointments, you will need to reschedule them, as the test takes top priority. Any exceptions, please see your instructor immediately. NONE of the tests are curved. Students failing more than two of the tests MUST speak with their instructor*

FINAL EXAM (MAY 6TH): The Final Exam will consist of two parts. The first is a Final Listening Exam given **in class on the last day of instruction**. There will be **no** make-ups given for this portion of the exam. The second part-the Final Written Exam-will be administered as a multiple-section exam during Final Exam week. **The Final exam will be cumulative in nature, though the main emphasis will be on LESSONS 7, 8, 9 & 10.** It will include questions regarding the material covered in class, reading comprehension, short and extended writing, cultural material, vocabulary, and information on your portfolio. Scheduling a trip or oversleeping are not considered valid reasons for missing the final exam. If a student oversleeps, it is better to arrive late to the final exam than not to take it at all and receive a zero. Students who do not take the final exam on the day it is scheduled and who have not followed these procedures will receive a zero for the final exam. Wearing hats and using electronic devices including but not limited to cell phones, pagers and computers are expressly prohibited during any exam.

D2L QUIZZES (5%): *This section includes all announced D2L QUIZZES or any unannounced quizzes that the instructor chooses to give. The quizzes may be for listening comprehension, reading comprehension, grammar, vocabulary, or culture. **NO D2L QUIZ MAY BE MADE UP FOR ANY REASON.** If you experience any technical difficulties while attempting to complete your D2L quizzes you should fill out a Report a Problem at <http://help.d2l.arizona.edu> and complete the form with as much detail as possible, explaining the problem you are having. Your instructor is not responsible for*

maintaining the D2L system, therefore he/she is unable to help you with any technical and/or schedule problems you may encounter.

READING PREPARATION ASSIGNMENTS (10%) are part of your QUIZZES section. RPA will be handed in **only at the beginning of class** on the days indicated on the course calendar. **No RPA will be accepted at the end of the class.** To complete the Reading Preparation Assignments you must write out the answers to the assigned pre-reading anticipation and vocabulary questions, read and analyze the designated reading assignment and write the answers to the assigned post-reading comprehension and interpretation questions.

READING PREPARATION ASSIGNMENT EVALUATION CRITERIA:

- 2 pts. = Thoroughly completed
- 1 pt. = Mostly completed (at least 2/3 of work done)
- 0 pts. = Not completed, unacceptable work

The Reading Preparation Assignments correspond to the following readings:

The Reading Preparation Assignments correspond to the following readings:

- #1. "Olmos, Estefan y Canseco: ¿Españoles o hispanos" ;A leer!
pages 1-10
- #2. "Los mejor calzados" ;A leer! pages 11-18
- #3. "Las boticas" ;A leer! pages 97-102
- #4. "El eclipse" *Imagina* pages 151-154
- #5. "El aventurero" ;A leer! pages 92-95
- #6. "La luna" *Imagina* pages 189-192
- #7. AL: "Espuma y nada más" p. 35
- #8. "La mirada" pp. (263-266)
- #9. "Algo muy grave va a suceder en este pueblo" pp. (369-372)

CODE OF ACADEMIC INTEGRITY:

The instructor and the Program Director will initiate an academic integrity case against students suspected of cheating, plagiarizing, or aiding others in dishonest academic behavior. Students are responsible for reading and understanding the Code of Academic Integrity, please refer to <http://dos.web.arizona.edu/uapolicies/cail.html>. Examples of academic dishonesty include, but are not limited to, plagiarism, cheating, and aiding and abetting dishonesty. An example of plagiarism would be to submit a written sample which in part or in whole is not entirely the student's own work without attributing the source. Cheating includes allowing another person to do your work, such as a composition or workbook, and to submit the work under one's own name. **Any work which is submitted for a grade MUST be 100% the student's own work.** Papers turned in where unauthorized or too much help was received will be assigned a grade of zero regardless of the source of the help in question. **The use electronic translators on-line or computerized are prohibited and its use is considered cheating in your Spanish class.**

According to the University of Arizona Code of Academic Integrity it is the student's responsibility not to turn in such work. If you are not sure when it is appropriate to seek help, please see your instructor

All instructors shall foster an expectation of academic integrity. If the instructor suspects that a Code of Academic Violation has occurred, he/she must report the violation to the Director of Basic Languages. The instructor and the Director will evaluate the case based upon a preponderance of the evidence, whether or not the student has committed an act prohibited by the Code. If the evidence supports the finding that the student has engaged in misconduct, the instructor in concordance with the Director of Basic Languages shall impose sanctions after considering the seriousness of the misconduct. **Some sanctions that your instructor may impose are any one of the following or a combination of the following sanctions:**

- A. Loss of credit for work involved
- B. Reduction in grade for the entire Spanish course
- C. Failing grade for the Spanish course
- D. Disciplinary probation
- E. Plagiarisms workshop

IMPORTANT DATES	
1/24-25 Video "Latin Beat" 2/7 Writing #1 in class 2/8, 9, & 10 Movie TBA 2/22 Test #1 Unit 1-3 2/23 Writing #2	2/28, 3/1 & 2 Group Oral presentations 3/28 Writing #3 in class 4/5 Test #2 Unit 4-6 5/ 2, 3 & 4 Individual Oral Interviews 5/4 Listening Component of Final Exam 5/6 Final Exam 5:00 pm - 7:00 pm
SCHEDULE FOR D2L QUIZZES 1/20 D2L Quiz #1 2/3 D2L Quiz #2 2/21 D2L Quiz #3 3/10 D2L Quiz #4 3/29 D2L Quiz #5 4/4 D2L Quiz #6 4/13 D2L Quiz #7	SCHEDULE FOR D2L QUIZZES 4/19 D2L Quiz #8 4/25 D2L Quiz #9 4/28 D2L Quiz #10

OVERVIEW OF SPANISH 206

Symbols:

I = *Imagina* Textbook

AL = ¡A leer!

RPA = Reading Preparation Assignments

SAM = WebSAM tab of the Supersite TBA

MG= Manual de Gramática in *Imagina* Textbook (Tarea para entregar al principio de clase)

CN = Class Notes pp.

DAILY SCHEDULE OF SPANISH 206

DATES	TEXTBOOK and PAGES	LINGUISTIC ENABLERS & HOMEWORK
Enero 12	Introduction; Overview of semester; Discussion of course content and requirements Lección 1: Sentir y vivir Para Empezar: Las relaciones (pp 2-5) Comunicación (p 21)	CN: 1-18 Sign Form on page CN: 113 I: Estructuras 1.1 The present tense pp.18-21 MG: 1.4 Nouns and articles pp. 378-379
Enero 13	Cortometraje: Momentos de estación Preparación y Análisis (pp 6-11) Comunicación (p 25)	I: Estructuras 1.2 Ser and estar pp. 22-24
Enero 17	MARTIN LUTHER KING JR. DAY NO CLASSES	

Enero 18	Imagina (pp 12-13) Galería de creadores (14-15) Comunicación (p 29) En pantalla (p 17)	I: Estructuras 1.3 Gustar and similar verbs pp. 26-28
Enero 19	Cultura: Corriente latina (pp.31-34) Síntesis (p 30) Literatura: Poema 20 pp. (35-38)	MG: 1.5 Adjetivos pp. 380-381 MG: 3.4 Possessive adjectives and pronouns p.87
Enero 20	D2L Quiz #1 RPA 1: Olmos, estefan, Canseco: ¿Españoles o hispanos? AL p. 1-10	
Enero 24-25	Video: Latido latino: cultura latina en los EE.UU.	
Enero 26	Lección 2: Vivir en la ciudad Para Empezar: En la ciudad (pp 40-43) Comunicación (p 59)	I: Estructura 2.1 The preterite pp 56-59
Enero 27	Cortometraje: Adios Mamá Preparación y Análisis (pp 44-49) Comunicación (p 63)	I: Estructura 2.2 The imperfect pp. 60-63 MG: Progressive forms pp 382-383
Enero 31	Imagina (pp 50-51) Galería de creadores (52-53) Comunicación (p 67) En pantalla (p 55)	I: Estructura 2.3 The preterite vs. the imperfect p.64-67
Febrero 1-2	Cultura: Juchitán: La ciudad de mujeres (pp.70-72) Síntesis (p 68) Literatura: Aqueronte (pp 73-76)	Additional review of preterite vs. the imperfect MG: 7.5 Time expressions with hacer pp. 402-403; MG: 9.4 Transitional expressions pp 408-409
Febrero 3	D2L QUIZ #2 RPA 2: Los mejor calzados AL p. 11-18 Description of Group Oral Presentation Due	
Febrero 7	Writing # 1 in class: CN: p. 61 Famous Hispanic personality Peer editing of Writing #1 CN: p. 64	
Febrero 8, 9 & 10	Película: La misma luna	
Febrero 14	Lección 3: La influencia de los medios Para Empezar: Los medios de comunicación (pp 78-81) Comunicación (p 107)	I: Estructura 3.3 Commands pp 104-106 MG: 6.4 Adverbs pp 396-397

Febrero 15	Cortometraje: Encrucijada (82-87) Imagina (pp 88-89) Comunicación (pp 98-99)	I: Estructura 3.1 The subjunctive in noun clauses pp 94-99
Febrero 16	Galería de creadores (90-92) Comunicación (p 103) En pantalla (p 93)	I: Estructura 3.2 Object pronouns pp 100-102
Febrero 17	Febrero 17 Writing #1 Due Cultura: Ritmos del Caribe (pp 109-112) Síntesis (p 108) Literatura RPA 3: La desesperación de las letras (pp 113-116)	Additional review of Object pronouns & The subjunctive in noun clauses MG: 3.5 Demonstrative adjectives and pronouns pp.388-389
Febrero 21	D2L QUIZ #3 RPA 3: Las boticas AL p. 97-102 Repaso para Examen 1 Lessons: 1-3	
Febrero 22	EXAM #1-LECCIÓN 1-3	
Febrero 23	Writing # 2 in class: CN: p. 66 Travel Brochure about your city or region focus Peer editing of Writing #2CN: p. 69	
Febrero 24	Peer editing of Writing #2CN: p. 69 Cortometraje: El Rincón de Venezuela (122 -127)	
Febrero 28 Marzo 1 & 2	GROUP ORAL EXAM PRESENTATIONS Turn in CN: p. 74 to your instructor	
Marzo 3	Lección 4: Generaciones en movimiento Para Empezar: En familia (pp 118-121) Comunicación (p 137)	I: Estructura 4.1 The subjunctive in adjective clauses pp 134-137 MG: Preposiciones: a, hacia, and con pp 404-405
Marzo 7	Comunicación (p 141) Writing #2 Due with CN: p. 69 Imagina (pp 128-129) Literatura RPA 5: El eclipse (pp 151-154)	I: Estructura 4.2 Reflexive verbs pp 138-141 MG: 4.4 To become: hacerse, ponerse, volverse, and llegar a ser pp 390-391)
Marzo 8	Galería de creadores (130-131) Comunicación (p 145) En pantalla (p 133)	I: Estructura 4.3 Por and para pp. 142-145
Marzo 9	Cultura: La herencia de los mayas (pp.147-150)	Additional review of Reflexive verbs
Marzo 10	D2L QUIZ #4 RPA 5: El aventurero AL p. 92-95 Síntesis (p 146)	MG: 5.4 Qué vs.Cuál pp 392-393 I: 5.2 The conditional pp 176-178) MG: 8.5 Preposiciones: de, desde, en, entre, hasta, and sin pp 406-407

Marzo 14-18	SPRING BREAK RECESS	
Marzo 21	Lección 5: Las riquezas naturales Para Empezar: Nuestro mundo (pp 156-159) Comunicación (p 175)	I: 5.1 The future pp 172-174
Marzo 22	Cortometraje: Raíz (160 -165) Comunicación (p 179)	Review of I: 5.2 The conditional pp 176-178)
Marzo 23	Imagina (pp 166-167) Galería de creadores (168-169) Comunicación (p 183) En pantalla (p 171)	I: 5.3 Relative pronouns pp 180-183
Marzo 24	Cultura: La selva amazónica (pp.185-188) Síntesis (p 184)	Additional review of conditional, future and prepositions
Marzo 28	Writing #3 in class CN: p. 71 Peer editing of Writing #3 CN: p. 72	
Marzo 29	D2L QUIZ #5 Peer editing Writing #3, CN p. 70 Literatura RPA 6: "La luna" Imagina (pp. 189-192)	MG: 5.5 The neuter lo pp 394-395
Marzo 30	Lección 6: El valor de las ideas Para Empezar: Creencias e ideologías (pp. 194-197) Comunicación (p 213) Cortometraje: Hiyab Preparación y Análisis (pp. 198-203)	I: Estructuras 6.1 The subjunctive in adverbial clauses pp.210-212 MG: 6.4 Adverbs pp. 396-397
Marzo 31	Comunicación (p 217) Imagina (pp 204-205) Galería de creadores (206-207) Comunicación (p 221) En pantalla (p 209) Cultura: Chile: dictadura y democracia (pp.223-226)	I: Estructuras 6.2 The past subjunctive pp. 214-216 I: Estructuras 6.3 Comparatives and superlatives Comparison of inequality pp. 218-220
Abril 4	Síntesis (p 222) Literatura: La mejor tinta pp. (227-230) RPA 7: AL: Espuma y nada más p. 35 D2L QUIZ #6 Repaso para Examen 2 Lessons:4-6 Writing #3 DUE CN: p. 73	MG: 6.5 Diminutives and aumentatives pp. 398-399
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**** SPANISH 206 FINAL EXAM WILL BE
 FRIDAY, MAY 6, 2011, FROM 6:00 - 8:00 PM ****
 YOUR INSTRUCTOR WILL ANNOUNCE THE LOCATION.

Department of Spanish and Portuguese

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