

OPTIONAL: INSERT YOUR SCHOOL LOGO HERE

Course # \_\_\_\_\_\_\_\_\_ College Now Syllabus

SMSU Course Title: Beginning Spanish II (SPAN 102)

SMSU Faculty Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Mentor Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

High School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

High School Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester and Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course dates \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; Last day to drop with a “W”: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTE: Statements in black are required as written. Sections in brown/italics may be used as written, or modified, but the topic must be addressed.**

**College Now Statement:**

College Now is SMSU's concurrent enrollment program. Concurrent enrollment allows qualified high school students to earn college credit in their high school, during their regular school day. College Now classes are taught by qualified high school teachers and are supervised by SMSU faculty members. These classes are actual SMSU courses where students earn actual SMSU credit. There is no cost to the student for these courses, providing an outstanding opportunity for students to earn college credit and jumpstarting their college careers without incurring additional debt.

**Academic Honesty:**

The aim of the academic honesty policy is to maintain the academic integrity of Southwest

Minnesota State University and promote an intellectual climate of honesty and integrity. To maintain an environment of academic integrity all students are required to accept personal responsibility for their work at Southwest Minnesota State University. Any offense against the academic honesty policy compromises the educational integrity of Southwest Minnesota State University and will be considered a grave offense. Offenses against academic honesty are acts which unjustly advance one’s academic standing at Southwest Minnesota State University and include knowingly permitting or knowingly aiding a person in an offense against the academic policy.

**Statement of the College Policy on Plagiarism:**

Plagiarism is the presentation of someone else‘s ideas, words, or artistic, scientific, or technical work as one‘s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student‘s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

**SMSU Liberal Education Student Learning Outcomes:**

Upon completion of the Liberal Education Program requirements at SMSU, students will:

* Understand the techniques and habits of thought in a variety of liberal arts disciplines, having attained an adequate foundation of knowledge in those disciplines.
* Communicate effectively.
* Be creative thinkers able to identify, formulate, and solve problems using interdisciplinary perspectives.
* Be critical thinkers who evaluate information wisely and examine how assumptions and positions are shaped.
* Understand both physical and social aspects of the world and their place in it.
* Embrace the similarities among peoples and appreciate the diversity that enriches the human experience.
* Analyze moral judgments and engage in moral discourse.
* Practice responsible citizenship in their local and global communities.
* Continue life-long learning.
* Integrate mind, body, and spirit, the essential elements of a flourishing life.

***Policy on Attendance and Participation****:*

*You are expected to attend class and to arrive on time. Excessive absence may result in a failing grade. If you need to miss a class, please notify your instructor if possible in advance by e-mail or in person. If absent from class, it is YOUR responsibility to obtain homework assignments and class notes. An absence is no excuse for not being prepared for the following class.*

***Cell phones and electronics:***

*The use of I-Phones, I-Pods, cell phones, etc. is not permitted in class unless a class activity requires it. Make sure you silence your cell phone before the class starts.*

**Spanish Course Description:**

The objective of Beginning Spanish II (SPAN 102) is to provide continued communicative input for the students to oral and written Spanish. The class will emphasize listening and reading comprehension, and the skills to hold a conversation, to narrate present events, and to express personal opinions, needs, and desires, both in writing and orally.

**Spanish 102 Student Learning Outcomes:**

By the end of the course, students will be able to:

* communicate in Spanish by presenting (orally or in written format) preplanned information or concepts about a specific topic to an audience of listeners or readers
* communicate in Spanish by engaging in conversations or correspondence to provide and obtain information about daily routines or past experiences
* demonstrate an understanding of the concept of culture through comparisons (either written or oral) of Spanish-speaking cultures (global or within the U.S.) and their own
* identify the impact of cultures on language (and languages on cultures) by researching, presenting, and sharing examples (either orally or written) within the class

**Beginning Spanish II (SPAN 102) fulfills MN Transfer Curriculum / Liberal Education Program Goal 7 – Human Diversity and 8 – Global Perspective**

**Goal 7:** To increase students' understanding of individual and group differences (e.g. race, gender, class, sexuality, religion, national origin, rural, urban) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

Students will be able to:

1. Understand the development of and the changing meanings of group identities in the United States' history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their own identity, attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

**Goal 8:** To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Students will be able to:

1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

***REQUIRED TEXT:*** *If you do not use* Tu Mundo*, please change to appropriate textbook.*

***Tu Mundo: Español sin fronteras.*** Magdalena Andrade et al. New York: McGraw Hill, 2023. (Earlier editions are acceptable.)

**Important note:**

**The use of the target language dominates the teaching/learning process.** The instructor manipulates various strategies to communicate the message across through the use of pictorials, non-verbal and body language, illustrations, examples, synonyms, antonyms, and explanations. **English is used sparingly** in two contexts. One is to explain abstract concepts and the other is to provide study skills assistance if need be.

***PARTICIPATION***

*Language learning is interactive, and therefore, requires your active participation and involvement in all class activities. Class participation is measured not only by your attendance, but also equally by your preparedness, your alertness and your contributions to activities and discussions.*

***Evaluation Criteria for Participation***

***Exemplary***

* *initiates and maintains interaction with students and instructor from beginning of class*
* *shows leadership in group activities*
* *never uses English in discussions and group activities*
* *asks questions only in the target language*
* *is always prepared and demonstrates a minimum of errors*
* *attempts to use complete sentences with connectors, conjunctions; always elaborates on answers*

***Proficient***

* *shows willingness to participate*
* *cooperates fully in discussions and group activities although may not necessarily be the leader*
* *answers readily when called upon and has few errors*
* *elaborates somewhat on answers*
* *occasionally resorts to English*

***Marginal***

* *participates more passively than actively*
* *tends to use English, especially in small group activities when the instructor is not nearby*
* *gives one*
* *is frequently not well prepared*

***Unacceptable***

* *participates grudgingly or not at all*
* *speaks mostly English in discussions and small group activities*
* *generally does not cooperate in group activities*
* *has many errors, makes no effort to correct.*

**WRITTEN WORK**

***Evaluation Criteria for Composition***

*(Source: Lee, J.F., & Van Patten, Bill. Making Communicative Language Teaching Happen. 2nd ed. New York: McGraw-Hill, 2003, page 272)*

|  |  |  |
| --- | --- | --- |
| ***Content*** | ***Scale*** | ***Points*** |
| *Minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate.*  | *Unacceptable**F* | *5 or less* |
| *Limited information; ideas present but not developed; lack of supporting details or evidence.*  | *Marginal**D-C* | *6-7* |
| *Adequate information; some development of ideas; some ideas lack supporting detail.*  | *Proficient**B* | *8* |
| *Substantial information; good development of ideas with supporting details or evidence.*  | *Exemplary**A* | *9-10* |
| ***Organization*** |  |  |
| *Series of separate sentences with no transitions; disconnected ideas, no apparent order to the content; or not enough to evaluate.* | *Unacceptable**F* | *5 or less* |
| *Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed.*  | *Marginal**D-C* | *6-7* |
| *An apparent order to the content is intended; somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete*  | *Proficient**B* | *8* |
| *Logical and effective order to the content is intended; main points and details are connected; fluent*  | *Exemplary**A* | *9-10* |
| ***Vocabulary*** |  |  |
| *Inadequate, repetitive; literal translation; abundance of invented words or words in English; or not enough to evaluate.* | *Unacceptable**F* | *5 or less* |
| *Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied.*  | *Marginal**D-C* | *6-7* |
| *Some erroneous word usage or choice, but meaning is not confused or obscured, some use of words studied.*  | *Proficient**B* | *8* |
| *Precise and effective word use/choice; broad; extensive use of words studied.* | *Exemplary**A* | *9-10* |
| ***Language*** |  |  |
| *Abundance of errors in use and form of the grammar presented in lesson; sentence structure does not correspond to the target-language structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate.*  | *Unacceptable**F* | *5 or less* |
| *Frequent errors in use and form of the grammar presented in lesson; erroneous use of language often impedes comprehensibility; work was poorly edited for language.*  | *Marginal**D-C* | *6-7* |
| *Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete.* | *Proficient**B* | *8* |
| *Very few errors in the grammar presented in lesson; work was well edited for language.* | *Exemplary**A* | *9-10* |

**SPEAKING**

***Criteria for Oral Assessment***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***Exemplary*** | ***Proficient*** | ***Marginal*** | ***Unacceptable*** |
|  | ***A / 10 - 9*** | ***B / 8*** | ***C-D / 7 - 6*** | ***F / 5 or less*** |
| ***Task Completion***  | *Superior completion of the task, responses appropriate and with elaboration*  | *Completion of the task, responses appropriate and adequately developed*  | *Partial completion of the task, responses mostly appropriate yet underdeveloped*  | *Minimal or no attempt to complete the task, responses frequently inappropriate*  |
| ***Comprehensibility***  | *Responses readily comprehensible, requiring no interpretation on the part of the listener*  | *Responses comprehensible, requiring minimal interpretation on the part of the listener*  | *Responses mostly comprehensible, requiring interpretation on the part of the listener*  | *Responses barely comprehensible**or in English.*  |
| ***Fluency and Pronunciation***  | *Speech continuous with few pauses or stumbling and no or almost no pronunciation errors*  | *Some hesitation, but manages to continue and complete thought and occasional pronunciation errors*  | *Speech choppy and/or slow with frequent pauses and frequent pronunciation errors*  | *Speech halting and uneven with long pauses or incomplete thoughts and few words pronounced correctly*  |
| ***Grammar***  | *No or almost no grammatical errors* | *Occasional grammatical errors*  | *Frequent grammatical errors*  | *Few correct grammatical structures*  |
| ***Vocabulary***  | *Rich use of vocabulary with frequent attempts at elaboration*  | *Adequate and accurate use of vocabulary*  | *Somewhat inadequate use of vocabulary*  | *Most vocabulary usage is not appropriate and makes comprehension challenging to the listener*  |

**Grading:**

SMSU uses a full system of plus and minus grades in calculating GPA (Grade Point Average)

A 4.00 100 – 94

A- 3.67 94 – 91

B+ 3.33 91 – 88

B 3.00 88 – 85

B- 2.67 85 – 81

C+ 2.33 81 – 78

C 2.00 78 – 75

C- 1.67 75 – 71

D+ 1.33 71 – 68

D 1.00 68 – 65

D- 0.67 65 - 61

F 0.00 60 and below

***EVALUATION & GRADE DISTRIBUTION – Suggested project descriptions and values for Spanish 102. You may add or change assignments, remembering that the following are the expectation for an ON CAMPUS class.***

***30% = Group projects*** *– oral and written presentations.*

*10% Report the news – Design an ongoing group project that will require students to read and write about contemporary issues (political, cultural, social, etc.) that are occurring in the Spanish-speaking world. The project should be set up so that students are responding to other groups’ news reports.*

*10% Oral Group Presentation – Design a group project involving focused research and creative presentation about a Spanish-speaking country. Countries may be limited to those featured in chapters 6 – 10, or may focus on a specific element (government, history, music, culture, famous authors, tourism, etc. of any Spanish-language country).*

*10% Literary response – Design a project in which students creatively respond to a work of art, a poem, a short story, etc. The project should allow students the freedom to interpret and share their understanding of the work(s) in question. Their response may be visual (a PowerPoint, a painting or drawing, a dance) but must also include a Spanish explanation.*

***10% = Composition.***

*Throughout the semester, students should be given writing prompts and / or vocabulary about which they will write 50 – 75 word compositions. Points should be subtracted for compositions that are either under or over the word count.*

***10% = Oral Exam*** *– Each student will hold a 5 – 7 minute conversation about topics discussed in class with the instructor*

***40% = Exam and Quizzes****.*

*10% Mini-quizzes – There should be 5 mini-quizzes during the semester, usually scheduled at the end of each chapter. These may be multiple choice, matching, fill in the blank, etc., based on vocabulary, or discreet grammar points.*

*30% Longer quizzes and/or exams – Longer quizzes or exams should be given throughout the course. These should include short written (content) responses to questions, as well as a longer (1 – 2 paragraphs) response in Spanish based on a writing prompt.*

***10% = Listening comprehension****. For example:*

*Movies – Students will watch the five “cortometrajes” assigned with the* Tu Mundo *chapters. They will provide written responses to the shorts, as provided by the teacher. These writing assignments should vary; they may be simple summaries, comparisons, opinion pieces, etc. to give students opportunities to respond in various ways.*

*Other – There may be other types of tasks assigned to assess comprehension (music, podcasts, documentaries, interviews, TV programs, etc.)*

***Tentative Class Schedule – Weekly, with holidays, project due dates, quizzes and exams listed.***

If you are \*not\* using Tu Mundo, be aware that these are the minimum expectations of grammar and vocabulary:

Chapters 6 – 10 *Tu Mundo: español sin fronteras*

 Grammar:

* Obligations: tener que, deber, necesitar, hay que, es necesario
* Comparisons
* Preterit tense
* Imperfect tense

Vocabulary:

* Educación
* Empleo
* La casa y quehaceres
* La cocina y comidas
* La niñez y juventud

***Useful Applications and webpages for this course: (Optional)***