

Spanish 203 Intermediate Spanish III
Course Syllabus
Fall '09 – CRN 11451
M / W 10:30-12:20, Room 621

Class Schedule Description

Spanish 203 develops oral and written expression and listening and reading competency based on cultural and literary materials. The course includes an expanded review of key grammatical concepts. Letter grade or credit/no credit option. The prerequisite for SP 203 is Spanish 102 at Fullerton College with a grade of "C" or better, two years of high school Spanish with a grade of "C" or better, or the equivalent. *Native or heritage speakers may enroll without the prerequisite, but must obtain permission from the instructor.*

Important!! This is a 4-unit course that transfers for credit at 4-year colleges and universities. This means that the course is as academically rigorous as an equivalent class at a 4-year school.

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Office: Humanities Building 524-05 (second floor)

Campus Office Hours: Monday & Wednesday 12:45-1:45 and by appointment

Instructor-Student Communication

E-mail: Do not email me for routine questions about the course, course materials and assignments. Use the Comments areas of the class WIKI for that purpose.

Use email only to inform me that you are going to be absent from class. Please do not use the telephone to inform me of your absence.

Bookmarks

<http://span203.pbworks.com> This is the class WIKI that you will be using every week throughout the course of the semester.

<http://staffwww.fullcoll.edu/ccollopyodonnell>

www.gradebookwizard.com

About the Syllabus

This syllabus is designed to be thorough – it lays out with clarity what you can expect from the course in terms of classroom interaction, course design, grading criteria, learning objectives, student rights and responsibilities, and procedures to follow in order to be successful in Spanish 203. When you are not sure how to proceed in the course, use the Table of Contents on page 2 to find the page that will contain the answer to your question.

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WELCOME

¡Bienvenido(a) a la clase! Did you know that the best way to learn Spanish is not through studying the language in isolation, but rather through studying something interesting and relevant in the language? In this course cultural content – from “Big C” culture such as art and literature to “small c” culture such as the products and perspectives that define Spanish-speaking communities – is integrated into every aspect of your language learning experience. This semester, you will be amazed at what you will learn about the history, practices and peoples of Spain, Latin and Central America, and the Caribbean. At the same time that you expand your cultural knowledge, you will improve your ability to read, write, speak and understand Spanish far more than you ever thought possible. Here’s what some of last year’s students said about the course:

- ❖ “La cosa que sorprende es cuánto aprendí sobre cultura. Estudié los países y la gente que nunca había estudiado antes. Pienso que el aprender sobre estos países fue la parte más interesante del curso entero. Ahora yo deseo viajar a todos estos diversos lugares. ¡He aprendido historia, geografía, las políticas, y la lengua – todo en un curso!”
- ❖ “My primary language is English, and I am not exposed to the Spanish language at home or school. However, I have learned new vocabulary, culture and history that have been intriguing and captivating. The most useful feature of the course was the well-developed exercises and activities in the textbook and manual activity book. The material covered the grammar and vocabulary in an informative and relevant manner which made the lessons enjoyable.”
- ❖ “The areas I have improved most are in the areas of culture, reading, and some grammar. Vocabulary has usually been easy for me. But this time I was able to connect the vocabulary in the reading more than in the past. I have learned about Latin American culture to a small degree in the past, but this class made great distinctions between countries and cultures. That was very great to

learn. As far as the reading, I could tell I was progressing when I realized I could read directions and other sections of the textbook with little help from my roommate. About halfway through the semester I noticed that I went from having her translate much of the material to reading the material and simply checking that I read things correctly.”

- ❖ “En esta clase aprendí mucha gramática, aunque yo hablo español y lo uso todos los días no sabía la terminología, ahora es agradable leer un periódico o una revista en español y poder decir están usando el pasado o el subjuntivo sólo por mencionar un ejemplo. Algo también muy importante que aprendí fue conocer otros lugares de Latinoamérica como el Caribe, Perú o Chile, que son lugares que me hacen saber que todos tenemos una misma raíz pero cada país tienen su propia identidad. Por último, esta clase me ayudó a ampliar mi vocabulario en español y a usar estas nuevas palabras en mi vida cotidiana.”
- ❖ “Some of the most useful features within this course were the book and listening exercises. I really enjoyed the book because it has very interesting stories and history in it, but at the same time I was learning the vocabulary and language. These features, as well as the class, helped me with my Spanish because I was able to communicate with others that spoke Spanish.”

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COURSE GOALS

Learning Objectives

A. Upon the completion of this course, students in the *Department of Foreign Languages* can reasonably expect to be able to:

1. Advance target language oral and written production in response to discourse related to self, family, social situations, school, work, and societal issues.
2. Advance target language oral and written production in response to written materials in the target language
3. Evaluate similarities and differences between the cultural practices and perspectives of the target language and those of other cultures.

B. Students completing courses or programs in the *Humanities Division* will be able to:

- Use language skills effectively in reading, writing, listening, or speaking to achieve personal, academic, or vocational goals.
- Use critical thinking skills to examine information, events, and ideas from a broader perspective.
- Recognize the significance of language and culture in human experience.
- Apply principles of academic honesty and integrity.
- Work cooperatively and collaboratively with others.
- Use campus and/or community resources to participate actively in their own education.

Grammar Topics

1. Differences between *ser*, *estar*, and *haber*
2. Infinitive usage
3. Prepositions: *por*, *para*, *a*, *en*, *con*, *de*
4. Past tenses: preterit, imperfect, present perfect and past perfect
5. Pronouns: reflexive, direct and indirect objects

6. *Gustar* and similar verbs that use indirect object pronouns
7. Adjectives and rules of agreement
8. Future and conditional tenses
9. Present subjunctive used in nominal clauses
10. Introduction to "If" clauses contrary-to-fact"

Other related topics:

1. Basic rules of accentuation
2. Spelling as needed

Additional structures from first year Spanish classes will be covered as needed.

Note: We will not spend the entire class time doing grammar drills, translating or listening to lengthy explanations of grammar. My explanations will be brief and will be followed up with communicative-type activities such as those in the textbook or others that I present. Your understanding of Spanish grammar and your ability to speak and write correctly will improve the more you read and write in Spanish. The textbook grammar guide, electronic workbook, and class WIKI will provide you with plentiful opportunities to practice individual structures.

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FULLERTON COLLEGE DEADLINES

Pass/No Pass Option

You may take this course on a Pass/No Pass or Audit basis. Pass/No Pass means that you do not get a grade that is averaged into your grade point average but that you still get units for the class. Be sure to check with a counselor if you are planning to use this course to satisfy a requirements for your major area of study as some universities will not allow you to takes courses in your major on a Pass/No Pass basis. Students are responsible for completing the Pass/No Pass or Audit form by the deadline – *September 4, 2009*. These forms may be obtained from Admissions and Records.

Withdrawing from the Course

If you decide to withdraw, you must make that decision by *August 29* in order to qualify for a refund or by *September 5* in order to drop without receiving a “W” on your transcript. The very last day to drop with a “W” on your transcript is *November 20*. Withdraw ONLINE via MyGateway.

Failure to officially add or drop a course that you are no longer attending may affect your academic records. This may mean a grade of “F” can be applied for not meeting the requirements of the course including failure to turn in homework and take quizzes and exams after you have stopped attending the class.

! Be advised that according to the College Catalog *it is your responsibility to officially drop classes you have stopped attending*. Failure to withdraw in this instance will result in a failing grade. Withdrawal is completed through *MyGateway*.

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REQUIRED MATERIALS

• **Textbook:** Collopy O'Donnell and Kelly. *Portales. Comunidad y cultura*. Dubuque: Kendall Hunt, 2008 (2ND EDITION ONLY). Copyright by Cathryn Collopy O'Donnell and Cathryn Kelly.

• **Publisher Site:** The textbook includes one-time online access codes good for both SPAN 203 and SPAN 204. Log-in instructions for the WebCOM site are found on the inside front cover of the textbook.

• **Blue Books:** 2 or 3 exam blue books can be purchased at the bookstore or the cafeteria.

Buy your textbook/access code at the Fullerton College Bookstore only. If you purchase the textbook from the publishers, you will not receive it in time to begin your coursework. Do not buy the first edition since the course materials do not correspond to the first edition! Cost for the textbook / electronic workbook package is \$110.25

You may buy a used book from a third-party, but be aware that you will need a code to access the publisher site materials that you will also use in this course. Separate access codes are available from the publisher for both Spanish 203 and 204 at a cost of \$45.00 each. If you plan to continue to the next level, purchase a new textbook / electronic workbook package; otherwise, you will end up having to buy two separate access codes, one for each course, and that may likely increase the overall cost to you.

To purchase an access code from the publisher, go to <http://webcom.grtxle.com/portales3>. The log-in screen will include a button that says 'Purchase an Access Code Now.'

USER LOG IN	
EXISTING USERS	FIRST TIME USERS
Please sign in	Please set up your Account
Username <input type="text"/> <small>(3-10 characters)</small>	Access Code <input type="text"/>
Password <input type="password"/> <small>(5-10 characters)</small>	
<input type="button" value="SUBMIT"/>	<input type="button" value="SUBMIT"/>
Forgot your password? Site terms and conditions Privacy Policy	OR - Purchase an Access Code online if you have not purchased course materials. <input type="button" value="PURCHASE AN ACCESS CODE NOW"/>

The Fullerton College Bookstore does not buy back this textbook.

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GRADE COMPONENTS

Grade Weighting

Methods used to measure learning objectives are:

Participation	15 %
Blue Book	15 %
On-line Quizzes	15 %
Exams	25 %
Writing	15 %
Voice Threads	15 %

Final Grade

90 – 100%	= A	60 – 69%	= D
80 – 89%	= B	59 % and below	= F
70 – 79%	= C		

Final grades will NOT be rounded up.

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GRADE COMPONENT DESCRIPTIONS

Preparation and Participation

According to college guidelines, a student should expect to spend 2 to 3 hours per week for each unit of credit taken during a sixteen 16 week course in order to keep up with the material presented in this course and prepare adequately for classroom activities. Make sure you understand what is expected of you in this course and the requirements for all class activities and assignments described in this section.

Regular and *active* participation is a very important aspect of any second language course. To derive the utmost benefit from instruction and develop your language skills, attendance is essential. No matter what the reason for the absence, failure to attend class always results in missed opportunities to hear and speak Spanish.

😊 Make the most of class time by participating actively in Spanish despite making mistakes. It is normal to make errors in grammar usage at this level of learning and you probably won't know "enough" vocabulary to always express your ideas the way you can in your own language. Remember, it takes time to perfect your listening and speaking abilities in a foreign language. I try hard to make the class atmosphere fun and non-intimidating, so enjoy it!

Attendance: According to the Fullerton College Catalog, attendance shall be taken at all class sessions. Please take note of the instructor's policies regarding absences:

- Students must contact the instructor by email when ill or need to be absent from class in order to avoid misunderstandings and situations that will adversely affect their grade.
- In this class, students can expect the instructor to officially withdraw from the class those who accumulate 3 or more consecutive unexcused absences.
- Students who accumulate an excessive number of absences due to illness and/or authorized absences may be dropped from the class if the instructor feels that they can no longer profitably continue in the course.
- There will be no make-up exams given in this class without verifiable proof of an illness or an emergency situation.

Tardiness: Attendance is taken at the beginning of each class period. Students who arrive after this will lose one point from the participation grade for that day. Please be aware that I have the prerogative to deny admission to students who arrive more than 10 minutes late.

Preparation: Material assigned to prepare you to actively participate in class includes textbook readings, vocabulary review, internet research (not extensive), and completion of some exercises from the Grammar Guide section of your textbook and WIKI. You will complete these types of assignments in a “Blue Book” that you purchase from the college bookstore or cafeteria. Blue Books are collected during class at random and a grade is assessed for completion of work.

All assignments are posted on the **Calendars of Assignments and Activities** in the class WIKI for each of the 5 chapters covered in your textbook this semester.

Be aware that students who have not done the readings prior to classroom discussion and/or completed the internet research and grammar exercises typically do poorly on quizzes and exams.

Participation: Class participation is graded in this course, and the grade is based on attendance, completion of preparatory assignments and use of Spanish during classroom activities as well as ability to stay on task, contribute to class discussions and small group work. Students are expected to bring their textbooks and blue books to each class session.

You will have the opportunity to earn 5 points for each class period, for a maximum of 150 points for the semester (day one does not count), according to the criteria listed below. Remember, the participation points will account for 15 % of your final grade, so it is essential that you come prepared for every class.

Only excused absences will allow students to recover participation points. If I approve your absence, your participation grade will be pro-rated accordingly. For example, if you have a doctor’s note stating that you were sick on day 5, your participation grade for day 5 will be the average between day 4 and day 6. Fullerton College allows for 2 unexcused absences and if taken, those absences will be pro-rated in the same manner.

Participation Criteria:

Outstanding = 5 points

- arrives for class on time
- comes to class totally prepared and participates as much as possible

- speaks exclusively in Spanish during whole class

Excellent = 4.75 points

- arrives for class on time
- comes to class totally prepared and participates as much as possible
- speaks almost exclusively in Spanish, and only rarely uses English

Very Good = 4.5 points

- arrives for class on time
- comes to class totally prepared and participates as much as possible
- on occasion uses more English than Spanish

Good = 4 points

- arrives for class on time
- comes to class partially prepared and participation is limited
- on occasion uses more English than Spanish

Not so good = 3.5 points

- arrives no more than 5 minutes late for class
- comes to class partially prepared and participation is limited
- uses more English than Spanish

Below Average = 3 points

- arrives more than 5 minutes late for class OR
- arrives for class on time, but does not come prepared; therefore, there is no visible participation effort
- uses more English than Spanish

Well Below Average = 0 points

- arrives more than 5 minutes late for class OR
- arrives for class on time, but does not come prepared at all; therefore, there is no visible participation effort
- works on assignments for other classes
- takes naps during the class or leaves the class
- is absent

WebCOM (Publisher Site)

Manual de actividades: A selection of exercises from the electronic workbook will be assigned for each chapter to include listening activities and review of cultural materials. Students are given the opportunity to complete these exercises as many times as they wish in order to improve their scores provided they are completed by the deadlines given in the chapter calendars.

Quizzes: Vocabulary and grammar quizzes are taken electronically. Types of questions may include multiple-choice, fill-in-the-blank, matching and short answers. Students are given the opportunity to take these quizzes two times to better their scores. Due date are provided on the chapter calendars. Please note that all activities assigned from WebCOM are considered quizzes, though some may not actually be designated on the site itself by the word “Prueba.”

Exams

There will be two exams in this course, each with reading, writing and culture sections based on the topics presented in the textbook. Study Guides can be accessed from the class WIKI. Be advised that students are required to take these exams in order to pass the course.

- **Mid-Term:** The midterm exam will take place on October 12 and will cover chapters 1, 4 and part of 3.
- **Final:** The final exam is scheduled for December 14, from 9:00-10:50, and will cover part of chapter 3 and all of chapters 2 and 5.

Writing

You will use the class WIKI to write blog-type entries and short compositions in Spanish. Students are required to post a total of 5 messages for the semester, one for each chapter covered in class. More can be done for extra credit with the approval of the instructor. All entries are to be at least 140 words long and written entirely in Spanish using Spanish conventions of spelling, punctuation, and written accentuation. The messages you post will be read by your instructor and by other members of the class. Topics and instructions on how and what to post and how and what to respond to your classmates' postings are found on the class WIKI for each topic. After the deadline, I will evaluate your message according to the criteria given below. Feedback on errors common to all students will be provided during class sessions. Please be advised that no matter the reason, late postings will not receive credit.

No credit will be given to students who have used a translating device or were helped by a family member, friend, teacher, tutor or God. Students who really do need the help of a tutor to complete these assignments should speak with me in advance of the assignment. Our discussion will always be strictly confidential.

Grading criteria for WIKI writing:

94% - 100%: the assignment must be submitted on time, it must be complete, and demonstrate a thorough knowledge of the material as well as critical thinking. It is rendered in your own words in complete sentences (unless the instructions call for another format) and includes direct quotations only when they are appropriate and properly cited. The expression is clear and nearly error-free, using vocabulary appropriate to the topic and from the textbook chapters.

84% - 92%: the assignment must be submitted on time, it must be complete, and demonstrate a reasonable knowledge of the material as well as some critical thinking. It is rendered in your own words in complete sentences (unless the instructions call for another format) and includes direct quotations only when they are appropriate and properly cited. Although the vocabulary used is appropriate to the topic and from the textbook chapters, they assignment may contain a few grammatical errors.

75% - 82%: the assignment must be submitted on time, it must be complete, and demonstrate some knowledge of the material. However, some information may be missing, there may be errors of fact, or grammatical errors may impede comprehensibility. It is rendered in your own words in complete sentences (unless the instructions call for another format) and includes direct quotations only when they are appropriate and properly cited. Although the vocabulary used is

appropriate to the topic and from the textbook chapters, there may be important grammatical errors that need to be brought to the student's attention.

65% - 72%: the assignment is submitted on time, but some information is missing, erroneous, or incomprehensible. It is rendered in your own words in complete sentences (unless the instructions call for another format) and includes direct quotations only when they are appropriate and properly cited. Some vocabulary may be inappropriate to the topic, but little effort was made to incorporate vocabulary from the textbook chapters. There may be important grammatical errors that should be brought to the student's attention.

60%: the assignment is submitted on time, but a substantial amount of information is missing, erroneous, or incomprehensible. The assignment may include incomplete sentences or information copied from the text (if quotations are not cited, the score will be 0.) Vocabulary essential to the topic is not used, and there are important grammatical errors that should be brought to the student's attention.

30% - 40%: the assignment is submitted on time, but student writes half of the total words required.

0%: the assignment is not submitted on time or most information is either missing, erroneous, or incomprehensible; if most sentences are incomplete or consist of information copied verbatim from the text; if vocabulary essential to the topic is not used, or if quotations are not properly cited.

Voice Threads

This is a tool for having conversations around media, and they can hold an entire group discussion on a single web page. You will be learning about voice threads the first day of class and will use them to practice listening to and speaking Spanish. All students are required to complete the 6 voice threads scheduled for this semester.

Optional Composition

Students may elect to write one formal composition during the course of the semester (1.5-2 pages in length, word-processed) for extra credit. Talk to me individually if you are interested by the end of week 5. The writing process for the composition will entail pre-writing activities, the development of an initial draft, editing, and final version. Your writing will be graded on your thoroughness in completing the pre-writing exercises, ability to develop a topic or thesis statement in a coherent, logical and unified manner; the depth with which you develop the topic; the quality of language usage; and submission of both initial draft and final version.

STUDENT POLICIES

The *Fullerton College Catalog* and the *Class Schedule* contain a number of **policies relating to students** that are important to you. Please be sure that you have read these publications thoroughly. You may purchase copies of these publications at the campus bookstore, or you may read them online at the Fullerton College website, www.fullcoll.edu.

The College recognizes the legal right of faculty to set standards of performance and to apply them to individual students. Therefore, the instructor is the final authority in determining grades that are assigned to students and that appear in their permanent academic records. Students have a right to inquire how their grade was determined. Students have a right to have someone accompany them throughout the process. Please refer to the FC College Catalog, page 41, for additional information.

Code of Conduct

All members of this class have the responsibility to join together to create an effective academic community. This includes treating each other courteously; exhibiting a positive attitude; demonstrating standards of ethical behavior and academic integrity in class and on homework and on tests; respecting the health and safety of others; refraining from the use of offensive language; and refraining from any conduct which might interfere with the functioning of the class. In short, class members are expected to demonstrate a spirit of cooperation and mutual respect at all times.

Cell Phones: As common sense suggests, your cell phones needs to be off and not visible the entire class period. Set all cell phones and beepers to OFF before coming to class and keep them in your backpack or purse. If your cell phone rings, 1 point will be deducted from your participation points for that day. The same applies for instances of sending or receiving text messages, files or e-mails via your phone.

FC Academic Honesty Policy

Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on basic concepts of integrity and honesty. These include, but are not limited to, the following areas:

1. Students shall not plagiarize, which is defined as stealing or passing off as one's own the ideas or words of another, or using a creative production without crediting the source. The following cases constitute plagiarism:

- paraphrasing published material without acknowledging the source,
- making significant use of an idea or a particular arrangement of ideas, e.g., outlines,
- writing a paper after consultation with persons who provide suitable ideas and incorporating these ideas into the paper without acknowledgment, or
- submitting under one's own name term papers or other reports which have been prepared by others.

2. Students shall not cheat, which is defined as using notes, aids, or the help of other students on tests or exams OR HAVE SOMEONE ELSE TAKE THE TEST FOR THEM in ways other than those expressly permitted by the instructor, or misreporting or altering the data in laboratory or research projects involving the collection of data.

3. Students shall not furnish materials or information in order to enable another student to plagiarize or cheat.

Instructors may deal with academic dishonesty in one or more of the following ways:

1. Assign an appropriate academic penalty such as an oral reprimand or point reduction.
2. Assign an “F” on all or part of a particular paper, project, or exam.
3. Report to the appropriate administrators, with notification of same to the student(s), for disciplinary action by the College. Such a report will be accompanied by supporting evidence and documentation.

TIPS FOR SUCCESS

- First of all, make it a habit to begin each week by carefully reviewing each Chapter’s Activities and Assignments Calendar, available from the class WIKI.
 - What will you need to do this week in order to prepare for class and complete homework assignments?
 - How much time will you need?
 - Do you understand what’s required or do you need to ask the instructor for clarification?
 - Plan your schedule for the week at the very beginning of the week. Stick to your schedule.
- Make the most of classroom instruction. Jot down everything the instructor writes on the board in your blue book to help you review for quizzes and exams later on.
- *Make use of the BEST study habits for learning a foreign language.* See the handout “Study Skills for Learning a Foreign Language.” Practice using one or more of these study habits when tackling your assignments, as well in studying and preparing for tests.
- Use as many of the online resources available to you from the WIKI and professor’s web site as you possibly can. These resources are designed to give you the reinforcement you need to advance your language skills and succeed on tests.
- *Avoid procrastination* (waiting to the last minute to complete lesson assignments). If you manage your time wisely and follow procedures you will not have this problem.
- *Be persistent. Don’t quit. If you feel like dropping out, email me or another student first for some words of encouragement and suggestions.* Be proactive in communicating with your instructor and classmates. Most problems are easily solved, but you must communicate.

Advance Preparation is Essential to Success in this Course

- Make sure that you complete preparatory assignments, according to the dates on the calendar.
- Do not try to complete WebCOM quizzes all at once, or wait until the last moment to do them.
- Do make full use of office hours, email and the telephone to receive help or clarification.

OTHER ISSUES OF IMPORTANCE**ADA Statement**

Fullerton College is committed to providing reasonable accommodations for students with disabilities upon request of the student (in a timely fashion) and upon verification of disability. Please contact Disability Support Services (room 840) at 992-7270 or 992-7221 (TTY for hearing impaired). All information and documentation is confidential.

Safety

Do take note of the safety feature in and close to the classroom, as well as study the posted evacuation route. Running out of the building may be dangerous during severe earthquakes. During strong quakes the recommended response is to duck – cover – and hold until the shaking stops. Follow your instructor’s guidelines. Your cooperation during emergencies can minimize the possibility of injury to yourself and to others.

Wait Time

If, due to unforeseen emergencies, the professor does not arrive at the scheduled start time for class, students are to remain in class for 15 minutes (unless otherwise notified by the division). If you do not receive notification to wait, after 15 minutes you may leave with no penalty for absence or assigned work due for that class meeting.

Incompletes

Incompletes in foreign languages are rarely granted and never for routine failure to complete assignments and exams. Incompletes are accorded only for unforeseeable emergency reasons.

Distribution of Chapters

Chapter 1: August 19, 24, 26, 21 and September 2

Chapter 4: September 9, 14, 16, 21, 23 and 28

Chapter 3: September 30; October 5, 7, 14, 19 and 21

Chapter 2: October 26, 28; November 2, 4, 11 and 16

Chapter 5: November 18, 23, 25, 30; December 5 and 7