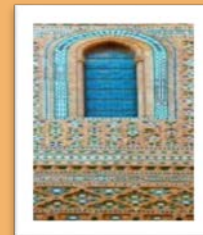


SHSU Department of World Languages and Cultures
SPAN 2311 (84368) Online – Fall 2017
Professor Silvia A. Huntsman



The prerequisite for enrolling in SPAN 2312, 4th semester SPAN, is the completion of this course with a grade of C or better, or appropriate CLEP or AP examinations.



¡Hola! My name is Silvia Alemany Huntsman and I am your online instructor. As you get to know me, you'll learn that I am passionate about teaching and I love what I do. I work hard to make your experience meaningful and pertinent to everyday life. Please take time to read this syllabus carefully and contact me right away if you have questions or concerns. I intend to be available as much as possible remotely or in person. Please set prior appointment times via email. I will respond to emails within 24 hours, usually sooner.

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Office hours:
Tuesdays and Thursdays 2-4pm, and by appointment.
Please email.

COURSE DESCRIPTION

¡Bienvenidos a SPAN 2311! This class is for students with some previous instruction in Spanish (the equivalent of 1411 and 1412, two semesters), and who are non-native and non-heritage speakers. (Native speakers and heritage speakers should take the CLEP or register for 2312 or higher.)

This is a University Core Class that fulfills Component Area IV. Courses in this category focus on how ideas, value, beliefs and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures. Pre-requisite: SPAN 1411 (first semester) and 1412 (second semester) or equivalent.

Focus on continuing to develop an increased awareness and appreciation of the target language and culture at the American Council for the Teaching of Foreign Languages (ACTFL) novice-high → intermediate-low range level of proficiency in listening, speaking, reading, and writing skills in the target language. www.actfl.org

STYLE

The course has two delivery methods: SHSU Online Blackboard and McGraw-Hill Connect. In Blackboard you can find general and specific information about this course: Course Information and Course Content Units. Information about all course assignments will be available under the SHSU Online Blackboard course. Students will submit some assignments in Blackboard and follow daily activity assignments and tests in Connect-LearnSmart.

REQUIRED TEXT

Dorwick, Perez-Girones, and Becher. *Puntos de Partida* 10th ed. New York, NY: McGraw-Hill Education, 2017. ISBN: 9781259964787. Access to online platform for textbook in Connect is also required.

It is recommended to purchase the course package (textbook and 2 year access) via the SHSU bookstore or other. The same textbook materials are used for the four basic SPAN course sequence. **Our course in Blackboard is paired with Connect. Please access your Connect assignments via the Blackboard course according to the course schedule.**

REQUIRED SUPPLIES

- ◆ Computer with Internet Access to SHSU Blackboard and MySpanishLab.
- ◆ Microphone and camera required. Headset optional if needed.
- ◆ Personal skills and attitudes: enthusiasm and interest; listening skills, willingness to speak and open-mindedness; time everyday outside class work for reading and reflection, awareness that this is an academic experience which requires intellectual efforts and results.



COURSE OBJECTIVES (Optimal results)

Students who successfully complete this course will

- ◆ develop writing skills in the target language about familiar topics (jobs, food, health, and travel) that put into practice the linguistic tools (vocabulary, grammar) they acquire during the course.
- ◆ develop interpretive skills (in aural and written form) of content topics appropriate to intermediate-low level learners to foster active processing and interpretation of meaning in the target language.
- ◆ engage in conversations, obtaining and providing information in order to focus on developing interpersonal communication between individuals in a culturally-appropriate manner.
- ◆ reflect on the nature of language through comparisons between the target language and their own.
- ◆ develop awareness and understanding of the target culture products, practices, and perspectives to provide oral descriptions on culturally related topics that examine the ways in which different cultures reflect, express and understand their human condition.

ALIGNMENT OF NATIONAL ACTFL Standards with course Activities and Assessments ACTFL – American Council for the Teaching of Foreign Languages		
ACTFL GOAL AREAS	Standard Description	Sample course activities/Assessments
Communication	Presentational mode (writing and speaking)	Compositions, Oral Presentations, and Activities requiring writing (cultural and skills oriented)
	Interpretive mode (listening and reading)	Video activities, Reading activities
	Interpersonal mode (listening and speaking)	Situation Role-plays, Class discussion/Blog, and participation
Cultures	Explain and reflect the relationships between the products, practices and perspectives of the target culture (art, music, food, history, traditions, etc.)	Readings, Notas Culturales, Algo sobre..., video Salu2 activities
Connections	Make connections to other disciplines to acquire information using the target language (art, history, music, food, geography, celebrations, traditions, etc.)	Readings, Notas Culturales, Algo sobre..., video Salu2 activities.
Comparisons	Cultural and linguistic comparisons	Pronunciation activities, Country specific vocabulary and expressions, Cultural expansion video activities with reflection
Communities	Cultural experiences beyond the classroom. Cultural enjoyment and enrichment	Cultural experiences (Communities), Spanish speaker interview

See full ACTFL World-Readiness Standards for Learning Languages (fourth ed., 2015, NSFLEP).

<http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>

OFFICIAL ESSENTIAL COURSE (IDEA) OBJECTIVES

Students will complete an official IDEA survey evaluation of the course and instructor. The three essential and important objectives for this course are:

- Developing skill in expressing oneself orally or in writing (in the target language)
- Gaining a broader understanding and appreciation of intellectual/cultural activity
- Learning to apply course materials

COURSE GRADE COMPONENTS

UNDERGRADUATE final grade scale = 100%

100-89.6% = A 79.5-69.6%=C
89.5-79.6% = B 69.6-59.6% = D

CONNECT AND LEARN SMART (DAILY HOMEWORK) 20%

LANGUAGE FUNCTION TOOLS: Vocabulary and structures/patterns. Complete the homework for the review unit, and Chapters 11 to 14 concurrently with the course calendar/schedule.

QUIZZES (PROGRESS CHECKS) 20%

One quiz at the end of each unit: review and Ch 11-13. Quizzes are progress check for both students and instructor.

BLOGS 10%

Two course blogs. Written Blog post during review unit, Voice over presentation Blog post due at midterm.

TAREA ASSIGNMENTS 5%

Review unit Tarea, and core pre and posttests.

ORAL GRADE - ROLE-PLAY ACTIVITIES 10%

Record a conversation based on Situation/Role-plays related to **chapters 11-14**. Focus on asking and answering questions in the situation context for the exchange of meaningful information. Two course role-plays.

ORAL INTERVIEW 5%

In this assignment, you will conduct an interview with a Spanish speaker consisting of three steps: prepare a list of questions, conduct the interview, and brief written report on your findings.

WRITING ASSIGNMENTS 10%

There will be 4 journal entries for chapters: Capítulo 11 to 14. See Blackboard and/or Connect links for topics and instructions. Instructor's feedback will be provided should the student want to submit a final draft.

CULTURE 10%

The objective of this component is to develop cultural competence and to reflect about the products, practices and perspectives of the target language and culture. There will be four major reading (*lectura*), and four video viewing assignments (*salu2*) for each chapter 11-14.

FINAL EXAM 5%

Comprehensive, but focus on chapter 14.

FINAL ORAL GRADE 5%

At the end of the semester, and targeting the course oral outcomes.

COURSE ORAL OUTCOMES

By the end of this course, optimally, you should be able to:

- Communicate information about yourself and familiar topics (family, work, studies, pass times, etc.).
- Give basic descriptions of people, places, things, and routines.
- Make comparisons. Compare two places, friends, classes, activities, cultures, etc.
- Talk about likes and dislikes, preferences and opinions. Your favorite sport or pastime, book, film, etc.
- Talk about past events (last week's events or what you did during a recent holiday/event).
- Give advice and recommendations.
- Talk about what you will do or hope to do

DEADLINES

Permitting make-up work, granting full or partial credit, etc., are at the discretion of the professor, according to university guidelines. It is the student's responsibility to request and turn in make-up work, which normally must be completed within one week. Always refer to your syllabus on Blackboard.

Assignments will be graded and returned as soon as possible, and will contain individual feedback on your progress. Please follow the Course Schedule and Content Unit sequence in SHSU Online-Blackboard and Connect-LearnSmart for optimal results.

OTHER RESOURCES

- ◆ **TUTORING.** Department of World Languages and Cultures free tutoring. Our tutors can help with specific areas, or to practice your oral skills.
- ◆ **SPANISH CONVERSATION CLUB** Student organization.
- ◆ **McGraw-Hill Customer Experience Support** (Connect). 1-800-331-5094, mhhe.com/support

GENERAL UNIVERSITY AND COLLEGE POLICIES: Please see <http://www.shsu.edu/syllabus/>

Track your points in the MyGrades Blackboard area. You should always know how you are doing in this class.



COURSE CALENDAR SCHEDULE (Subject to change for instructional purposes)

For a detailed **Daily Calendar Schedule** see posted file in Blackboard under Course Information: Syllabus and Schedule. See also Course Content Units/Capítulo overview in Blackboard for unit objectives, assignments, and specific due dates.

DATES and OBJECTIVES	CONTENT UNITS, ASSIGNMENTS and DUE DATES
August 25 - September 5 <ul style="list-style-type: none"> Asking and answering questions Describing people, places and things Describing what you like to do Talking about your routine, and your plans Making comparisons Discussing past events 	REVIEW UNIT <ul style="list-style-type: none"> Connect Daily Homework BLOG 1 – Introducciones (BB) – Aug 30-Sep 1 Tarea 1 – Preguntas y respuestas – Aug 31 QUIZ 1 (review material, see content guide in BB. – Sep 5
September 5-21 <ul style="list-style-type: none"> Discussing health and medical treatments Using relative pronouns to build complex sentences Expressing 'each other' Talk about the past and tell stories Cultura: Venezuela 	CAPITULO 11 – La salud <ul style="list-style-type: none"> Connect Daily HW Reading 1 – Sep. 21 Writing 1 – Sep. 21 QUIZ 2 – Sep. 21-26 Role-Play 1 (BB) – Sep. 26 Tarea 2 – Core Culture Pretest (BB) – Sep. 29
September 26 - October 12 <ul style="list-style-type: none"> Talking about neighborhoods and living arrangements Discussing technology Giving instructions to a person you address with 'tú'. Expressing desires and requests Cultura: Colombia 	CAPITULO 12 - ¡Conectad@s! <ul style="list-style-type: none"> Connect Daily HW Writing 2: – Oct. 13 Reading 2 – Oct. 12 QUIZ 3 – Oct. 12-17 Role-Play 2 (BB) – Oct. 17
October 17 – November 2 <ul style="list-style-type: none"> Discussing the arts Expressing hopes and opinions Expressing doubt and uncertainty Cultura: Ecuador y Bolivia 	CAPITULO 13 – El arte y la cultura <ul style="list-style-type: none"> Connect Daily HW Blog 2 (BB) – Nov. 1 Reading 3 – Nov. 3 Writing 3: (BB) – Nov. 3 QUIZ 4 – Nov. 7
November 7-30 <ul style="list-style-type: none"> Talking about stress in life Expressing how long or how long ago something happened Describing unexpected events and accidents Using POR and PARA Culture: Peru Review 	CAPITULO 14 – Las presiones de la vida moderna <ul style="list-style-type: none"> Connect Daily HW Tarea 3 - Core Culture Posttest – Nov 8-30 Entrevista – Nov. 21 Reading 4 – Nov. 28 Writing 4 – Nov. 28 Final Oral Grade – Nov. 30 Final exam – Dec 4-7
Dec 4-7	Final exam. Last day to submit is Dec. 7 midnight.

CORE CULTURE REQUIREMENT TAREA: PRE-TEST (Sep 8-29), POST-TEST (Nov 8-30) in BB

RUBRIC FOR ORAL ASSIGNMENTS (see additional rubric posted for Role-play assignments)

	Strong Performance 10 9	Meets expectations 8	Approaches expectations 7
ORGANIZATION and CONTENT	The content of the presentation is thoughtfully selected with the audience and purpose in mind. The information is accurate and appropriate for the specific task.	The content of the presentation is selected with the audience and purpose in mind. The information is accurate and appropriate for the specific task	The content of the presentation is selected according to instructions but needs more careful thought in terms of what information is interesting and informative for the audience of peers.
VOCABULARY	Wide variety of familiar vocabulary is used correctly and appropriately incorporating many new expressions from the current unit of study	Variety of familiar vocabulary is used correctly and appropriately, incorporating several new expressions from the current unit of study.	Simple, familiar vocabulary is used correctly, incorporating a few new expressions from the current unit of study.
COMMUNICATION STRATEGIES How well did you prepare the presentation?	Visuals and sound and design are used effectively to emphasize key ideas in the presentation, to help the audience follow the sequence of information in the presentation, and to maintain the audience's attention.	Visuals and/or sound and design in the presentation help the audience focus on the key ideas and follow the sequence of information.	Visuals and/or sound and design are used in the presentation. Key ideas are sometimes difficult to identify because there might be too many/few visuals or design elements.
COMPREHENSIBILITY How well are you understood?	Your spoke clearly. Any errors in pronunciation do not interfere with understanding. Speech is smooth and natural with few hesitations.	Errors in pronunciation rarely interfere with understanding. Speech sounds like a script is being read at times, and/or may be delivered too quickly.	Errors in pronunciation may occasionally interfere with understanding. Speech sounds like a script is being read and delivery lacks natural intonation.
If applicable Cultural Awareness	Information about the target culture is accurately presented. The relationships among products, practices, and perspectives are included and justified within the presentation.	Information about the target culture is accurately presented; products, practices and perspectives are identified and some relationships are included within the presentation.	Information about the target culture is presented; products, practices, and perspectives are identified.

RUBRIC FOR WRITING ASSIGNMENTS

	Strong Performance 10 9	Meets expectations 8	Approaches expectations 7
ORGANIZATION	My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.
CONTENT	I complete each part of the task adding some details.	I complete each part of the task.	I complete most of the task.
VOCABULARY	I use a wide variety of familiar vocabulary correctly and appropriately. I incorporate new expressions from the current unit of study.	I use a variety of familiar vocabulary correctly and appropriately. I incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary correctly. I may use a few new expressions from the current unit of study.
COMPREHENSIBILITY	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message.	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message.	My writing is generally understood but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader.
If applicable CULTURAL AWARENESS	Comparisons between Spanish and American culture are accurately presented.	Information about the target culture is accurately presented.	Information about the target culture is presented, but may or may not be accurate.

THE GOOD FOREIGN LANGUAGE STUDENT

- Is ready to communicate and learn in communicative situations,
- Pays attention to the context to understand the meaning of what is being heard or read,
- Tries to discover by him/herself the rules of the language studied,
- Is not afraid to make mistakes when practicing, and knows that without mistakes there is no learning,
- Knows and applies different techniques to learn, to memorize vocabulary, to understand and use grammatical structures, to perfect pronunciation, to fix mistakes, and
- Knows that a language is used in different ways, each appropriate to different circumstances and situations: oral, written, between friends and people you don't know.

TARGET LANGUAGE FUNCTIONS AND CAN-DO STATEMENTS

TARGET LANGUAGE FUNCTIONS	
Asking and responding questions	Telling or retelling stories
Describing people, places, and things	Summarizing authentic oral texts
Expressing feelings and emotions	Interpreting authentic written texts
Expressing preferences and opinions	Presenting information orally
Maintain a conversation or discussion in person or virtually	Presenting information in writing

NCSSFL-ACTFL Global Can-Do Benchmarks NH → IL

Mode of Communication	Novice-High (NH)	Intermediate-Low (IL) Meets expectations	Intermediate-Mid (IM)
Interpersonal Communication	I can communicate and exchange information about familiar topics using phrases and simple sentences. I can <i>usually</i> handle short social interactions in everyday situations by asking and answering questions.	I can <i>participate</i> in conversations on <i>a number of familiar topics</i> using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present basic information on familiar topics using language I have <i>practiced</i> using phrases and simple sentences	I can present information on <i>most familiar topics</i> using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentational Writing	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.
Interpretive Listening	I can <i>often</i> understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and <i>sometimes</i> understand the main topic of what is being said.	I can understand the main idea in short simple messages and presentations on familiar topics. I can understand the main idea of simple conversations I overhear.	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.
Interpretive Reading	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can <i>sometimes</i> understand the main idea of what I have read.	I can understand the main ideas of short and simple texts when the topic is familiar.	I can understand the main idea of texts related to everyday life and personal interests or studies.

See full Can-Do Benchmarks on this link: http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf



Blooms Taxonomy of Thinking and Learning (revised Anderson 2000)