

**Spanish 201
Second Year Spanish
Fall 2014: MW 5:30-6:50**

Instructor Information



Class Instructor: Leah Henson
Supersite Instructor: Pedro Gómez Laserna
Office Hours: 3:00-4:00 M; 3:00-5:00 MW (in person)
9:00-10:00 p.m. M (online) and by appointment

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Text and Supersite Code



Required: *Vistas: Introducción a la lengua española, Volume 2, Fourth Edition* by Blanco and Donley

Required: *Vistas: Introducción a la lengua española, Fourth Edition* Supersite Plus (Site and WebSAM) code

Course Prerequisite and Description



If you are continuing your Spanish studies at the university level, your transcript must show credit for SPN 102 or SPN 111. If this is your first college Spanish class, you must have a SPN 201 placement score. You can check your placement at www.miami.oh/fltest/.

SPN 201 is an intermediate-level course and covers review material and four chapters from the *Vistas* textbook, Supersite, and online student activities manual (WebSAM).

Once placed in a Spanish course, you may not skip a course in the sequence leading to SPN 202 or SPN 203. While most students will take SPN 202 after successful completion of SPN 201, you may be interested in an equivalent course, SPN 203 Spanish for Health Care, which is offered Fall, Winter, and Spring semesters through the Oxford campus. Interested students should register for SPN 203 through Banner at the appropriate time or should contact Nohelia Rojas-Miese at miessena@miamioh.edu with any questions.

General and Specific Course Goals and Objectives



The mission of the Department of Spanish and Portuguese is for students to gain the skills and abilities to comprehend spoken Spanish, to speak meaningfully in Spanish, to read and comprehend written Spanish, and to write meaningfully in Spanish. Students should also develop a cultural awareness of Spanish-speaking people through exposure to Hispanic society, politics, art, and literature. This awareness will provide the context for a correct understanding of the Spanish language.

For this course, students are expected to meet the following goals and objectives:

Knowledge-Based Outcomes

In all language courses at Miami University, you will focus on learning and demonstrating understanding of specific knowledge related to the Spanish language and Hispanic culture. By the end of SPN 201, you are expected to meet the following knowledge-based goals and outcomes:



Vocabulary Knowledge: Students will recognize and produce vocabulary related to familiar topics and activities, including personal life, technology, living arrangements, etc.



Grammatical Knowledge: Students will manipulate and produce structures and statements, including present tense of regular and irregular verbs, preterite, imperfect, the present subjunctive, and commands.



Cultural Knowledge: Students will demonstrate an understanding of cultural customs and celebrations. Students will also discuss and compare cultural practices in the Spanish-speaking world through students' exposure to Hispanic society, history, arts, literature, and pop culture.

Performance-Based Outcomes

Learning a language is more than memorizing vocabulary, grammar structures, or cultural-related facts. A large part of your language course will focus on language performance or what you can “do” with the knowledge you have. The American Council on the Teaching of Foreign Languages defines performance as “the ability to use language that has been learned and practiced in an instructional setting” and that “practice and assessment of performance should reflect authentic, real world use of language.” By the end of SPN 201, students are expected to meet the following performance-based goals and objectives:



Interpretive Listening and Viewing: Students will apply a variety of strategies such as using key words, context cues, and their own cultural background to aid their comprehension of input related to familiar topics and activities, with or without visual support. By the end of SPN 201, students will be expected to:



1. demonstrate understanding of the main idea
2. demonstrate understanding of idiomatic and formulaic expressions
3. identify many details



Interpretive Reading: Students will apply a variety of strategies such as using context cues, their own cultural background, and some easily recognizable elements from Hispanic culture to derive meaning from texts related to familiar topics and activities. By the end of SPN 201, students will be expected to:

1. demonstrate understanding of the main idea
2. demonstrate understanding of idiomatic and formulaic expressions
3. identify many details



Interpersonal Communication: Students will apply speaking and writing strategies such as circumlocution and approximation when initiating and sustaining uncomplicated conversations or written exchanges about familiar topics and activities. By the end of SPN 201, students will be expected to:

1. ask and answer a greater variety of questions
2. handle simple transactions
3. make simple requests, apologies, and excuses
4. state simple contradictions
5. give simple advice and recommendations
6. give short explanations or state what people, places, and things are like with many details



Presentational Speaking: Students will apply speaking strategies such as circumlocution and approximation to make simple, practiced presentations on familiar topics and activities. By the end of SPN 201, students will be expected to:

1. give simple explanations or advice
2. tell why one should do or say something
3. present short comparisons and contrasts
4. make very simple predictions and hypotheses
5. give short explanations or state what people, places, and things are like with some details

Presentational Writing: Students apply writing skills such as editing, building discourse, and organizing and elaborating on main ideas to write short, guided messages and notes on familiar topics. By the end of SPN 201, students will be expected to:



1. write short narratives, summaries, or apologies
2. make simple requests for information
3. state satisfaction or dissatisfaction with someone or something
4. present simple comparisons and contrasts
5. give short explanations or state what people, places, and things are like with some details

Proficiency-Based Outcomes

The ultimate goal of your language courses is to build your language proficiency. ACTFL defines proficiency as “the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language.” By the end of SPN 102 or 111, students are expected to meet the following proficiency-based goals and objectives:

Spontaneous Speaking: Given a basic communicative context, students will be able to handle a variety of uncomplicated communicative tasks and social situations. Students should be generally understood by native speakers used to non-native speech. By the end of SPN 201, students will be expected to:



1. describe self, daily activities and personal environment
2. ask and answer questions in present and future contexts
3. participate in simple conversations by initiating, sustaining and bringing to a close an uncomplicated situation using the present indicative, for example requesting information or giving instructions

Spontaneous Writing: Given a basic communicative context, students will be able to accomplish limited practical writing tasks that can be generally understood by native speakers used to non-native writing. Students will practice and utilize writing skills such as editing, building discourse, organizing, and elaborating on main ideas. By the end of SPN 201, students will be expected to:



1. compose short, simple narratives grounded in personal experience
2. describe and explain in the present time, but include references to other time frames
3. demonstrate organization, correct writing conventions, and detailed content

Course Instruction



This course will utilize an inverted or “flipped” classroom approach. In a flipped Spanish classroom, students access the lecture content outside of class during the non-contact hours via the text’s extensive grammar explanations, the Supersite grammar tutorials, PowerPoint slides, and/or visiting recommended web sites. This will allow students to fully utilize contact hours (face-to-face or “normal” class time) for solidifying vocabulary, grammar, and cultural knowledge by engaging in communicative activities in pairs and small groups. The instructor typically acts as a facilitator who creates appropriate learning situations for students to communicate and experiment with language.

Class is conducted in Spanish through natural, though somewhat simplified language that is tailored to the needs of the students’ proficiency level. This allows students to further develop and improve their language skills. Therefore, you are encouraged to speak Spanish from the first day of class through interactions with your instructor and with your classmates. You should expect activities in this class to be student-centered and to include communicative activities that will promote your language development.

This is a demanding class, one that requires you to work consistently. In addition to completing the assigned coursework, you are encouraged to take advantage of outside resources.

Grade Composition and Grading Scale



Your grade is based on the assignments below. You should save all returned, graded assignments until you receive your final grade for the class. You should review your grades regularly and should notify your instructor ASAP if you have any questions or discover a discrepancy. **NOTE:** Extra credit will NOT be offered. Grades will NOT be curved or rounded.

Knowledge-Based Assessments

Grammar Checks	5%	(one grammar check per grammar point)
Supersite Practice Activities	5%	(several activities for each chapter)
Supersite WebSAM Review Activities	5%	(numerous activities for each chapter)
Miscellaneous	10%	(quizzes, movie assignments, etc.)

Performance-Based Assessments

Interpretive Listening Activities	5%
Interpretive Reading Activities	5%
Interpersonal Communication	5%
Presentational Speaking Activities	10%
Presentational Writing Assignments	5%

Proficiency-Based Assessments

Conversation Interview	10%	(one conversation exam)
Compositions	10%	(two non-rehearsed compositions)

Blended Assessments (Knowledge, Performance, and Proficiency-Based)

Chapter Exams	15%	(two exams covering one chapter each)
Final Exam	15%	

You must enroll in this course for a letter grade. You may not take the class on a credit/no credit basis. The following scale will be used to determine your final WEIGHTED grade:

97-100:	A+	87-89.99:	B+	77-79.99:	C+	67-69.99:	D+	0-59.99:	F
93-96.99:	A	83-86.99:	B	73-76.99:	C	63-66.99:	D		
90-92.99:	A-	80-82.99:	B-	70-72.99:	C-	60-62.99:	D-		

Again, your grades in this course are weighted. You cannot calculate your overall grade by dividing points earned by possible points.

Important Class Information



Class Attendance: According to Chapter 1 of Part 9: Class Attendance (Section 1.9.A) of the *Student Handbook*, "every student is expected to attend every class session for which the student is duly registered." Furthermore, "there are no University-recognized excused absences except for religious observances that require absence from a class session and other required class activities." Finally, "whenever a student is absent from class to such an extent as to make the student's work inefficient or to impair the morale of the class, after the first 20 percent of the course the instructor may direct the Office of the Registrar to drop the student from that course with a grade of W if before 60 percent of the course is complete, and with a grade of F if during the last 40 percent of the course."

While the instructor may drop you for poor or non-attendance, he/she is not required to do so. If you stop attending class with the intention of dropping, it is YOUR responsibility to take the proper steps to officially drop the class through the Office of the Registrar. If you fail to do so, the instructor will record your final grade for the course as an F.

In addition to attending each class, students are also expected to arrive to class on time.

As a reminder, according to the *Student Handbook*, students who need to miss class for religious reasons "must give written notification to their instructor within the first two weeks of class of the religious event which prohibits class attendance and the date that will be missed, if officially known. Instructors will, without prejudice, provide such students

with reasonable accommodations for completing missed work. However, students are ultimately responsible for material covered in class, regardless of whether the student is absent or present.”

Missing class for leisure travel (for a three-day weekend, Thanksgiving or Spring Break, etc.) is NEVER an acceptable absence.

Exams: In this class, you have two regular exams and a final exam. Regular exams during the semester cover one chapter and consist of activities similar to those found in the *Vistas* text, Supersite, and WebSAM. The exams are already scheduled and listed on the course schedule, which is available on Niihka.

Certain grammar points are considered “recognition only” for exam purposes. This means that you will have Supersite activities to cover these grammar points, and you will practice them in class. However, you will NOT be required to produce them on the exams, and you may see them in the reading or other exam sections.

Final Exam: The final exam will focus primarily on Chapter 13, but it will also include comprehensive/review sections covering the grammar structures from reviews days and Chapters 11 and 12. The final exam time and date will be announced as soon as it is available.

Supersite Practice Activities: Every chapter in *Vistas* begins with a *Contextos* section that presents vocabulary in meaningful contexts. This is followed by a one-page *Pronunciación* or *Ortografía* section which presents the rules of Spanish pronunciation or spelling. The *Cultura* section introduces different aspects of Hispanic culture tied to the lesson theme. There are also three to four *Estructura* sections per chapter to present grammar points and to provide directed and communicative practice. The grammar sections are followed by an *Adelante* section to develop reading, writing, and listening skills in the context of the lesson theme. This section also includes additional video tied to the lesson. Finally, the *Panorama* section presents the nations of the Spanish-speaking world. Remember that you must read over these sections and watch the grammar tutorial on the Supersite BEFORE class each day. After reading the assigned sections and viewing the online tutorials or PowerPoints, you will typically complete a Supersite activity (from the Practice tab) related to those sections. You will be given two attempts for most Supersite activities. Once you submit an activity the first time for grading, you will be notified if you have any incorrect answers. You are then given one more attempt to correct any mistakes. If you have NO mistakes on the first attempt, you may submit the activity for a final grade. Lastly, the Supersite activities are due by the start of class on their assigned due date (found on the Supersite). If you do not submit the activities on time, you will receive a 0 for those assignments.

Supersite Review WebSAM Activities: Several activities from the online student activities manual (WebSAM) are also assigned and listed on the Supersite. They are due by the start of class on the dates listed on the Supersite. These activities are assigned to help you review and to improve your understanding of the vocabulary, grammar, and culture you have learned and practiced in class. You will be given two attempts for most WebSAM activities. Once you submit an activity the first time for grading, you will be notified if you have any incorrect answers. You are then given one more attempt to correct any mistakes. If you have NO mistakes on the first attempt, you may submit the activity for a final grade.



Grammar Check Activities: You will have a short grammar activity for each *Estructura* section designed to determine your initial understanding of the grammar point. These activities will require you to review the grammatical rules (from the text, Supersite tutorials, and/or *Estructura* PowerPoints or PDF's) and to answer questions related to those rules.



Interpretive Listening Activities: You will have several listening comprehension activities designed to provide you with additional input in Spanish. These activities will require you to listen to an audio or video clip and to complete a quiz to check your listening comprehension.



Presentational Speaking Activities: You will have in-class or recording activities during the semester. These assignments are designed to provide you with opportunities to speak in Spanish. The activities will typically involve you completing an activity from the text (or another source) or describing pictures using a microphone and sometimes a webcam.



Interpersonal Communication Activities: You will have activities where you practice spoken or written communication in pairs in class or using CLEAR outside of class. CLEAR is an internet application using a microphone and webcam to simulate conversation. You will also have an interview with your instructor during the second half of the semester.



Presentational Writing Assignments: During the semester, you will have various writing assignments that will serve to practice new material and to review basic vocabulary and grammar. These assignments will range from

short paragraphs to two- or three-paragraph compositions. Under NO circumstances should you use an online translator for these (or other) assignments.



Miscellaneous: You should be prepared for additional graded activities to practice vocabulary, grammar, culture, reading, etc. Your instructor may choose to assign a range of activities relating to literature, movies, composition revisions, etc.

Compositions: The compositions will be written in class. For the assignments should carefully follow all instructions given, paying attention to content, organization, discourse level, vocabulary, and grammar control. You should also expect pre- and post-writing activities to help improve your writing skills. Your instructor will provide you with more information and a rubric at the appropriate time. The rubric will be available on Niihka.

Due Dates, Late Work, Returned Work, and Make-Ups: Supersite activities are due at the start of class on their assigned due date. Take-home quizzes and similar assignments are due at the beginning of class, unless otherwise noted. No late work will be accepted. If you are absent the day an assignment is due, you should turn it in early or send it with a classmate. If you are absent the day a graded assignment is returned, you should see your instructor during office hours to pick up or review the assignment. Exams, quizzes, and compositions will be given during class time on the dates scheduled.

As a reminder, there are no University-recognized excused absences except for religious observances that require absence from a class session and other required class activities. However, if you miss a major assignment (listening exam, exam, composition, etc.) for this course, a make-up may be given if you have a documented university-sponsored activity or documented emergency situation. If you do not have acceptable documentation or your situation is not an emergency (as determined by your instructor), you will receive a 0 for the assignment. Make-ups or exemptions for minor assignments (quizzes, in-class activities, etc.) may be made at the discretion of your instructor.

Tutoring, Help, and Extra Practice: If you need help or extra practice, there are many options available to you. Contact your instructor or visit her during office hours. If you're on the Oxford campus, visit the departmental tutoring center, Spanish and Portuguese Open Tutoring (SPOT at www.units.muohio.edu/spot). Organize a study group with other students. Sign up for a tutor. Take part in activities such as *Mesa Hispana* or *Conversación y Café*.

Be aware that the *Vistas* Supersite and WebSAM offer abundant vocabulary, grammar, listening, and culture practice exercises. The site www.colby.edu/~bknelson also contains numerous grammar practice activities. Many students have found www.studyspanish.com to be a helpful site. You are encouraged to use these and other resources to help you strengthen your skills and to help you prepare for daily assignments, exams, and quizzes.

Technology Expectations: As an important component of this course and of the university in general, students are expected to check Niihka announcements, Niihka documents, and their Miami University e-mail "on a frequent and consistent basis" (*The Student Handbook*). You should also be familiar with all components of the *Vistas* Supersite. You should have received adequate instructions and access to the *Student User Guide* when you purchased your passcode. It is recommended that you check the Supersite and Niihka before EVERY class session. Finally, for any work written outside of class (Niihka quizzes, etc.), you are expected to know how to type Spanish language characters (ñ, ¿, á, etc.) using your computer.

Syllabus Modifications: The syllabus (including the course schedule) is subject to additions, deletions, and/or other modifications by the course coordinator.

University and Departmental Policies



Students with Disabilities: If you have a documented disability and need special accommodations in this course, you must contact the Office of Advising and Learning Assistance, 001 Johnston Hall, 513.727.3440. Once you submit the required documentation, your exact accommodations, if any, will be determined, and you will receive paperwork with which to notify your instructor. For more information, please refer to Chapter 3 of Part 4: Health and Safety of the *Student Handbook*.

Academic Integrity and Academic Misconduct: The Department of Spanish and Portuguese considers academic misconduct to be a serious matter affecting the integrity of the student, the instructor, the department, and the university. Therefore, academic integrity will be the expected behavior for each student in all areas of work for this course. Students are expected to be familiar with the *Student Handbook* policies regarding academic misconduct. Be aware that the penalty for a FIRST offense of academic misconduct ranges from a zero or an "F" for the assignment to an "F" for the course with a notation of AD (academic dishonesty) on a student's transcript. Suspected academic misconduct will be referred to the Campus Coordinator or Department Chair. **Examples of academic misconduct include (but are not limited to) receiving help from a friend, tutor, etc. on a writing revision or any other assignment; using unauthorized notes on exams or quizzes; copying from a student during an exam or quiz or allowing a student to copy from your exam or quiz; using online translation programs; turning in identical work for take-home essay work; giving or receiving answers for a Supersite activity; and plagiarizing.**

Appeal Process: If you find yourself in a situation where you disagree with your instructor about a grade or another issue, follow these steps, in the given order:

- First, discuss your situation with your instructor. This is where 99% of any disagreements are resolved, and you should give this your full attention and cooperation.
- If, after talking to your instructor, you think the situation has not been resolved, email the Campus Coordinator, Andrew Au (auba@miamioh.edu) to make an appointment. He will confirm that the instructor has had the opportunity to discuss your situation.

Course Schedule



Remember to bring your textbook to each class session and to check Niihka's Online Classroom and the Supersite daily for lecture material and activities to be submitted!

Monday, 25 August 2014

Introduction to the course, *Vistas*, and Supersite
Review of Present Indicative and Vocabulary

Wednesday, 27 August 2014

Review with Practiquemos and Composition

Monday, 1 September 2014

Labor Day

Wednesday, 3 September 2014

Lección 11: Contextos: 368-371 and 402
Lección 11: Ortografía: 375
Lección 11: Cultura: 376-377

Monday, 8 September 2014

Repaso
Lección 11: Estructura 11.1: 378-381

Wednesday, 10 September 2014

Repaso
Lección 11: Estructura 11.2: 382-385

Monday, 15 September 2014

Repaso
Lección 11: Estructura 11.3: 386-387

Wednesday, 17 September 2014

Repaso
Lección 11: **Estructura 11.4: 388-391

Monday, 22 September 2014

Repaso
Lección 11: Panorama: 400-401
Lección 11: Adelante: 394-399

Wednesday, 24 September 2014

Lección 11: Exam

Monday, 29 September 2014

Review of Preterite and Vocabulary

Wednesday, 1 October 2014

Review with Practiquemos and Composition

Monday, 6 October 2014

Lección 12: Contextos: 404-407 and 440
Lección 12: Ortografía: 411
Lección 12: Cultura: 412-413

Wednesday, 8 October 2014

Repaso
Lección 12: **Estructura 12.1: 414-417

Monday, 13 October 2014

Repaso
Lección 12: Estructura 12.2: 418-421

Wednesday, 15 October 2014

Repaso

Lección 12: Estructura 12.3: 422-425

Monday, 20 October 2014

Repaso

Lección 12: Estructura 12.4: 426-429

Wednesday, 22 October 2014

Repaso

Lección 12: Adelante: 432-437

Lección 12: Panorama: 438-439

Monday, 27 October 2014

Lección 12: Exam

Wednesday, 29 October 2014

Review of Preterite/Imperfect and Vocabulary

Monday, 3 November 2014

Review and Practiquemos with Composition

Wednesday, 5 November 2014

Lección 13: Contextos: 442-445 and 474

Lección 13: Ortografía: 449

Lección 13: Cultura: 450-451

Monday, 10 November 2014

Repaso

Lección 13: Estructura 13.1: 452-455

Wednesday, 12 November 2014

Repaso

Lección 13: Estructura 13.2: 456-459

Monday, 17 November 2014

Repaso

Lección 13: Estructura 13.3: 460-463

Wednesday, 19 November 2014

No class... Assignments Online

Monday, 24 November 2014

Lección 13: Adelante: 394-399

Lección 13: Panorama: 466-471

Wednesday, 26 November 2014-

Sunday, 30 November 2014

No Classes: Thanksgiving Break

Monday, 1 December 2014

Review for Final Exam

Wednesday, 3 December 2014

Review for Final Exam

Wednesday, 10 December 2014 from 5:00-7:00 p.m.

Comprehensive Final Exam

