

elementary spanish 2

**SPAN 102
SECTION I
(CRN 50451)**

SPRING 2018

**MWF
11:30AM-12:20PM
WELLES 117**

SUNY-GENESEO
DEPARTMENT OF LANGUAGES & LITERATURES

Sofía Vergara, star of *Modern Family*



WikiMedia Commons

Gael García Bernal, movie star, producer, and philanthropist



WikiMedia Commons

Final Exam: Thursday, May 3rd, 12:00–2:30pm

about me

Kyle James Matthews
matthewsk@geneseo.edu
Welles 206B

Horas de oficina:

Mondays & Fridays 1:00–2:00pm,
Wednesdays 3:00–5:00pm,
and by appointment



Coffee on Wednesdays, 3:00–4:00

what's in this syllabus?

Course Description	2
What Can You Expect From Me? & How Grading Works	3
What is Proficiency?	4
What I Expect from You?	5
Calendar	6
Fine Print	8

Course Description and Objectives

A continuation of SPAN 101: Introduces the structure and sound of the target language. Develops the four language skills: listening, speaking, reading, and writing. Culture-based readings and collateral laboratory assignments.

Prerequisite: SPAN 101 or equivalent. Credits: 3(3-0)

In this class we will focus on developing a strong base in phonetics, grammar, vocabulary, and cultural aspects of the Spanish language, and is intended for those who want to pursue a functional use of the language.

The goal of Spanish 102 is to achieve the ACTFL's Novice High level of proficiency in the following areas:

SPEAKING

I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

WRITING

I can write short messages and notes on familiar topics related to everyday life.

LISTENING

I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and understand the main topic of what is being said.

READING

I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can understand the main idea of what I have read.

Additionally, you will be able to demonstrate proficiency with the following:

- Spanish phonetics and correct pronunciation
- Verb forms in the present indicative and subjunctive moods, the past tenses, reflexive verbs, and the imperative.
- Grammatical structures such as interrogative words, articles, agreement, verbs like *gustar*, prepositions, pronouns, comparisons, *ser* and *estar*, the personal *a*, cognates, etc.
- Vocabulary and cultural knowledge related distinguishing between *tú*, *Ud.*, *vosotros*, and *Uds.*; clothing; shopping; weather; restaurant etiquette; and studying abroad.

Coco, Disney-Pixar film



course resources

required text: Silvaggio-Adams and Vallejo-Alegre. *Yo Puedo 2: Segundos pasos*. Edición Spring 2018. Available at abcnbtween.com

course web site: [Canvas](#)

how to turn in work: Please turn your work in on Canvas or [Google Drive](#).

for text reminders of upcoming events: text @genspan102 to [81010](#)



What can you expect from me?

An enjoyable, engaging classroom
Clear expectations for how to succeed
Availability to help when you need it
Fair grading
Timely return of graded materials
Professionalism and respect

A safe environment to experiment with language and make mistakes
Humility if (when) I make mistakes
Gratitude for your hard work!
Optimism that everyone is capable of learning Spanish!

How Grading Works

This course is designed to get you **communicating** in and **comprehending** spoken and written Spanish. Your success will be evaluated in terms of these goals.

Language learning is all about communication, not content, and depends on skills unlike those you need to learn a math formula or interpret a literary text. For this reason, half of your final grade will be a measure of **Achievement**, or **how well you learn** the vocabulary, grammar, and culture discussed in class. Language is meaningless if you can't use it in practical situations, so the other half will be a measure of **communicative proficiency**, or **how well you can use** the grammar and vocabulary discussed in class. **Your final grade will be the average of these two scores.** These final grades are nothing but **an indication of your progress in mastering the Spanish language**, not a measure

of your intelligence or value as a person.

Everything we do in class will be assessed, but the focus will not be on getting a grade, but on receiving **specific suggestions for improvement** so that you can succeed on assessments that *are* graded.

You will also be quizzed on the grammar, vocabulary, and culture covered in the course. Each of these concepts, lists, and topics will be graded individually, **giving you a fine-grained indication of what you have mastered and what still needs work.**

I believe in the power of **learning through failure**; one of the best learning experiences consists of getting a bad grade on something you thought you knew. Unsatisfactory grades show you exactly what you know and highlight what you don't, helping you target your weak areas and focus your studying. **You**

will be allowed to retake the grammar sections of each quiz once; the score of your retake will replace your original score **as long as you get an 85% or better.**

These retakes will occur at specific times that I will announce, giving you the opportunity for targeted studying of concepts that you previously struggled with.

tl;dr

- Focus on **communication** and **comprehension**
- Separation of grades for **what you know** and **what you can do**
- Proficiency tied to **specific abilities and outcomes**;
- “Failure” as a learning tool and ability to **benefit from and improve** unsatisfactory grades;
- Identification of **what needs work** with specific suggestions on **how to improve**;
- Focus on **mastery of individual concepts**; not allowing mastery of one concept to “compensate” for another.

What is Proficiency?

The other half of your final grade in this course consists of achieving proficiency in the four skill areas defined by the ACTFL. **We will practice these skills every day in class.** Good preparation and active participation are often enough to succeed in acquiring these skills. The following are checklists detailing the tasks you should be able to perform by the end of the course:

speaking	writing	listening	reading
<p>I can exchange some personal information.</p> <p>I can exchange information using texts, graphs, or pictures.</p> <p>I can ask for and give simple directions.</p> <p>I can make plans with others.</p> <p>I can interact with others in everyday situations.</p> <p>I can present information about my life, experiences, other people, familiar objects, and things I know about using phrases and simple sentences.</p>	<p>I can write information about my daily life in a letter, blog, discussion board, or email message.</p> <p>I can write short notes using phrases and simple sentences.</p> <p>I can write about a familiar experience or event using practiced material.</p> <p>I can write basic information about things I have learned.</p> <p>I can ask for information in writing.</p>	<p>I can sometimes understand simple questions or statements on familiar topics.</p> <p>I can understand simple information when presented with pictures and graphs.</p> <p>I can sometimes understand the main topic of conversations that I overhear.</p>	<p>I can usually understand short simple messages on familiar topics.</p> <p>I can sometimes understand short, simple descriptions with the help of pictures or graphs.</p> <p>I can sometimes understand the main idea of published materials.</p> <p>I can understand simple everyday notices in public places on topics that are familiar to me.</p>



Your will be assessed continuously on your progress in these areas, but the only letter grades you will receive will be based on your achievement as shown on 3 oral quizzes, 3 mini-projects, and a final project that combines all four skill areas.

You are welcome and encouraged to check in with me about your proficiency in these areas at any point during the semester!



<p>To earn an "A" in proficiency, you will have achieved the expectations detailed above <i>and exceeded them in at least two skill areas.</i></p>	<p>To earn a "B" in proficiency, you will have achieved the expectations detailed above <i>in all four skill areas.</i></p>	<p>To earn a "C" in proficiency, you will have achieved the expectations detailed above <i>in three skill areas.</i></p>	<p>Achieving the expectations in two <i>skill areas</i> will result in a "D"; achievement in only <i>one skill area</i> will result in an "E."</p>
--	---	--	--

What I Expect of You (aka “Assignments”)

Plagiarism Workshop

I ask that attend a [plagiarism workshop](#) if you have not done so in the last 4 semesters. **Attendance at a session within the last 4 semesters is absolutely required.** Do not jeopardize your success in this course — if you have any questions about plagiarism or cheating, please come and talk to me.

Cultural Activities

You will attend a minimum of 2 events offered by the Department of Languages & Literatures or the College before midterms, and 2 more after midterms. (Attending fewer than 4 events will lower your final grade by 2% per event.)

Written Quizzes

Each chapter will be followed by a **non-cumulative** written quiz assessing how well you learned the grammar, vocabulary, and cultural knowledge studied. Written quizzes count for **40% of your Achievement grade.**

Final Written Exam

A **cumulative** written exam. The final exam counts for **30% of your Achievement grade.**

Oral Quizzes

There will be three oral quizzes that will consist of short conversations with me in which I ask you questions based on the grammar and vocabulary that we have studied. These quizzes count for **30% of your Proficiency grade.**

Daily Class Expectations

Preparation, lively participation, and respect are the backbones of this course.

You are **not** expected to express yourself perfectly in Spanish—if you were, you would not be taking this course! You will, however, need to work hard to overcome fear of being wrong and making mistakes. **My goal is for everyone to make at least 1 mistake every day!** So speak up, ask questions, participate! Better to make mistakes in class than on your next trip abroad!

Prepare all of the exercises contained in the pages of the textbook assigned for each class session. Good preparation means **studying** the grammar and vocabulary in order to practice your skills in classroom activities. If you learn how to form grammatical concepts, I can teach you how to use them! **Most importantly, class will be more enjoyable (and far less confusing!) if you are well-prepared!**

Daily attendance is essential. Our class is an interactive, **group** space where we'll practice reading, writing, listening, and speaking **every day**. Missing class doesn't only affect you—it **affects all the members of your group as well**. You are allowed **two absences** before you begin to affect your grade. **Arriving late, unprepared, without your textbook, or without completing your homework will equal ½ absence. Excess absences will lower your achievement grade by 3% per absence.** I invite you to make a commitment to attending class, and I will commit to making it worth your time!

If you do miss class, please check the syllabus, talk to a classmate, and come to my office (in that order) to find out what you missed!

Mini-Projects

You will complete 3 mini-projects that will utilize the grammar and vocabulary that we study in completing a task related to the cultural knowledge that you have acquired. The mini-projects count for **30% of your Achievement grade** and **30% of your Proficiency grade.**

Final Project

A final project that integrates the four skill areas defined by the ACTFL. The final project counts for **40% of your Proficiency grade.**

Tokens

To ease the stress of this course and build in a consistent measure of flexibility—as well as to maximize opportunities for learning!—you will start the course with 5 virtual tokens that can be “redeemed” for some leniency or opportunities for revision. Using a token will allow you to do one of the following:

- Erase an absence (or equivalent) from your record (limit 2);
- Retake sections from a single quiz for a second time (limit 1 per week);
- Redo an oral exam;
- Replace one cultural event.

I will track your tokens throughout the semester. Exchanging them for absences will happen at the end of the semester using whatever remaining tokens you have.



Calendario (*Aspiracional)

Fecha	Tema(s)
Miércoles 17 de enero	Introducciones Pre-reading, preparation, and practice El alfabeto
Viernes 19	1.1 (pp. 1–5)
Lunes 22	1.2 (pp. 5–8)
Miércoles 24	1.3 & 1.4a (pp. 8–16)
Viernes 26	1.4b & c (pp. 17–22)
Lunes 29	1.4d (pp. 22–29)
Miércoles 31	Finish Unidad 1.4 (pp. 30–39)
Viernes 2 de febrero	1.5 (pp. 39–46)
Lunes 5	1.6 & 1.7 (pp. 47–54)
Miércoles 7	Written Quiz #1
Viernes 9	2.1–2.6 (pp. 1–8)
Lunes 12	2.7 (pp. 9–15) Oral Quiz #1
Miércoles 14	2.8 (pp. 15–17) Oral Quiz #1
Viernes 16	2.9a & b (pp. 17–27) Oral Quiz #1
Lunes 19	2.9c & d (pp. 27–32)
Miércoles 21	Finish Unidad 2.9 (pp. 33–35)
Viernes 23	2.10 (pp. 36–41)
Lunes 26	Finish Unidad 2.10 (pp. 41–45) Mini-Project #1 due
Miércoles 28	2.11 (pp. 45–49)
Viernes 2 de marzo	2.12 (p. 49)
Lunes 5	2.12 (cont'd) & 2.13 (pp. 49–53)
Miércoles 7	Written Quiz #2
Viernes 9	3.1 & 3.2 (pp. 1–8)
Lunes 12–Viernes 16	Spring Break WOOOOH!
Lunes 19	Finish Unidad 3.2 (pp. 8–12) Oral Quiz #2
Miércoles 21	3.3 & 3.4 (pp. 12–19) Study for Geography quiz! Oral Quiz #2

Success!

My goal is not only for you to **succeed** in this course, but to **enjoy** it enough that your interest in Spanish language and culture extends beyond the bounds of the classroom. Every group of students is different; if you feel that any aspect of the course is not working for you, I encourage you to share your concerns with me, and even help think of possible solutions.

Likewise, if you are having difficulty with the material, the workload, or any other aspect of the course, please do let me know so we can ensure that you get the most out of the time you put in!

If you are struggling in this class or are concerned about your progress, you should meet with me during office hours immediately. Problems addressed early in the semester can often be solved by adjusting study/work habits.

Important Dates

February 7: Written Quiz 1
 February 12–16: Oral Quiz 1
 February 26: Mini-Project 1
 March 7: Written Quiz 2
 March 21–26–27: Oral Quiz 2
 March 26: Mini-Project 2
 April 2: Written Quiz 3
 April 16: Mini-Project 3
 April 16–20: Oral Quiz 3
 April 27: Written Quiz 4
May 3: Final Exam

Fecha	Tema(s)
Viernes 23	3.5 (pp. 19–22) Oral Quiz #2
Lunes 26	3.6 (pp. 22–27) Mini-Project #2 due
Miércoles 28	3.7a & b (pp. 27–34)
Viernes 30	3.7c & d (pp. 34–44)
Lunes 2 de abril	Written Quiz #3
Miércoles 4	4.1 (pp. 1–5)
Viernes 6	4.2 (pp. 5–13)
Lunes 9	Finish Unidad 4.2 (pp. 13–19)
Miércoles 11	4.3 & 4.4 (pp. 20–25)
Viernes 13	4.5 & 4.6 (pp. 25–28) Mini-Project #3 due
Lunes 16	4.7 (pp. 28–32) Oral Quiz #3
Miércoles 18	Finish Unidad 4.7 (pp. 32–34) Oral Quiz #3
Viernes 20	4.8 (pp. 34–38) Oral Quiz #3
Lunes 23	4.9 (pp. 38–42)
Miércoles 25	4.10 (pp. 42–44)
Viernes 27	Written Quiz #4
Lunes 30	Evaluaciones del curso
Jueves, 3 de mayo, 12:00–2:30pm	Final Exam



1. **Make an appointment with me.** I will happily go over any topic that you are confused about in my office (and in English!). Most questions and immediate concerns about assignments can also be easily resolved during my office hours.
2. **Form study groups.** Language is about communication, and the best way to practice communicating is with other people!
3. **Visit the Tutoring Center.** The Tutoring Center (Welles 2) offers free assistance on topics covered in class provided by advanced students in Spanish. The Tutoring Center is open Tues – Thurs 7–9pm (extended hours forthcoming).
4. **Find a one-on-one tutor.** Contact me, the Department of Languages and Literatures, or AOP tutoring services for help finding a suitable one-on-one tutor.