

TEXAS A & M UNIVERSITY-COMMERCE
DEPARTMENT OF LITERATURE AND LANGUAGES
SPA 331 – OTOÑO 2014
ADVANCED SPANISH CONVERSATION

SPA 331- 01S - 80345 (Commerce), 41R - 80708 (Metroplex), and 51R - 80709 (CHEC) Web enhanced, televised course

Locations: Commerce – BA338; Mesquite – MPLX 120; CHEC - TBA

Schedule meetings: Tuesdays and Thursdays 11:00-12:15

Professor: Dr. Inma Cívico Lyons, HL 311

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Office hours: Tuesdays and Thursdays 9:30-11:00 and 3:30-4:30, or by appointment

Spa 331 is a web enhanced course through eCollege, the Learning Management System used by Texas A & M University-Commerce. To use the eCollege features associated with this course go to: <https://leo.tamuc.edu/>

Spa 331 - Course description

In this course, students work towards improving their oral proficiency in Spanish while acquiring a more profound understanding of cultural and social issues affecting the Hispanic world. This course will utilize vocabulary building techniques, in-class discussions, and grammar review to give students the tools necessary to improve their oral proficiency in Spanish. Practical in-class exercises are in group, in pairs, and individually conducted. In general terms, this course is designed to facilitate proficiency advance in the areas of communication (interpersonal, presentational, and interpretive modes), cultures, connections, comparisons, and communities.

Prerequisites for Spa 331: Spa131, Spa132, Spa231, and Spa232 or credit by exam.

Course objectives

After successful completion of this course, students should have the tools to:

- Produce oral discourse in Spanish at the intermediate-advanced level (according to ACTFL guidelines) related to specific issues such as global modes of communication, film in today's world, humor, distribution of world news, etc. Please note that at the advanced level, according to ACTFL guidelines, students are able to understand and express main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Students will discuss situations in the present, past, and future in Spanish, as well as approach hypothetical situations using the subjunctive.
- Use the Spanish language in a culturally appropriate manner as a result of the acquisition of cultural competence.

- Synthesize information in Spanish in order to communicate orally and in writing relevant data in distinct situations.

Student Learning Outcomes

Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems):

Using information from a written or audio source provided by the professor, students will be able to orally present a thesis which describes or demonstrates a process of global dynamics. Moreover, they will express an opinion related to the information given. This twelve to fifteen minute oral presentation will demonstrate understanding of the written text, as well as clarity of thought in the oral expression. The student will demonstrate good grammatical control and good pronunciation in the oral delivery. Recognition of cultural elements implicit in the text will also be evaluated.

This task will be evaluated through a rubric, and will be considered the course's final exam.

Course Materials

Textbook:

Muñoz-Basols, Javier, Elisa Gironzetti, and Yolanda Pérez. ¡A debate! Estrategias para la interacción oral. Madrid: Edelsa, 2013.

A good bilingual (English-Spanish) dictionary, such as the Oxford Dictionary. Not a pocket edition.

Course requirements:

Please see the section below on technical requirements for eCollege.

Before taking this course, students should have completed Spa 131, 132, 231, and 232, or equivalent, including credit by exam.

Students are expected to do the following: attend all class meetings, read the assignments for the date indicated *prior to coming to class*; do the exercises in the book; turn in assignments on time; attend the scheduled tutoring sessions; use the language skills outside the classroom; speak to the professor about any difficulties that may arise within the course of the semester. In addition, and to enhance the course experience, students should speak to native Speakers in Spanish whenever possible, watch Spanish TV or movies, read Spanish magazines or newspapers, and listen to Spanish music.

Grading:

Your final grade is based in a scale of 100 as follows:

A: 90-100

B: 80-89

C: 70-79
D: 60-69
F: 59 or below

Midterm exam:	20%
Final Exam:	25%
Quizzes:	15%
Group work / Trabajo en grupo:	15%
Participation oral:	15%
Tutoring sessions:	10%

Explication of assignments:

- Exams

The midterm exam will take place during class time (see the calendar of activities at the end of this syllabus), and the final exam will be scheduled according to University guidelines.

- Tutoring sessions

In order to practice oral skills, students must visit the tutors every other week during the course of the semester. The visits must be of fifteen to twenty minutes approximately. Students must prepare tutoring sessions by studying basic vocabulary and vocabulary related to the topic of the interview, as well as grammatical structures. Tutors will monitor students' responses.

- Quizzes

We will have frequent quizzes on the grammar and vocabulary section of each chapter.

- Group work / Trabajo en grupo

Students will have the opportunity to receive a grade based on group debate. During each class students will gather with their group to discuss an issue and share the group's opinion with the rest of the class. Each group will name a director and a secretary. Members of the group will alternate directors and secretaries for each class, so that each member of the group will have the opportunity to be both, director and secretary.

- Weekly Oral Participation

Participating in class is extremely important, that is why I will outline what "participating" means. First, you must attend all class meetings (see the attendance policy below). You must come to class prepared, that is, having read all assignments for that day and having studied the vocabulary for the lesson. In class, you are expected to participate actively, that is, answering

promptly when the professor asks, contributing meaningfully to pair and group exercises, contributing meaningfully to class discussions. Your oral participation will be evaluated on a weekly bases. Please see the “Oral Participation Rubric” on Appendix B of this syllabus. Don’t be shy about speaking Spanish. Remember your classmates are also learning the language, just like you. If you don’t speak in Spanish, you will never acquire the fluency necessary for communicating.

- Attendance

It is of the utmost importance that students attend all class meetings. The bulk of oral practice in this course will be done during class time. Group exercises and practice in pairs will be performed every day. You will not obtain the benefits needed if you don’t attend class. An absence not excused in writing by an academic official is marked as unexcused. Three absences will not affect your grade, but after the third absence, your final grade will be reduced by two points per absence. If you are absent five times or more, you may be asked to drop the class. Coming to class 10 minutes late or leaving 10 minutes earlier two times is equivalent to one absence.

- Hispanic films showcase

Attendance to the film showings is considered an extra-credit activity; however, Spanish faculty considers this a very important event, and worthy of your presence. Attending the showcase will expand your cultural experience and will provide you different perspectives of the diverse Hispanic cultures. In addition, attendance to this event will help your grade in this Spanish course, as you may earn 2 points per attendance to each of the films. These 2 points will be added to the exams’ grades following each film showing. Your instructor will provide the dates/times for the showings.

Some rules of the class

- Cellular phones and other electronic devices are to be turned off and stored away.
- No food is allowed in class.
- If you have special learning needs, please contact your instructor.

Late work will not be accepted. If you must be absent the day the work is due, please make arrangements with me to turn in your work before the day of the absence. Quizzes and tests cannot be made up. An exam will not be given before or after the scheduled date; you must be present the day of the exam in order to take it.

You should not make travel/family /employment plans that interfere with classes or exams since make up exams cannot be made in order to accommodate such plans.

Student athletes, band members and members of other university organizations should bring a letter from their supervisor or specific department **during the first week of class if at all possible**, indicating the dates they will miss class.

Students who require special accommodations for religious holidays should make arrangements with their instructor **during the first week of class**.

Placement Exam: If you have taken **any** Spanish in the past, or if you speak Spanish, you should take the Spanish placement exam. It is offered every day at the Testing Center in the One Stop Shop. You may possibly place out of lower-division classes and receive up to 6 hours of credit! This exam is to help you finish your language requirement sooner, or get you into upper-level classes without repeating work you have already done in the past.

Study Abroad: We encourage students to pursue an immersion experience in Spanish by participating in our study abroad programs. Anytime you plan to complete credits abroad, you must have them approved by the Spanish faculty and advisor BEFORE you leave. Please speak to your professor if you are interested in taking Spanish in Spain or Mexico. As a bilingual student, you can benefit enormously from a study-abroad experience. Financial aid will apply to most destinations and the Office of International Studies offers travel stipends for almost all interested students to travel to a variety of countries. For more information contact Dr. Kenneth Clinton in Ferguson Social Sciences 220, (903) 468-6034.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection / high speed recommended (not dial-up).
- Headset/Microphone.
- Word processor (MS Word or Word Perfect).

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means this course will work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

The course will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports Firefox browser (3.0) on both Windows and Mac operating systems.

-Internet access/connection – high speed recommended (not dial-up).

-Word processor (Microsoft Word).

It is strongly recommended that you perform a “Browser test” prior to the start of the course. To launch a browser test, login to eCollege, click on ‘myCourses’ tab, and then select the “Browser test” link under Support Services.

Technical Support

Texas A & M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week:

- Chat support: Click on 'Live support' on the tool bar with the course to chat with an eCollege representative.
- Phone: 1-866-656-5511 (Toll free) to speak with eCollege technical support representative.
- E-mail: helpdesk@online.tamuc.org to initiate a support request with eCollege technical support representative.
- Help: Click on the 'help' button on the toolbar for information regarding working with eCollege (i.e. how to submit to dropbox, how to post to discussion, etc.)

ACCESS AND NAVIGATION

Spa 331 is a web-enhanced course through eCollege, the learning management system used by Texas A & M University-Commerce. To use the eCollege features associated with this course go

to: <https://leo.tamuc.edu/>

You will need your CWID (Campus Wide I.D.) and password to log in to the course. If you do not know your CWID or have forgotten your password, contact technology services at 903-468-6000 or

helpdesk@online.tamuc.org

eCollege features used by Spa 331

Spa 331 is a face-to-face, televised course. We will take advantage of computer technology to enhance the benefits of the course. Through eCollege, students will be able to do the following:

- ✓ Obtain and print a copy of this syllabus.
- ✓ Obtain other course documents through doc. sharing.
- ✓ Check their grades online through the eCollege gradebook.
- ✓ Talk to other students through the Virtual Lounge.

Every communication with the instructor should occur in person or via e-mail at:

Inma.Lyons@tamuc.edu

The instructor will also use eCollege announcements to communicate with students. Please check your university e-mail regularly.

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Academic Honesty Statement

Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1, 2, 3])

Student written work may be submitted to TURNITIN.

Student conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (see Student's Guide Handbook, Policies and Procedures, Conduct).

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability and Services
Texas A & M University-Commerce
Gee Library 132
903-886-5150 or 903-886-5835
StudentDisabilityServices@tamu-commerce.edu

LOTE Statement

Students who plan to teach English, Spanish, or English as a Second Language in Texas public schools must pass the appropriate state certification tests. The Department of Literature and Languages grants approval to take the content-area tests. Approval is subject to departmental policies.

Spa 331
Actividades para el semestre

Estas actividades son tentativas, aunque intentaremos seguir este plan al pie de la letra, puede que nos veamos obligados a hacer algunas modificaciones pequeñas.

Los estudiantes deben leer las páginas asignadas antes de la clase.

26 de agosto

Introducción al curso.
Actividad de presentación de estudiantes.
División de la clase en grupos.

28 de agosto

Tema 1 “El mundo en tus manos” pgs. 4-6.
Puesta en común y opiniones.
Tarea: Lean las páginas asignadas para la próxima clase.

2 de septiembre

“En Portada” pgs. 6-7.
Entrevista.
Trabajo en grupos.
Dosier de gramática.
Tarea para la próxima clase: “Más palabras” ej. 1, 2 y 3, pgs. 8-9.

4 de septiembre

Quiz 1 sobre “Más palabras” y gramática.
“Destacado” pgs. 10-11; “Especial Mundo Hispano” pgs. 12-13.
“Cierre” pgs. 14-15.

Completen hoy o mañana la 1ª sesión de tutoría sobre “El mundo en tus manos”.

9 de septiembre

¡A Debate!
Evaluación oral.
Tarea: Lean las páginas asignadas para la próxima clase.

11 de septiembre

Tema 2: “Un día de cine” pgs. 16-17.

Puesta en común y opiniones.

Tarea: Estudien las páginas asignadas para la próxima clase.

16 de septiembre

“En Portada” pgs. 18-19.

Entrevista.

Trabajo en grupos.

Dossier de gramática

Tarea para la próxima clase: “Más palabras” ejs. 1, 2, y 3, pgs. 20-21.

18 de septiembre

Quiz 2 sobre “Más palabras” y gramática.

“Destacado” pgs. 22-23; “Especial Mundo Hispano: Películas y directores” pgs. 24-25.

“Cierre” pgs. 26-27.

Completen hoy o mañana la 2ª sesión de tutoría sobre “Un día de cine”.

23 de septiembre

¡A Debate!

Evaluación Oral.

Tarea: Estudien las páginas asignadas para la próxima clase.

25 de septiembre

Tema 3: “Periodismo sin fronteras”, pgs. 28-29

Puesta en común y opiniones.

Tarea: Estudien las páginas asignadas para la próxima clase.

30 de septiembre

“En Portada” pgs. 30-31.

Entrevista.

Trabajo en grupos.

Dossier de gramática

Tarea para la próxima clase: “Más palabras” ejs. 1, 2 y 3, pgs. 32-33.

2 de octubre

Quiz 3 sobre “Más palabras” y gramática.

“Destacado” pgs. 34-35; “Especial Mundo Hispano: Periodistas y reporteros” pgs. 36-37.
“Cierre” pgs. 38-39.

Completen hoy o mañana la 3ª sesión de tutoría sobre “Periodismo sin fronteras”.

7 de octubre

¡A Debate!

Evaluación oral.

Asistan a la 4ª sesión de tutoría esta semana antes del día 9 para practicar para el examen de medio semestre.

9 de octubre

Examen de medio semestre – Repaso y práctica.

14 de octubre

Examen de medio semestre.

Tarea: Estudien las páginas asignadas para la próxima clase.

16 de octubre

Tema 5: “A ciencia cierta”, pgs. 52-53.

Puesta en común y opiniones.

21 de octubre

En Portada” pgs. 54-55.

Entrevista.

Trabajo en grupos.

Dosier de gramática.

Tarea para la próxima clase: “Más palabras” ejs. 1, 2, 3, 4 y 5, pgs. 56-57.

23 de octubre

Quiz 4 sobre “Más palabras y gramática”

“Destacado” pgs. 34-35; “Especial Mundo Hispano: Inventos e inventores” pgs. 60-61

“Cierre” pgs. 62-63

Completen esta semana la 5ª sesión de tutoría hoy o mañana sobre “A ciencia cierta”.

28 de octubre

¡A Debate!

Evaluación oral.

Tarea: Estudien las páginas asignadas para la próxima clase.

30 de octubre

Tema 9: “Tanto tienes, tanto vales”, pgs. 100-101.

Puesta en común y opiniones.

4 de noviembre

“En Portada” pgs. 102-103.

Entrevista.

Trabajo en grupos.

Dosier de gramática.

Tarea para la próxima clase: “Más palabras” ejs. 1, 2 y 3, pgs. 104-105

6 de noviembre

Quiz 5 sobre “Más palabras” y gramática

“Destacado” pgs. 106-107; “Especial Mundo Hispano”: Economía y economistas, pgs. 108-109

“Cierre” pgs. 110-111

Completen la 6ª sesión de tutoría hoy o mañana sobre “Tanto tienes, tanto vales”.

11 de noviembre

¡A Debate!

Evaluación oral.

Tarea: Estudien las páginas asignadas para la próxima clase.

13 de noviembre

Tema 10: “El que ríe el último...”, pgs. 112-113.

Puesta en común y opiniones.

Tarea: Estudien las páginas asignadas para la próxima clase.

18 de noviembre

“En Portada” pgs. 114-115

Entrevista.

Trabajo en grupos.

Dosier de gramática.

Tarea para la próxima clase: “Más palabras” ejs. 1, 2, 3 y 4, pgs. 116-117.

20 de noviembre

Quiz 6 sobre “Mas palabras y gramática”

“Destacado”: El mundo del humor en la publicidad, pgs. 118-119; “Especial Mundo Hispano”:

Sentido del humor, pgs. 120-121.

“Cierre”, pgs. 122-123.

Completen la 7ª sesión de tutoría hoy o mañana sobre “El que ríe el último...”

25 de noviembre

¡A Debate”!

Evaluación oral.

27 de noviembre

Día de Acción de Gracias – No hay clase.

2 de diciembre

Debate de temas y dossier de gramática.

Asistan a la 8ª tutoría esta semana para practicar para el examen final.

4 de diciembre

Examen final – Repaso y práctica.

Semana del 8 de diciembre:

Examen final / December 9, 10:30 to 12:30.

Academic Dishonesty Appendix

Department of Literature and Languages
Texas A&M University-Commerce
Policy #12
April 28, 2003
ACADEMIC HONESTY

Preamble. Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty members are expected to employ teaching practices that encourage academic honesty.

1. Academic Dishonesty Defined. Texas A&M University-Commerce defines “academic dishonesty” in the following way (Procedure A13.12 “Academic Honesty”): Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

2. “Plagiarism” Further Specified. The Department of Literature and Languages builds on the university definition of “plagiarism,” given in 1, in the following manner (taken from “Defining and Avoiding Plagiarism: The Council of Writing Program Administrators’ Statement on Best Practices” undated, pages 1-2, 12,2003. <http://www.ilstu.edu/~ddhesse/wpa/positions/WPAplagiarism.pdf>)

Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. [. . .] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

3. “Collusion” Further Specified. Collusion specifically includes selling academic products. According to the Texas Penal Code (*Title 7 Offenses Against Property*, Chapter 32 Fraud, § 32.50 Deceptive Preparation and Marketing of Academic Product), an “academic product” means a term paper, thesis, dissertation, essay, report, recording, work of art, or other written, recorded, pictorial, or artistic product or material submitted or intended to be submitted by a person to satisfy an academic requirement of the person.”

The Texas Penal Code also specifies that person commits a Class C misdemeanor offense “if, with intent to make a profit, the person prepares, sells, offers or advertises for sale, or delivers to another person an academic product when the person knows, or should reasonably have known, that a person intends to submit or use the academic product to satisfy an academic requirement of a person other than the person who prepared the product.”

4. Responsibility. Matters of academic dishonesty are handled initially by the instructor. If the instructor feels the problem warrants more attention, it should then be pursued through the department head. If the department head and instructor wish, it should be brought to the attention of the Dean of the

college for study and review before being referred to the University Discipline Committee (adapted from Texas A&M University-Commerce Procedure A13.04, "Plagiarism").

Instructors may also Choose to refer cases directly to the University Discipline Committee (Texas A&M University-Commerce Code of Student Conduct 6.a[2]).

5. Statement for Course Outlines. Instructors of record in the Department of Literature and Languages are required to include an Academic Honesty statement in all course outlines. The following language is suggested for that statement:

Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3])

6. This Policy supersedes Department of Literature and Languages Policy #12, "Plagiarism," dated October 10, 1990, and will be effective until further notice.

7. The Head of the Department of Literature and Languages is responsible for maintaining this policy current.

Dr. Hunter Hayes, Head, Department of Literature and Languages
April 28, 2003