A SPN 200, Intermediate Spanish I (3 credits)

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Class #</th>
<th>Meeting Days</th>
<th>Meeting Room</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2815</td>
<td>MWF 9:20-10:15</td>
<td>HU 112</td>
</tr>
<tr>
<td></td>
<td>2816</td>
<td>MWF 10:25-11:20</td>
<td>HU 113</td>
</tr>
</tbody>
</table>

Office Location: Office Phone, Email: Office Hours:

Please see your instructor’s supplemental syllabus for his/her contact information.

This is the first course for intermediate students of Spanish who have taken ASPN 100 and ASPN 101 or those who have placed into the course. It is a continuation of ASPN 101 which focuses on the active development of listening and reading comprehension, cultural knowledge, and speaking and writing skills. Your ability to communicate in and comprehend Spanish will develop along with your knowledge of the vocabulary and grammatical structures of the language. Acquisition and mastery of these skills are enhanced through cultural awareness. **Spanish will be the language of instruction. Students are expected to attend regularly and participate in all class activities. This course may not be taken for credit by bilinguals or native speakers.** Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence. Prerequisite(s): ASPN 100 or placement. Consult the Departmental Registration Form that your instructor will provide you and that you are required to fill out to take 100, 101, 200, 201 and/or 206 at the University at Albany for placement information.

Effective August, 2012 the General Education Foreign Language requirement has changed: **Change in Foreign Language requirement:** "One course of at least 3 credits in a language other than English. This requirement is also considered satisfied for students who have: demonstrated competency in a language other than English, including languages not currently offered for formal instruction at this university; or passed a Regents “Checkpoint B” Examination or a Regents-approved equivalent in a foreign language, with a score of 85 or above; or completed three or more years of a foreign language in high school with a course grade in the third year of 85, or B, or better or earned a score of 530 or better on an SAT II Subject Test in a foreign language."

**Required Course Materials**

NOTE: All materials will be used in ASPN 100, 101 and 200.

*Exploraciones, 2nd edition* (Cengage 2014) by Mary Ann Blitt and Margarita Casas with iLrn Heinle Learning Center.

All students will need access to the Internet (on or off campus) to log into the Blackboard site and the iLrn site.

**Placement**

ALL students are required to fill out the Spanish Registration Form the first week of class. Students who fail to do so risk being deregistered. If you have not yet filled out this form and returned it to your instructor be sure to speak to your instructor immediately.

**Course Components and Relative Weights**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Mid term exam</td>
<td>25%</td>
<td>One (1) oral exam</td>
<td>10%</td>
</tr>
<tr>
<td>Cumulative final exam</td>
<td>30%</td>
<td>One (1) oral response</td>
<td>10%</td>
</tr>
<tr>
<td>Compositions/essays/writing</td>
<td>10%</td>
<td>Communication</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Breakdown of Grades**

- 93-100 A
- 90-92 A-
- 87-89 B+
- 83- 86 B
- 80-82 B-
- 77-79 C+
- 73- 76 C
- 70-72 C-
- 67-69 D+
- 63- 66 D
- 60-62 D-
Description of Course Components

Mid term exam will include some combination of the following:
• reading comprehension (students will read brief passages and answer questions about the material, choose the correct response, complete the sentence, identify the main idea, etc.)
• listening comprehension (students will write out what the Instructor says, choose the correct answer or respond in writing to oral questions.)
• grammar (students may be asked to write or choose the appropriate form, fill in the blank, complete the sentence, etc. Formats will be similar to those found in the textbook.)
• vocabulary (students will be expected to produce the appropriate Spanish word in context.)
• culture
• content questions regarding video episodes or audio materials viewed/listened to in or out of class
• composition (students will write one or more short essays on topics associated with chapter material.)

Oral Exam will take place in the CLIC during class time around the mid-term point of the semester. Students will come to the CLIC in groups and be recorded. A date for the oral exam will be established once the CLIC’s spring 2016 schedule is finalized. Further details on format will follow. The oral exam will cover the following:
• speaking skills (students will be asked to respond to questions/situations.
• pronunciation (students may be asked to read small sentence groups aloud, present dialogue, etc.)
• fluidity (students will be asked to speak without unnatural pauses in which the student tries to remember the word(s)/verb form.

Compositions/Essays/Writings will be submitted at various times and in various formats during the semester. They will be graded as complete, incomplete, partially complete or given a score and will cover a combination of the following:
• Students will work individually and submit their work
• Students will work in groups and submit their work
• Students will be asked to do write at home

Final Exam will be similar in format to previous written exams, but please remember that although the Final Exam stresses the last chapter(s) covered during the semester, it is cumulative. Expect it to be more difficult, and study accordingly. In order to maintain the integrity of the departmentalized exams, students will not be allowed to keep copies of the Final Exam.

Oral Response. Students will be assigned a topic and/or a question and asked to respond orally. The oral response will be recorded and submitted to the instructor at the end of the semester. Students will be evaluated on the following:
• relevant, coherent, intelligible presentation (sequencing and flow);
• fluency
• compliance with instructions (students must address all points assigned)
• pronunciation (sounds, enunciation, correct pronunciation of cognates, phrases, sentences
• accuracy, comprehensibility (grammar, vocabulary, sentence structure)

Communication will encompass preparation, homework, participation, activities and attendance. You are strongly encouraged to speak Spanish as much as you can in class. Making an effort to speak is far more important to your participation grade than the number of mistakes you make. Regular oral practice is essential to the successful completion of the course. Each Instructor will periodically inform students of their progress in this component of their final grade. It is critical that you attend class regularly, participate fully in class discussions, use only Spanish in the classroom, maintain a positive attitude and come to class prepared, with all homework completed. Try to communicate in Spanish as often as possible. Take risks! Make mistakes! But, por favor, speak up and often.
Students will have 2 options on the composition and weight of the different components of their Communication grade.

Option 1:
  a. Participation as an informant in a graduate/faculty research study on Spanish language acquisition = 5%
  b. Homework = 5%
  c. Classroom participation = 5%

Option 2:
  a. Homework = 10%
  b. Classroom participation = 5%

Students should inform their instructor of which option they wish to pursue preferably by the second week of class and no later than mid-semester. Participation as an informant will be first come-first serve in terms of informant selection (if you wait too long in selecting Option 1 you might be shut out from participating as an informant). Not all classes/sections might be contacted in a given semester to provide informants (Option 1 might not exist as an option in all classes). If you participate in a research study, make sure that the investigator provides your instructor with proof of your participation. Most studies will require between 30 and 60 minutes of your time; if you participate you will receive full credit (100%) regardless of the time required.

Homework will be assigned in every class. Students can view assignment due dates on the ilrn Assignment Calendar. Students are expected to do homework prior to its due date so that they can participate fully in classroom activities. The instructor reserves the right to collect assignments in class. Any grade on collected homework assignments will be considered in determining the final grade for this component. In the event that homework is not collected students will be given full credit for the assignment if they completed and submitted it on-time via ilrn. The grade that ilrn assigns will not be factored into any homework grade; only student completion of the assignment will be considered.

Classroom participation is central to efficient language development. See the rubric below for how this 5% of the Communication component is evaluated.

### EVALUATION OF CLASSROOM PARTICIPATION

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Absences are excessive and/or the student arrives late frequently</th>
<th>The student has various absences and/or arrives late often</th>
<th>The student has good attendance and rarely arrives late</th>
<th>The student has excellent attendance and always comes on time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate</td>
<td>The student barely ever participates and puts forth very little effort in class</td>
<td>The student only participates when forced and puts forth minimal effort in class</td>
<td>The student participates, but not consistently; puts forth a good effort in class</td>
<td>The student participates often and voluntarily; puts forth an excellent effort in class</td>
</tr>
<tr>
<td>Language</td>
<td>The student tends to use English in class activities and rarely uses Spanish</td>
<td>The student uses English more often than Spanish in class activities</td>
<td>The student uses Spanish more often than English in class activities</td>
<td>The student uses Spanish in class activities and avoids using English when possible</td>
</tr>
<tr>
<td>Attitude</td>
<td>The student has a poor attitude towards the instructor and/or other students</td>
<td>The student often has a negative attitude towards the instructor and/or the other students</td>
<td>The student has a more or less positive attitude and rarely disrespects the instructor or other students</td>
<td>The student has an excellent attitude and always shows respect towards the instructor and other students</td>
</tr>
</tbody>
</table>
Preparation

<table>
<thead>
<tr>
<th>20 pts</th>
<th>The student never comes to class prepared and does not complete homework assignments</th>
<th>The student sometimes comes to class prepared, occasionally completing homework</th>
<th>The student almost always comes prepared, rarely forgetting homework</th>
<th>The student always comes prepared, with homework completed and all necessary materials</th>
</tr>
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<tbody>
<tr>
<td>TOTAL:</td>
<td>_______</td>
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**Attendance policy**

Regular class attendance is important in developing good communicative skills and in maximizing student exposure to the language. Therefore, the department has adopted the following attendance policy for ASPN 100, 101, 200, 201.

- Attendance will be taken daily.
- Each student will be allowed 3 unexcused absences during the semester.
- Tardiness or leaving before the end of class is disruptive and disrespectful. Every 3 instances will count as 1 absence.
- Any student with more than 3 unexcused absences at the end of the semester will have his/her final grade automatically lowered 2% for each absence.
- In accordance with the medical excuse policy adopted during the fall 2010 semester, the Undergraduate Dean will ONLY provide medical excuses to students in cases where illness prevents a student from attending an exam or a full week of classes and these cases meet other conditions. See the policy explained here: [http://www.albany.edu/health_center/medicalexcuse.shtml](http://www.albany.edu/health_center/medicalexcuse.shtml)
- Students who miss class and are not eligible for an excuse from the Undergraduate Dean’s office will have their absences count as unexcused.
- Excused absences include only medical excuses from the Undergraduate Dean or documented official collegiate activities that are submitted ahead of time.
- Further information about attendance and absences can be found in the Undergraduate Bulletin (go to the section “Attendance and Timely Compliance with Course Requirements): [http://www.albany.edu/undergraduate_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)
- It is not the Instructor’s responsibility to excuse unexcused absences. Unless you have a documented excuse, it counts as one of your unexcused absences. Any requests for an exception must be made by petitioning your Instructor and the Supervisor of Undergraduate Studies in Spanish (HU 240). Do not count on your unexcused absences being excused; use them wisely.
- Make up exams will ONLY be given for Dean documented absences (medical or collegiate). A grade of zero (0) will be given for missed exams that are the result of an unexcused absence.
- Even if a student has documentation for his/her absences, his/her participation grade may suffer due to excessive absences. If students are not in class, they are not able to participate.
- All students are responsible for completing all assignments, quizzes, exams, homework, presentations, etc., whether they are in class or not. There is no excuse for coming to class unprepared.

**Language Learning, Practice, Grammar, Study Habits**

Most students have misconceptions about language learning. Learning a language is like learning to play tennis or to play the piano; it involves developing a specific skill rather than a body of knowledge. Like sports, language ability comes with practice, practice, practice! And just as you are taught to practice a sport or a musical instrument each day, you will learn a language better when you study each day, working to understand a little at a time, building upon what you just learned and practicing as you go along. Remember that only so much can be grasped in one sitting; if you wait too long, everything becomes jumbled together. Failure to keep up with daily assignments will result in your falling behind very quickly and receiving a low grade in the course.

If you don’t practice speaking Spanish regularly, listening to it being spoken, writing it, and reading it, you’re never going to be able to communicate in it. That’s why class attendance is necessary, and that’s why class time will be spent primarily practicing the language, rather than discussing grammar. You must independently study and review both vocabulary and grammatical rules presented in your textbook before coming to class.
Learning grammar is similar to learning the rules of a sport; you won’t play very well if you don’t know them. Knowing the rules does not mean you’ll play well, but learning the grammar makes language learning a lot easier. If you are having consistent problems understanding the grammar, see your Instructor outside of class immediately. If you wait until the end of the semester, and/or are not proactive and manage problems as they arise, you will be reminded that it is YOUR RESPONSIBILITY to learn the material, which includes working with the Instructor during office hours or with a tutor during the semester, not just during the last few weeks. Spanish courses at the 100 level at the University at Albany are taught IN SPANISH. Do not expect your instructor to teach you in English.

EXPECTATIONS FOR ALL ASPN 100, 101, 200, 201 COURSES AT UALBANY:

- SPN 100, 101, 200 and 201 will be taught in SPANISH.
- Students will be assigned homework EVERY night and in order to increase the chances of passing the course, EACH homework assignment MUST be completed AT HOME and brought to class.
- Participation is a CRITICAL component of a language class. Reading about the material without ever practicing it will not result in success. This approach is similar to reading about a sport. Casual (or intensive) reading about a sport does not mean that a person can actually play the sport. Studying and completing assignments at home and practicing in class are ESSENTIAL.
- Not completing homework and not participating is likely to result in poor test scores and lower the probably of passing the course.
- A Spanish/English dictionary is an important tool in vocabulary building.
- Check Blackboard and email daily! You are responsible for being aware of and acting appropriately upon all information, activities, tests, etc., that your Instructor posts using your class Blackboard site or email. “My computer/printer broke/crashed/wouldn’t open/print/etc.” are unacceptable reasons for not having allowed yourself sufficient time and alternative resources to have the assigned work prepared on time.
- Be sure to run a virus scan on all materials before you send or receive anything by email, post to a Blackboard or other site, copy to a CD, etc.
- No food or beverages are allowed in technology classrooms.
- Students who use their cell phones or other electronic devices during class will receive negative points for participation. Turn off your cell phone at the start of class or you will be asked to leave and will receive negative points for participation and an absence.
- Come to class on time, and do not leave the classroom until class is over. Use restrooms before or after class.

NOTE: USING INTERNET TRANSLATION, AN ONLINE TRANSLATOR AND/OR HAVING SOMEONE ELSE COMPLETE/WRITE ANYTHING YOU SUBMIT WILL RESULT IN A ZERO AND POSSIBLE FURTHER DISCIPLINARY ACTION. REVIEW THE POLICIES IN THE UNDERGRADUATE BULLETIN FOR CLARIFICATION ON ACADEMIC INTEGRITY (SEE WEBSITE ADDRESS BELOW).

Useful Phone Numbers and Links to Some Important Information (Undergraduate Bulletin, 2015-2016)

Department of Languages, Literatures and Cultures (HU 235) 442-4222, 442-4100, fax 442-4111, http://www.albany.edu/llc/

Supervisor of Undergraduate Studies in Spanish, Name, Office, and Email: Elizabeth Lansing, Ph.D., HU 240, Elansing@albany.edu.

Center for Language and International Communication (CLIC): http://www.albany.edu/CLIC/index.shtml

GenEd Info: http://www.albany.edu/undergraduate_bulletin/general_education.html#characteristics

Academic Integrity, Plagiarism, Cheating on Examinations, Unauthorized Collaboration, Forgery, Sabotage, Attendance, etc.: http://www.albany.edu/undergraduate_bulletin/regulations.html

Disability Resource Center: http://www.albany.edu/disability/

Counseling Center: http://www.albany.edu/counseling_center/
Prepare all homework to be presented in class on the day indicated in the following daily class plan. Your Instructor will assign specific homework to accompany each lesson. Expect to use iLrn/Blackboard for every lesson.

<table>
<thead>
<tr>
<th>fecha (date)</th>
<th>Preparación ( texto, audio, video, etc.)</th>
</tr>
</thead>
</table>
| enero miércoles, 20 | Presentación del curso  
                        | Capítulo 11, exploraciones lexicas 372-375  |
| viernes, 22 | Exploraciones lexicas 372-375 (cont)  
                        | Conexiones culturales 376-377  |
| lunes, 25 | Exploraciones gramaticales 378-380  
                        | Exploraciones gramaticales 381-384  |
| miércoles, 27 | En vivo 385  
                        | Lectura 386-387  |
| viernes, 29 | Exploraciones lexicas 388-389  |
| febrero lunes, 1 | Conexiones culturales 390-391  
                        | Exploraciones gramaticales 392-394  |
| miércoles, 3 | Exploraciones gramaticales 395-397  |
| viernes, 5 | Lectura 398-399  
                        | Redacción 400  |
| lunes, 8 | En vivo 401  
                        | Exploraciones profesionales 402-403  |
| miércoles, 10 | Exploraciones de repaso 404-407  |
| viernes, 12 | Repaso  |
| lunes, 15 | Capítulo 12, exploraciones lexicas 408-411  |
| miércoles, 17 | Capítulo 12, exploraciones lexicas 408-411 (cont)  |
| viernes, 19 | Conexiones culturales 412-413  
                        | Exploraciones gramaticales 414-416  |
| lunes, 22 | Exploraciones gramaticales 417-420  |
| miércoles, 24 | En vivo 421  
                        | Lectura 422-423  
                        | Exploraciones lexicas 424-425  |
| viernes, 26 | Conexiones culturales 426-427  
                        | Exploraciones gramaticales 428-430  |
| lunes, 29 | Exploraciones gramaticales 431-433  |
| marzo miércoles, 2 | Lectura 434-435  
                        | Redacción 436  
                        | En vivo 437  
                        | Exploraciones profesionales 438-439  |
| viernes, 4 | Exploraciones de repaso 440-443  
                        | Exploraciones literarias 444-445  |
| lunes, 7 | Mid-term exam (capítulos 11 y 12)  |
| miércoles, 9 | Capítulo 13 exploraciones lexicas 446-449  |
| viernes, 11 | Conexiones culturales 450-451  
<pre><code>                    | Exploraciones gramaticales 452-454  |
</code></pre>
<p>| lunes, 14 | No hay clase  |
| miércoles, 16 | No hay clase  |
| viernes, 18 | No hay clase  |
| lunes, 21 | Exploraciones gramaticales 455-458  |</p>
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Material</th>
</tr>
</thead>
</table>
| miércoles, 23 | En vivo 459  
Lectura 460-461  
Exploraciones léxicas 462-463 |
| viernes, 25  | Conexiones culturales 464-465  
Exploraciones gramaticales 466-468 |
| lunes, 28    | **No hay clase antes de las 12:35** |
| miércoles, 30| Exploraciones gramaticales 469-471  
Lectura 472-473  
Redacción 474 |
| abril       | viernes, 1  
En vivo 475  
Exploraciones profesionales 476-477  
Exploraciones de repaso 478-481 |
| lunes, 4     | Exploraciones de repaso 478-481 (cont) |
| miércoles, 6 | Capítulo 14 exploraciones léxicas 482-485 |
| viernes, 8   | Conexiones culturales 486-487  
Exploraciones gramaticales 488-490 |
| lunes, 11    | Exploraciones gramaticales 491-494  
En vivo 495 |
| miércoles, 13| Lectura 496 |
| viernes, 15  | Exploraciones léxicas 498-499 |
| lunes, 18    | Conexiones culturales 500-501 |
| miércoles, 20| Exploraciones léxicas 498-499 (cont)  
Conexiones culturales 500-501 (cont) |
| viernes, 22  | Exploraciones gramaticales 502-504 |
| lunes, 25    | Exploraciones gramaticales 505-507  
Lectura 508-509 |
| miércoles, 27| Redacción 510  
En vivo 511  
Exploraciones profesionales 512-513 |
| viernes, 29  | Exploraciones de repaso 514-517  
Exploraciones literarias 518-521 |
| mayo        | lunes, 2  
Exploraciones de repaso 514-517 (cont)  
Exploraciones literarias 518-521 (cont)  
Repaso |
| miércoles, 4 | Repaso |

Students will not be able to keep copies of the mid-term or the final exam to ensure exam security. However, they can review them during office hours or if they schedule an appointment with the instructor at any time during the semester.

*Materials may be added by the publisher throughout the semester.*

EXAMEN FINAL: Capítulos 11-14 (includes ALL materials covered during the semester) TBA**

**Students taking ASPN 100, 101, 200, 201 during the day (with a classtime earlier than 5:45 pm) will take a departmental final exam. Students taking ASPN 100, 101, 200, 201 with a classtime 5:45 or later will take their final exam during the time determined by the Registrar (which will be during the evening). Details will follow.