



**Sul Ross State University**  
**Course Syllabus**  
**Spanish II- SPAN 1412**  
**Hybrid Course**  
**Spring 2023.**

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### **Spring 2023 Course**

Course Number: SPAN 1412  
Course Title: Spanish II  
Type: Hybrid  
Credit Hours: 4

Class: Face-to-face: M-W 11:00-11:50 MAB107  
online: T/TH 11:00-11:50am

### **Instructional Plan**

This course will be taught Asynchronously online.

### **Instructor Contact Information**

Dr. Esther Daganzo-Cantens  
Email: [esther.daganzo-cantens@sulross.edu](mailto:esther.daganzo-cantens@sulross.edu); [estherdaganzo@gmail.com](mailto:estherdaganzo@gmail.com)

### **Office Hours**

Mondays and Wednesdays: 10:00 am to 11:00 am at MAB 112A

### **Course Description**

This second-semester Spanish language course will advance students toward Intermediate Low proficiency. Emphasis will be placed on learning useful communicative skills, grounded in grammatical knowledge and a wide variety of vocabulary. Through practice, the course will develop all four basic modes of communication: listening, speaking, reading and writing. The classes are student-centered, the instructor being the facilitator. In addition, the use of videos and music will provide authentic material to help develop a greater understanding of the language and civilization.

### **Instructional Materials**

*Vistas: Introducción a la lengua española.* Blanco, Donley. Sixth edition. Vista Higher Learning,

2020. Our course package includes: the text (only chapters 7-12 of full book); vText; softbound Student Activities Manual (workbook, audio and video sections); and WebSAM (online, gradable version of the Student Activities Manual).

**NOTE: THIS TEXT IS CUSTOM-PUBLISHED. DO NOT ATTEMPT TO BUY AN USED BOOK ONLINE, IT WILL NOT INCLUDE THE NECESSARY ONLINE CODE.**

**You can choose to buy the online version (it comes with a eBook) or the combination of the eBook and the paper book.**

Textbook website: <https://vistahigherlearning.com/store/school/sulrossu>

1. Access to the Internet is required. Please make sure you have access for all assignments; Internet or computer failure that may occur will not be taken into consideration for this course.
2. OPTIONAL: A good Spanish-English dictionary, such as Oxford, Harps or Vox, for use in class. For out-of-class, online work the following, excellent dictionary site is recommended: <http://www.wordreference.com>.

**The textbook package should be bought immediately.** Lateness penalties for online activities will be applied starting Monday, February 6<sup>th</sup>, 2023. The online access code is required to complete these activities. Please make sure you check your email and/or blackboard often, as this will be my primary means of communicating with the class.

### **Student Objectives/Competencies**

Students who complete this course will be able to do the following:

3. Demonstrate intermediate low oral proficiency in Spanish
4. Demonstrate intermediate low listening proficiency in Spanish
5. Demonstrate intermediate low reading proficiency in Spanish
6. Demonstrate intermediate low writing proficiency in Spanish
7. Communicate effectively via spoken and written Spanish in real-world contexts.
8. Identify and describe cultural Spanish cultural properties and traditions.
9. Identify and apply communication strategies when using Spanish, including cognates, clues from context, circumlocution, etc.

These learning objectives are based on the national standards document (2006) of the American Council on the Teaching of Foreign Languages (<http://www.actfl.org>), which is the professional association for K-16 language educators. In addition, the objectives support the revised NCATE/ACTFL teacher education standards, 2012: <https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

### **Course and Learning Activities**

1. **Attendance (10 %) and Participation (20%) = 30% of your grade is showing up and being prepared to speak in the target language of Spanish.**

Failure to attend class is always a missed opportunity to hear and speak Spanish. During the semester, you are allowed a **maximum of three unexcused absences**. *Excused*

absences are **written excuses** signed and dated by an athletic coach or a professor, a medical doctor or a counselor.

**A crucial component of your daily participation points is your planning to come to class ready to speak for the daily conversation check, which will always comprise the first 5 - 10 minutes of class.** The list of questions for the daily conversation check can be found on the content tab on blackboard for each new chapter of *Vistas* and will be updated with each new chapter. For the first two weeks of the course, the questions will be based on the review of Spanish 1. Names will be called at random. You must be prepared with a full, complete sentence as an answer. Even if the information doesn't pertain to you (I.e. "Do you like watching sports? How did you celebrate your last birthday?" or you don't know the actual answer "How old is \_\_\_\_\_ (Lady Gaga/Queen Elizabeth of England/Kevin Hart/Marc Anthony)?"... make something up! The point of the daily conversation check is to use grammar and vocabulary in a meaningful way and to practice our spoken communication skills as much as possible. I will not be checking if your answer is "true" or really reflects what you think.

2. **Compositions (10%):** there will be two (2) composition assignments. The compositions have to be **in Spanish**. Use the grammar structure and vocabulary from the lessons we have covered up to the deadline of the submission. **DO NOT TRANSLATE WITH YOUR COMPUTER DEVISE** (I will NOT accept any composition that is translated from English). This assignment is meant for you to apply the concepts, grammar, and vocabulary learned in the chapters we have covered. Use simple sentences in the verb tenses that you have already studied. The topics of the compositions are:

- a. **First composition:** This composition will be about the "*Día de los Muertos en México*". You will watch a video and view a PowerPoint presentation in Spanish via blackboard (I will post the video and the PowerPoint a few days before the due date of the assignment) and you will write a paragraph summarizing the Day of the Dead in Mexico according to the video. The video is all in Spanish, specially designed for Spanish 1 and 2 learners, and it covers grammar structures of the lessons we have covered in class. You will describe and analyze the similarities and differences with the USA Halloween. Explain which festivity you prefer and why.

**Dead-line to turn it in: Saturday, March 4<sup>th</sup>, 2023**

- b. **Second Composition:** Describe an illness you or someone you know had in the past. Make sure you explain the symptoms and the remedies you or the sick person had. Finish the composition with some recommendations you will give to someone with the same disease.

**Dead-line to turn it in: Saturday, April 8<sup>th</sup>, 2023**

Both compositions have to be sent to this email:

[Esther.daganzo-cantens@sulross.edu](mailto:Esther.daganzo-cantens@sulross.edu) or [estherdaganzo@gmail.com](mailto:estherdaganzo@gmail.com)

3. **Homework (25%):** It will normally be assigned from the two kinds of online activities, called 'Practice' and 'WebSAM' (Student Activities Manual). You will have until two (2) days after each chapter test to complete each unit's homework. You can see your homework grades online 24/7. Please be aware and prepared that completing the homework will take you on average 5 hours of homework per week. Any homework turned in late will be penalized by 10 % of the score per day. Please plan accordingly to accommodate work and family obligations. If you experience technical difficulties while in the Supersite you will need to contact [tech support](#) at 1 (800) 248-2813. Please note that they are not available 24/7.

- Chapter 7: February 19<sup>th</sup>
- Chapter 8: March 5<sup>th</sup>
- Chapter 9: March 19<sup>th</sup>
- Chapter 10: April 9<sup>th</sup>
- Chapter 11: April 23<sup>rd</sup>
- Chapter 12: May 10<sup>th</sup>

**If you are unable to purchase the book immediately, you must** create an account on *Vistas* using the **Grace Period access**

4. **Chapter Tests (20%):** Students will have a chapter test per lesson. Each chapter test will be every two weeks on Wednesdays:
- Lesson 7 test will be Wednesday, February 15<sup>th</sup>
  - Lesson 8 on Wednesday, March 1<sup>st</sup>
  - Lesson 9, on Wednesday, March 15<sup>th</sup>
  - Lesson 10, on Wednesday, April 5<sup>th</sup>
  - Lesson 11, on Wednesday, April 19<sup>th</sup>
  - Lesson 12, on Wednesday, May 3<sup>rd</sup>

The deadlines of the tests CANNOT be changed. The chapter test will be available for two (2) days. However, once you open the test you only have one (1) hour to complete it. In addition, you will only have **1 attempt to complete** the chapter test. Once you open the chapter test, that is your only attempt. Make sure to complete it and submit it.

5. **Final Oral Exam (15%):** At the end of the semester you will have an oral exam. The exam will take place during class time the last week of classes. The exam will consist of a role-play/interview with another classmate for 5 min. You will be given 1-2 minutes to think about the topic, after which time you will have to perform the task in front of your instructor. You will not be able to have any notes.

Sample situations:

- a. De compras: Two students will go shopping for an especial occasion.
- b. La comida: One student will pretend to go to a restaurant and ask the waiter (his/her partner) for a full meal.
- c. La fiesta: Two students will talk about an specific event/party they attended.
- d. El consultorio: One or two students will talk about a disease someone in his/her/their family or friends has in the past giving symptoms and recommendations

- e. La tecnología: two students will discuss the benefits and disadvantages of social media and technology in our society.

**6. Personalized explanatory videos:** For some of the more challenging lesson or difficult material, I have created some You-tube video lectures explaining in details one or more grammar aspect of that given lesson. I will also post videos in Spanish of special spoken situations such as “going to a café”; “Introduce each other”; “likes or dislikes”; etc.

### Useful information

- If you have any special needs related to a disability that may affect your performance in this course, please speak to the instructor privately during the first week of classes.
- Please follow rules of common courtesy: you are expected to turn off all electronic devices before attending class, *no exceptions*. Students distracted by technology during my class will be counted as absent; your participation grade will reflect this.
- **Heritage learners/Bilingual speakers/native speakers: Spanish 2 is NOT designed with the particular pedagogy and communicative aspects necessary for students who use Spanish with family members. Those heritage, bilingual, or native speakers who are interested in taking this course for a Spanish minor or major should speak to me.**
- Come to all classes! Your presence is essential to learning Spanish and to receiving a good grade.
- Participate! We are all learning.
- Familiarize yourself with all of the online tools of the *Vistas* website; use all of the resources available to you.
- Do not fall behind! Catching up is extremely difficult in a language course. Success depends on regular contact with the material.
- Visit me during my office hours for comments or questions –I’m here to help you succeed in your Spanish course.

### Assessments

A) Attendance (10%) and Participation (20%) .....	30%
B) Final Oral Exam.....	15%
C) Homework: .....	25%
D) Chapter Test (1 per lesson: Total 6).....	20%
E) Compositions (2): .....	10%

### Grading System

100 - 90:	A
86 - 80:	B
79 - 70:	C
69 - 60:	D
59 - 0:	F

### Academic Integrity

Academic integrity is taking responsibility for one's own work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Adhering to the standards of academic integrity ensures that grades are earned honestly and gives added value to the entire educational process. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. Any form of academic dishonesty, including but not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, copying from the Internet and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act is ground for failure in this course and for further academic discipline. By enrolling in this course, you acknowledge having been given an electronic copy of the syllabus and therefore you are responsible for its contents.

**SulRoss** demands **academic integrity** from its students. Any form of academic dishonesty, including (but not limited to) plagiarism or cheating is ground for failure in this course and for further academic discipline. Each student must agree, in writing, to uphold this policy.

Please contact me via email whenever you need help.

This syllabus is meant as a guide and is subject to changes at the discretion of the professor.

### **Instructor-Learner Interaction**

- **Email Contact:** The best way to contact me is through email. I will return all email contacts within 24 hours from when I receive the email except during the weekends.

### **Class Schedule**

**THIS CALENDAR IS TENTATIVE. IT HAS TO BE TAKEN AS A GUIDELINE ONLY. IT MAY BE MODIFIED TO FULFILL THE NECESITIES OF THE CLASS**

The following objectives from Spanish I will be reviewed during the first two weeks. See chapters 1-6 on the *Vistas* website during this time as well as throughout the course for reference. You are responsible for knowing these tenses from the first day in Spanish II and the class discussions as well as the quizzes and tests will reflect this assumption.

CHAPTER & COMMUNICATIVE OBJECTIVES		TOPICS (VOCABULARY, GRAMMAR, CULTURE)
REVIEW SPANISH I  WEEK 1-2	say hello and good-by express possession  express personal feelings and states  ask and tell time  speak about vacations	<ul style="list-style-type: none"> <li>• talk about shopping</li> <li>• describe physical and personal attributes of people</li> <li>• use expressions of courtesy</li> <li>• identify classroom objects</li> <li>• talk about family members</li> <li>• talk about present tense activities</li> <li>• conjugate the irregular present tense (stem-changing verbs)</li> </ul>

CHAPTER & COMMUNICATIVE OBJECTIVES		TOPICS (VOCABULARY, GRAMMAR, CULTURE)
	<p>use the <i>estar</i> + progressive to express the -ing form in English</p> <p>form basic questions</p> <p>ask basic questions in class in Spanish</p>	<ul style="list-style-type: none"> <li>• express location of people and objects</li> <li>• use <i>and</i> and be able to make the distinction between <i>saber</i> and <i>conocer</i></li> <li>• talk about emotions and conditions</li> <li>• describe own academic schedule</li> <li>• use numbers</li> <li>• conjugate verbs with irregular <b>yo</b> forms</li> <li>• talk about regions and general/basic knowledge of the Spanish-speaking world</li> <li>• use the preterit tense of regular verbs</li> </ul>
<p>CHAPTER 7</p> <p>WEEK 3-4</p>	<p><b>LECCIÓN 7: LA RUTINA DIARIA</b></p> <p>Daily routine using reflexive verbs</p> <p>Talk about personal hygiene</p> <p>Reassure someone</p>	<ul style="list-style-type: none"> <li>• Vocabulario y Cultura</li> <li>• Reflexive verbs</li> <li>• Preterite of <i>ser</i> and <i>ir</i></li> <li>• Verbs like <i>gustar</i></li> <li>• Cultura: Perú</li> <li>• <b>Wednesday, February 15<sup>th</sup>: Chapter test</b></li> <li>• <b>Sunday, February 18<sup>th</sup>: exercises on line due.</b></li> </ul>
<p>CHAPTER 8</p> <p>WEEK 5-6</p>	<p><b>LECCIÓN 8: LA COMIDA</b></p> <ol style="list-style-type: none"> <li>1. How to order food in a restaurant</li> <li>2. Talk about and describe food</li> </ol>	<ul style="list-style-type: none"> <li>• Preterit of stem changing verbs</li> <li>• Double object pronouns</li> <li>• Comparisons</li> <li>• Superlatives</li> <li>• Cultura: Guatemala</li> <li>• <b>Wednesday, March 1<sup>st</sup>: Chapter test</b></li> <li>• <b>Sunday, March 5<sup>th</sup>: exercises on line due.</b></li> <li>• <b>Saturday, March 4<sup>th</sup>: Composición 1</b></li> </ul>
<p>CHAPTER 9</p> <p>WEEK 7-8</p>	<p><b>LECCIÓN 9: LAS FIESTAS</b></p> <ol style="list-style-type: none"> <li>1. Express Congratulations</li> <li>2. Express gratitude</li> <li>3. Ask for and pay bill at a restaurant</li> </ol>	<ul style="list-style-type: none"> <li>• Irregular preterites</li> <li>• Verbs that change meaning in the past</li> <li>• ¿Qué? And ¿Cuál?</li> <li>• Pronouns after prepositions</li> <li>• Cultura: Chile</li> <li>• <b>Wednesday, March 15<sup>th</sup>: Chapter test</b></li> <li>• <b>Sunday, March 19<sup>th</sup>: exercises on line due</b></li> </ul>
<p><b>SPRING BREAK: MARCH 20 TO 24</b></p>		

CHAPTER & COMMUNICATIVE OBJECTIVES		TOPICS (VOCABULARY, GRAMMAR, CULTURE)
CHAPTER 10 WEEK 10-11	<p>LECCIÓN 10: EN EL CONSULTORIO</p> <ol style="list-style-type: none"> <li>Describe how you feel physically</li> <li>Talk about health and medical conditions</li> </ol>	<ul style="list-style-type: none"> <li>Imperfect tense</li> <li>The preterite and the imperfect</li> <li>Constructions with SE</li> <li>Adverbs</li> <li>Cultura: Costa Rica</li> <li><b>Wednesday, April 5<sup>th</sup>: Chapter test</b></li> <li><b>Sunday, April 9<sup>th</sup>: exercises on line due.</b></li> <li><b>Saturday, April 8<sup>th</sup>: Composición 2</b></li> </ul>
CHAPTER 11 WEEK 12-13	<p>LECCIÓN 11: LA TECNOLOGÍA</p> <ol style="list-style-type: none"> <li>Talk about using technology and electronics</li> <li>Use common expressions on the telephone</li> <li>Talk about car trouble</li> </ol>	<ul style="list-style-type: none"> <li>Familiar commands</li> <li>POR y PARA</li> <li>Reciprocal reflexives</li> <li>Stressed possessive adjectives and pronouns</li> <li>Cultura: Perú</li> <li><b>Wednesday, April 19<sup>th</sup>: Chapter test</b></li> <li><b>Sunday, April 23<sup>rd</sup>: exercises on line due.</b></li> </ul>
CHAPTER 12 WEEK 14-15	<p>LECCIÓN 12: LA VIVIENDA</p> <ol style="list-style-type: none"> <li>Welcome people to your home</li> <li>Describe your house or apartment</li> <li>Talk about household chores</li> <li>Give instructions</li> </ol>	<ul style="list-style-type: none"> <li>Relative pronouns</li> <li>Formal (usted/ustedes)</li> <li>The present subjunctive</li> <li>Subjunctive with verbs of will and influence</li> <li>Cultura: Panamá</li> <li><b>Wednesday, May 3<sup>rd</sup>: Chapter test</b></li> <li><b>Thursday, May 10<sup>th</sup>: exercises on line due.</b></li> </ul>
WEEK 16	<p>ORAL EXAMS May 8 -10</p>	<ul style="list-style-type: none"> <li>De compras: Two students will go shopping for an special occasion.</li> <li>La comida: One student will pretend to go to a restaurant and ask the waiter (his/her partner) for a full meal.</li> <li>La fiesta: Two students will talk about an specific event/party they attended.</li> <li>El consultorio: One or two students will talk about a disease someone in his/her/their family or friends has in the past giving symptoms and recommendations</li> <li>La tecnología: two students will discuss the benefits and disadvantages of social media and technology in our society.</li> </ul>



