



**Sul Ross State University**  
**Course Syllabus**  
**Intermediate Spanish II (Spanish IV)- SPAN 2312**  
**Face-to-face and synchronous Course**

**Spring 2024 Course**

CRN: Alpine 21253 / RGC 21825

**Course Number:** SPAN 2312

Course Title: Intermediate Spanish II (Spanish 4)

Type: face-to-face and synchronous online via Blackboard, “collaboarate”

Credit Hours: 3

**Instructional Plan**

This course would be taught face-to-face for Alpine students and via TEAMS for RGC students. The class will meet in MAB 101

**Instructor Contact Information**

Dr. Esther Daganzo-Cantens

Email: [edcantens@esu.edu](mailto:edcantens@esu.edu); [estherdaganzo@gmail.com](mailto:estherdaganzo@gmail.com)

**Office Hours**

T/TH 10:45 am to 12:30 am

Wed. 11:00am to 1:00 pm or by appointment

**Course Description**

This fourth-semester Spanish course is designed to complete the introduction to the basic elements of the language, and to provide practice in applying it to everyday situations and needs. Emphasis will be placed on learning useful communicative skills, grounded in grammatical knowledge and a wide variety of vocabulary. All four modes of communication – listening, speaking, reading and writing – will be practiced. In addition, readings, music, film and online resources will be used to help develop a greater understanding of the many Spanish-speaking cultures. **The class is fast-paced and you are expected to have been exposed to all of the basic grammar and vocabulary covered traditionally in Spanish 1 – 3 (or equivalent courses).**

## Instructional Materials:

**Facetas** (5<sup>th</sup> Edition). Blanco, Colvert. Vistas Higher Learning, 2019. The course package includes the workbook, video and lab manuals. The textbook website is <http://www.vhlcentral.com>. This text package is custom-published and can only be bought at the ESU Bookstore or directly from the VhlCentral website. **You must have the Supersite Plus Code (w/ WebSAM + vText)** for this class.

**Book:** Buy your book directly from Vistas Higher Learning. You need to create an account and the book is already customized for Sul Ross State University:  
<https://vistahigherlearning.com/store/school/sulrossu/>

A good portable Spanish-English dictionary, such as oxford, Harraps or vox

## STUDENTS OBJECTIVES/ COMPENTENCIES:

**1.COMMUNICATIVE COMPETENCIES:** The major learning objective of all ESU Spanish language courses is that students will communicate effectively via spoken and written Spanish in certain real-world contexts. Specifically, by the end of this Spanish IV course you will be able to talk about and discuss: \_\_\_\_\_

* personal relationships	• professions and occupations
• likes and dislikes	• families and family life
• city life	• our world and natural resources
• daily routines and activities	• the value of ideas
• health and well-being	• beliefs and ideologies
• the arts, movies and television	• current events and politics
• the media	

You will expand your ability to:

• describe & narrate in the present	• describe and narrate in the future
• express completed past actions	• express what you or others would do
• express habitual or ongoing past events	• express purpose, condition and intent
• express will, emotion, doubt and denial	• express will, emotion, doubt or denial in the past

<ul style="list-style-type: none"> <li>• give orders, advice and suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• discuss hypothetical situations</li> </ul>
<ul style="list-style-type: none"> <li>• make comparisons</li> </ul>	

**2.CULTURAL COMPETENCIES:** By the end of the course you will be able to discuss:

<ul style="list-style-type: none"> <li>• the Hispanic influences on our country in recent years,</li> </ul>	<ul style="list-style-type: none"> <li>• the value of the Amazon rainforest and other Latin American treasures;</li> </ul>
<ul style="list-style-type: none"> <li>• women’s’ roles in Latin American society,</li> </ul>	<ul style="list-style-type: none"> <li>• the history and politics of various Latin American countries,</li> </ul>
<ul style="list-style-type: none"> <li>• the explosion of Spanish music in society today,</li> </ul>	<ul style="list-style-type: none"> <li>• basic aspects of countries such as the United States, México, Cuba, Puerto Rico, the Dominican Republic, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panamá, Colombia, Venezuela, Ecuador, Chile, and their people.</li> </ul>
<ul style="list-style-type: none"> <li>• the heritage and influence of various indigenous cultures,</li> </ul>	

3. You will be able to take advantage of communication strategies when using Spanish, including cognate, clues from context, circumlocution, etc.

4. You will be able to apply a wide array of **computer and Internet skills** to improve language learning outside the classroom. These include audio and video recording, efficient browsing and searching for online language and culture sites, working with networked language-learning communities, and utilizing low-cost/no-cost mobile apps for Spanish practice. Online activities figure prominently in this Spanish 1 course.

The course objectives are inspired in the national standards document (2006) of the American Council on the Teaching of Foreign Languages, which is the professional association for K-16 language educators. They also draw from the revised CAEP/ACTFL [teacher education standards](#), 2013 (especially Standards 1 and 2 for Language and Culture).

**GUIDELINES**

1. **Spanish will be the only language used during class**, with rare exception. Studying well *before* class – especially grammar and vocabulary – allows for good participation. There is never a penalty for speaking with substandard pronunciation or grammar; on the contrary, making mistakes in speech is the best route toward fluency. The instructor welcomes the frequent use of office hours to help clarify grammar problems.
2. On-time **attendance is mandatory**. Missing class is not permitted; late entry is recorded. Poor attendance will break your rhythm of learning, as well as lower your grade. Exceptions will be made only for documented emergencies. You are always responsible for homework assigned during a class you miss, and are responsible for

contacting one of your classmates to find out what material you have missed. You should exchange contact information with at least one classmate at the beginning of the semester to ensure that you have someone to contact should you miss class.

3. The textbook package should be bought **immediately**. Lateness penalties for online activities will be applied starting the second week. The online access code is required to complete these activities.
4. **CELL PHONES AND ANY ELECTRICAL DEVICES MUST BE TURNED OFF AND PUT AWAY BELOW DESKS DURING CLASS.** Texting and checking messages/email will reduce your learning and lower your final grade. Thank you for your cooperation. Emergency situations (family sickness, etc.) may arise requiring your cell at-hand during class; alert the instructor to this, should it occur.

## **COURSE AND LEARNING ACTIVITIES:**

**Assignments may be modified if the professor thinks it would better fulfill the necessities of the class and the learning outcomes.**

### **1.Attendance (5 %) and Participation (5%). Total 10%**

Failure to attend class is always a missed opportunity to hear and speak Spanish, so I will allow **a maximum of four unexcused absences**. Excused absences are written excuses signed and dated by an athletic coach or a professor, a medical doctor or a counselor from the University Counseling Center. Telling me that you will be absent for any unofficial reason does NOT count as an excused absence. Classes begin promptly on time: please follow rules of common courtesy. **Three tardy arrivals = 1 absence.** I take attendance at the beginning of class, if you are not there you are marked absent. Please come speak with me if you have a situation that does not allow you to be in class the moment it begins.

Participation is essential and required to foreign language learning. Sitting passively in class does not count toward your participation grade. Everyone will be called on; everyone will work together in groups on oral assignments. Everyone will feel silly from time to time and everyone will make mistakes. “¡No importa!” We learn from our mistakes and you are *graded on effort only*.

#### **Your participation grade will be earned as following:**

- Active participation (in Spanish, constantly) throughout class and at each class session, constant courtesy and respect towards professor and fellow classmates, no distractions via technology or non-class-related conversations, constant preparation of class materials (have read and prepared the assignments and grammatical components as well as completed all pages in both text and online which reflects in participation), willingness to constantly participate thoroughly in group work: **A**
- Participation, though not as frequent or constant as A range, sometimes not willing to participate thoroughly in group work, some distraction because of technology: **B**
- Sporadic participation, distracted with technology or non-class-related conversations, often lack of preparation: **C**
- No participation, no effort to engage in Spanish, shows no preparation before class, often distraction with technology or non-class-related conversations: **D**

- No participation, constant distraction with technology or non-class-related conversations, disrespect towards professor and/or classmates, absolutely no preparation of class material:  
**F/0**

**\*\*I do take note of who is distracted with technology in class (phone, smartphone, tablet, laptop, etc.) and even if I do not “call you out” for using gadgets in class, this behavior will affect your participation grade negatively, regardless of how much you actually participate. Please be aware of the department-wide policy on cell-phone use.**

## **2. Homework (20%)**

Students are required to complete all homework assignments in the On-line Manual (Facetas Supersite)

The textbook should be bought immediately. In addition to homework assignments from the online Student Activity Manual (<http://www.vhlcentral.com>)

The homework 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 – 10 hours of homework per week. Any homework turned in late will be penalized by 25% 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.

- Lección 1: domingo, 11 de febrero
- Lección 2: domingo, 25 de febrero
- Lección 3: domingo, 24 de marzo
- Lección 4: domingo, 7 de abril
- Lección 5: domingo, 28 de abril
- Lección 6: viernes 10 de mayo

## **3. Exams (30%)**

Every two and a half to three weeks, there will be a chapter exam. There will be a total of 6 chapter tests given at the end of each chapter. These tests are intended to aid the students to review the material learned up to that point. The chapter tests are ONLINE through **Facetas** online component. The exam will be open for 2 days, but you only have **ONE attempt** to complete the exam and **1 hour** to do so.

- Lección 1: miércoles, 7 de febrero (abierto por 2 días)
- Lección 2: viernes, 23 de febrero
- Lección 3: miércoles, 20 de marzo
- Lección 4: viernes, 5 de abril
- Lección 5: miércoles, 24 de abril
- Lección 6: miércoles, 8 de mayo

#### 4. Oral Exams: 20%

There will be one oral exam day per chapter. We will have an Oral Exam “Prueba Oral” every chapter through the **Facetas** supersite. The *Prueba Oral* it will be open a few days before the end of each chapter and I will give you 2 attempts to complete the assignment.

**Prueba Oral** (*Facetas Supersite* Oral quiz): every chapter you will record a short online questionnaire on the online component of the book *Facetas*.

- Lección 1: Sábado, 9 de febrero
- Lección 2: sábado, 23 de febrero<sup>6<sup>th</sup></sup>
- Lección 3: sábado, 22 de marzo
- Lección 4: sábado, 5 de abril
- Lección 5: sábado, 19 de abril
- Lección 6: sábado, 4 de mayo

#### 5. Presentation – 10%

Every students will do one oral presentation. The topic is countries of the Hispanic world. You should talk about essential information of the country; but most importantly, you should concentrate on a specific topic of your choosing about that country. You will conduct a 5 to 7-minute visual presentation using power point. **Only key words can be placed on the power point.** You should have various slides with images and key words/phrases. You are **not allowed to read** off of any notes for the presentation. You may pass a handout for the class. The class will take notes based on your presentation. Information from the presentation will appear in the subsequent exams. You should conclude your presentation with open-ended questions for the class. I will present an example presentation *España y el Museo del Prado in Spain* the week before Spring Break. We will have one presentation per chapter. You must hand in your presentation to the professor 48 hours before you present to the class. Your presentation must be 100% in Spanish.

Lesson 1:

Lesson 2: México

Lesson 3: Cuba

Lesson 4: Colombia

Lesson 5:

Lesson 6:

#### 6. Compositions, etc. – 10%

There will be 2 compositions for the semester (they will be done **in class**). All entries are to be AT LEAST 2 PARAGRAPHS LONG and written **IN SPANISH**. If you miss the day of the composition and you have an excused absence, you will be able to do the composition during my office hours.

**Composition 1: “Mi recuerdo favorito.”**You need to write a 2 paragraphs composition about something you did in the past that you remember dearly. You need to use the *pretérito* and the *imperfecto*.

Composition 1: **29 de marzo en clase**

**Composition 2: “Si me tocara la lotería, donde viajaría.”**Students will need to write a paragraph about what would they travel is they win the lotto. Remember the compositions has to be in Spanish and at least 2 paragraphs long.

Composition 2: **jueves 25 de abril** en clase

### **Recipe for success**

- Come to all classes! Your presence is essential to learning Spanish and to receiving a good grade. - Participate! We are all learning.

- Make and use flash cards to practice vocabulary –visit the online tool and 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.

- Come to my office hours for comments or questions –I’m here to help you out succeed in your Spanish course. - Anyone can learn to speak, read and write Spanish. You learned to speak, read and write in your native language and you can learn Spanish in much the same way. Context is key: it will help you understand the new material. You will listen and imitate. You will practice, practice, practice! Think back to those vocabulary lists from elementary school. Some of the words seemed like they were a foreign language –how to spell them? Sometimes you just had to start from scratch and memorize them. Then you heard them and used them until they became your own.

### **Assessments**

Attendance/Participation: .....	10%
Homework (on-line): .....	20%
Chapter Exams (5): .....	30%
Quizzes/Compositions: .....	10%
Oral Exams (one per chapter) Pruebas Orales: .....	20%
Oral presentation, 5 minutes (with partners or solo):.....	10%

### **Grade scale**

100 - 93: A	92 - 90: A-
89 - 87: B+	86 - 83: B
82 - 80: B-	79 - 77: C+
76 - 73: C	72 - 70: C-
69 - 59: D	59 - 0: E

## Class Schedule

CHAPTER & COMMUNICATIVE OBJECTIVES		TOPICS (VOCABULARY, GRAMMAR, CULTURE)
CHAPTER 1	<ol style="list-style-type: none"> <li>1. La personalidad.</li> <li>2. Estados y emociones.</li> <li>3. Los sentimientos.</li> <li>4. Las relaciones personales</li> <li>5. Gramática: Presente. Ser y Estar. Pres. Progresivo</li> </ol>	<ul style="list-style-type: none"> <li>• Introduction to course and materials.</li> <li>• Ice breaker activities.</li> </ul> <p><b><u>Lección 1: Las relaciones personales.</u></b></p> <ul style="list-style-type: none"> <li>• Narrar en el presente</li> <li>• <i>ser</i> y <i>estar</i></li> <li>• Progressive forms</li> <li>• Estados Unidos</li> <li>• <b>Miércoles 7 de febrero Chapter test</b></li> <li>• <b>Sábado, 9 de febrero: Prueba Oral</b></li> <li>• <b>Domingo, 11 de febrero: exercises on line due.</b></li> </ul>
CHAPTER 2	<ol style="list-style-type: none"> <li>1. La música y el teatro</li> <li>2. Los lugares de recreo</li> <li>3. Los deportes</li> <li>4. Las diversiones</li> <li>5. Gramática; Pronombres de OD y OI. Gustar y similares. Verbos Reflexivos</li> </ol>	<p><b><u>Lección 2: Las diversiones.</u></b></p> <ul style="list-style-type: none"> <li>• Object pronouns</li> <li>• <i>gustar</i> and similar verbs</li> <li>• reflexive verbs</li> <li>• México</li> <li>• <b>Viernes, 23 de febrero Chapter test</b></li> <li>• <b>Domingo, 25 de febrero: exercises on line due.</b></li> <li>• <b>Sábado, 23 de febrero: Prueba Oral</b></li> </ul>
CHAPTER 3	<ol style="list-style-type: none"> <li>1. En casa</li> <li>2. De compras</li> <li>3. Expresiones</li> <li>4. Vida diaria</li> <li>5. Gramática: Pretérito. Imprefecto.</li> </ol>	<p><b><u>Lección 3: La vida diaria.</u></b></p> <ul style="list-style-type: none"> <li>• the preterite</li> <li>• the imperfect</li> <li>• the preterite and the imperfect together</li> <li>• España</li> <li>• <b>Miércoles, 20 de marzo Chapter test</b></li> <li>• <b>Domingo, 24 de marzo: exercises on line due.</b></li> <li>• <b>Sábado, 22 de marzo: Prueba Oral</b></li> <li>• <b>Jueves, 28 de marzo: Composición 1</b></li> </ul>



CHAPTER & COMMUNICATIVE OBJECTIVES		TOPICS (VOCABULARY, GRAMMAR, CULTURE)
CHAPTER 4	<ol style="list-style-type: none"> <li>1. Los síntomas y enfermedades</li> <li>2. La salud y el bienestar</li> <li>3. Los médicos y el hospital</li> <li>4. Las medicinas y los tratamientos</li> <li>5. Gramática: Mandatos Subjuntivo en las oraciones nominales. Por y para</li> </ol>	<p><b><u>Lección 4: La salud y el bienestar.</u></b></p> <ul style="list-style-type: none"> <li>• the subjunctive in noun clauses</li> <li>• commands</li> <li>• the subjunctive with impersonal questions</li> <li>• <i>por</i> and <i>para</i></li> <li>• Colombia</li> <li>• <b>Viernes, 5 de abril Chapter test</b></li> <li>• <b>Domingo, 7 de abril: exercises on line due</b></li> <li>• <b>Sábado, 4 de abril: Prueba Oral</b></li> <li>•</li> </ul>
CHAPTER 5 Y 6	<ol style="list-style-type: none"> <li>1. El viaje, alojamiento, las excursiones</li> <li>2. La seguridad y accidentes</li> <li>3. La naturaleza y los animales</li> <li>4. El medio ambiente y los fenómenos naturales</li> <li>5. <b>GRAMÁTICA:</b> Comparativos y superlativos. Subjuntivo en oraciones adjetivas</li> </ol>	<p><b><u>Lección 5: los viajes</u></b></p> <ul style="list-style-type: none"> <li>• the subjunctive in adjective clauses</li> <li>• the present perfect and the past perfect</li> <li>• Centroamérica</li> <li>• <b>Miércoles, 24 de abril Chapter test</b></li> <li>• <b>Sábado, 19 de abril: Prueba Oral</b></li> <li>• <b>Domingo, 28 de abril: exercises on line due</b></li> <li>• <b>Jueves, 25 de abril: Composición 2</b></li> </ul> <p><b><u>Lección 6: La naturaleza.</u></b></p> <ul style="list-style-type: none"> <li>• future and conditional</li> <li>• the subjunctive in adverbial clauses</li> <li>• the past subjunctive</li> <li>• <i>si</i> (if) clauses</li> <li>• El Caribe</li> <li>• <b>Miércoles, 8 de mayo Chapter test</b></li> <li>• <b>Viernes, 10 de mayo: exercises on line due.</b></li> <li>• <b>Sábado, 4 de mayo: Prueba Oral</b></li> </ul>