



**Sul Ross State University**  
**Course Syllabus**  
**Beginner Spanish II- SPAN 1412**  
**Hybrid course**  
**Spring 2025**

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**Course Number:** SPAN 1412

**Class:** Face-to-face: M-W 9:30-10:45 MAB101

**Course Title:** Spanish II

on-line via **VHL**<sup>1</sup> T/TH

**Type:** Hybrid

**Credit Hours:** 4

### **Instructional Plan**

This course will be taught face-to-face on Tuesdays and Thursdays and online asynchronous via the mandatory book website: VHL

### **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 or Student /Professor Hours:**

T/TH 8:00am to 9:30 am and from 10:45 am to 12:30 pm

Wednesdays 4:00 pm to 6:00 pm online on TEAMS or by appointment

### **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

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<sup>1</sup> Vistas Higher Learning (the mandatory book we need for the class). You can find it and purchase it at: <https://vistahigherlearning.com/store/school/sulrossu>

Student Activities Manual (workbook, audio and video sections); and WebSAM (online, gradable version of the Student Activities Manual).

**THIS BOOK IS CUSTUM MADE FOR SUL ROSS. It comes with a 5 months access code that includes: the online book (eBook) version and the exercises and assessments online. DO NOT ATTEMPT TO BUY AN USED BOOK ONLINE, IT WILL NOT INCLUDE THE NECESSARY ONLINE CODE.**

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, January 25<sup>th</sup>, 2025**. 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 and Participation 20% 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.** 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 \_\_\_\_\_ (your father/ brother/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 in class.** 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:

1. **First composition:** This composition will be about the "*Cómo hacer una tortilla de patatas Española*" You will watch a video:)  
<https://www.youtube.com/watch?v=sbxIgEUI9dc&t=208s>  
and write a paragraph about the ingredients and how to make a tortilla de patatas.

Composición 1: **martes, 11 de marzo**

2. **Second Composition:** Describe an **illness**. In class, each student will choose an illness from this website: <https://medlineplus.gov/spanish/>  
You will describe the illness and the treatment for that specific illness that you have chosen. 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 this disease.

Composición 2: **martes, 29 de abril**

**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. not that they are not available 24/7.

- **Lección 5, 6 y 7:** el domingo, **2 de marzo**
- **Lección 8:** el domingo, **23 de marzo**
- **Lección 9:** el domingo, **20 de abril**
- **Lección 10:** el miércoles, **7 de mayo**

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

**4. Chapter Tests (25%):** Students will have a chapter test per lesson. Each chapter test will be every two weeks on Wednesdays. The exams are online through *Vistas* supersite (with the exception of exam 5/6). The exam will be open for 2 days and you will have 1 attempt to complete the exam and 1 hour to do so:

- **Lección 6 y 7:** EN CLASE, el **martes, 25 de febrero**
- **Lección 8:** EN LÍNEA, del **13 al 16 de marzo** en VHL
- **Lección 9:** EN CLASE, el **martes, 15 de abril**
- **Lección 10:** EN LÍNEA, del **2 al 6 de mayo** en VHL

Lesson 5 and 6 test will be Thursday, February 16<sup>th</sup> (in class in paper)

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. Graded Oral Activities: Prueba Oral** (*Vistas Supersite* Oral quiz). We will have an oral quiz called “*Prueba Oral*” every chapter through the *Vistas Supersite*. These *Pruebas Orales* will consist of recording your responses to the questions asked in each chapter. The responses **MUST** be in Spanish using the grammar and vocabulary component of the chapter. The responses will be graded according to the use of the grammar and vocabulary and the proper pronunciation of the words/sentences recorded.

- Lección 6 y 7: viernes, 27 de febrero
- Lección 8: viernes 14 de marzo
- Lección 9: viernes, 17 de abril
- Lección 10: viernes, 2 de mayo

**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 the doctor”; “prepare a fiesta”; “order in a restaurant”; 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 (10%) .....	20%
B) Pruebas Orales (online) .....	20%
C) Homework: .....	25%
D) Chapter Test (1 per lesson: Total 5).....	25%
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 1  January 16/23/28/30	say hello and good- by express possession	talk about shopping describe physical and personal attributes of people
	express personal feelings and states	use expressions of courtesy identify classroom objects talk about family members
	ask and tell time	talk about present tense activities
	ask and tell time	conjugate the irregular present tense (stem- changing verbs)
	ask and tell time	express location of people and objects
	ask and tell time	talk about emotions and conditions describe own academic schedule
	ask and tell time	use numbers
ask basic questions in class in Spanish	conjugate verbs with irregular <b>yo</b> forms talk about regions and general/basic knowledge of the Spanish-speaking world	

CHAPTER & COMMUNICATIVE OBJECTIVES		TOPICS (VOCABULARY, GRAMMAR, CULTURE)
CHAPTER 6 and 7	<p><b>Lección 6: ¡De compras!</b></p> <p>Talk about and describe clothing Express preference in a store Negotiate pay for items you buy</p> <p><b>LECCIÓN 7: LA RUTINA DIARIA</b></p> <p>Daily routine using reflexive verbs Talk about personal hygiene Reassure someone</p>	<ul style="list-style-type: none"> <li>• Vocabulario y Cultura</li> <li>• use and be able to make the distinction between <i>saber</i> and <i>conocer</i></li> <li>• Indirect Object pronouns</li> <li>• Preterite of regular verbs</li> <li>• Demonstrative adjectives/pronouns</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: Cuba y Perú</li> <li>• <b>Tuesday, February 25<sup>th</sup> : Chapter test</b></li> <li>• <b>Sunday, March 2<sup>nd</sup>: exercises on line due.</b></li> <li>• <b>Friday, February 27<sup>th</sup>: Pruebas Orales lesson 6 and 7</b></li> </ul>
CHAPTER 8	<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>ONLINE: Opens March 13<sup>th</sup> to the 16<sup>th</sup> Chapter test</b></li> <li>• <b>Sunday, March 23<sup>rd</sup> : exercises on line due</b></li> <li>• <b>Tuesday, March 11<sup>th</sup> : Composition 1 (La tortilla Española)</b></li> <li>• <b>Friday, March 14<sup>th</sup>: Pruebas Orales</b></li> </ul>
CHAPTER 9	<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>IN CLASS, Tuesday, April 15<sup>th</sup>: Chapter test</b></li> <li>• <b>Tuesday, April 9<sup>th</sup>: exercises on line due.</b></li> <li>• <b>Friday, April 17<sup>th</sup>: Pruebas Orales</b></li> </ul>
CHAPTER 10	<p><b>LECCIÓN 10: EN EL CONSULTORIO</b></p> <ol style="list-style-type: none"> <li>1. Describe how you feel physically</li> <li>2. 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>ONLINE, Opens May 2<sup>nd</sup> to the 6<sup>th</sup> Chapter test</b></li> <li>• <b>Wednesday, May 7<sup>th</sup>: exercises on line due.</b></li> <li>• <b>Tuesday, April 29<sup>th</sup> Composition 2 (Illness)</b></li> <li>• <b>Friday, May 2<sup>nd</sup>: Pruebas Orales</b></li> </ul>

