



**Sul Ross State University**  
**Course Syllabus**  
**Beginner Spanish II- SPAN 1412**  
**Summer 2025 Course**  
**July 7<sup>th</sup> to August 13<sup>th</sup> 2025**

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**Course Number:** SPAN 1412

**Course Title:** Beginner Spanish II (Spanish 2)

**Type:** online Asynchronous

**Credit Hours:** 4

**Instructional Plan**

This course is Asynchronous (totally 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**

By appointment via TEAMS

**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. **Pre-requisite: SPAN 1411 Beginning Spanish II or permission from the professor.**

**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).

**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.**

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

1. As this is an online course, **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 should be bought immediately.** Lateness penalties for online activities will be applied starting **Friday, July 11<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:

1. Demonstrate intermediate low oral proficiency in Spanish
2. Demonstrate intermediate low listening proficiency in Spanish
3. Demonstrate intermediate low reading proficiency in Spanish
4. Demonstrate intermediate low writing proficiency in Spanish
5. Communicate effectively via spoken and written Spanish in real-world contexts.
6. Identify and describe cultural Spanish cultural properties and traditions.
7. 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. **Compositions:** there will be 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 OR ANY OTHER ELECTRONIC DEVICE** (I will NOT accept any composition that is translated from English. Believe me, I will know!). 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. This composition will be about the ***“Día de los Muertos en México”***. You will watch the following video in Spanish specially designed for Spanish 1 learners, and it covers grammar structures of the lessons we have covered in lesson:  
<https://www.youtube.com/watch?v=kimX-rwPmyk>  
 I will post an additional ppt presentation on Blackboard about the *Día de los Muertos en México*. Students will write a paragraph summarizing the Day of the Dead in Mexico according to the video in the ppt presentation. 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: Sunday, July 27<sup>th</sup>**

- 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:

- c. Both compositions have to be sent to: [esther.daganzo-cantens@sulross.edu](mailto:esther.daganzo-cantens@sulross.edu)

**Dead-line to turn it in: Sunday, August 10<sup>th</sup>**

2. **Homework:** will normally be assigned from the two kinds of online activities, called 'Practice' and 'WebSAM' (Student Activities Manual). **You will have until one (1) day after each chapter test to complete each unit's homework.** You can see your grades for this online, 24/7. Please be aware and prepared that, as this is a fast-paced, online course homework assigned will take you, on average, from **15 – 20 hours of homework PER WEEK.** After the homework is due, any homework turned in late will be penalized by 5% of the score per day. Please plan accordingly as to accommodate work and family obligations. **IF YOU EXPERIENCE TECHNICAL DIFFICULTIES WHILE IN THE SUPERSITE, YOU'LL NEED TO CONTACT TECH SUPPORT: 1 – 800 – 248 – 2813.**

**PLEASE NOTE TECH SUPPORT IS NOT AVAILABLE 24/7.** Contact [tech support](#)

- a. Lesson 5 on Saturday, July 19<sup>th</sup>
- b. Lesson 6, on Sunday, July 20<sup>th</sup>
- c. Lesson 7, on Tuesday, August 5<sup>th</sup>
- d. Lesson 8, on Wednesday, August 13<sup>rd</sup>

3. **Chapter Tests:** Each chapter test will be every seven working days. Every exam will open 2 days before the deadline. Students will only have **1 attempt to do the exam and 1 hour to complete the exam.** Make sure that if you open the exam by mistake, that would be your attempt, so be careful and only open it when you are ready to take the test.

- a. Lesson 5 on Thursday, July 17<sup>st</sup> (opens the 15<sup>th</sup>)
- b. Lesson 6, on Saturday, July 26<sup>th</sup> (opens 24<sup>th</sup>)
- c. Lesson 7, on Monday, August 4<sup>th</sup> (opens 2<sup>nd</sup>)
- d. Lesson 8, on Wednesday, August 13<sup>th</sup> (opens August 11<sup>th</sup>)

4. **Graded Oral Assignments: 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. Make sure you respond in complete sentences.

Wednesday, July 6<sup>th</sup>: lesson 5

Friday, July 25<sup>th</sup>: Lesson 6  
 Sunday, August 3<sup>rd</sup>: Lesson 7  
 Tuesday, August 12<sup>th</sup>: Lesson 8

- 5. 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.

### ASSESSMENTS:

A) Participation in on-line oral activities “Pruebas Orales” .....	20%
B) Homework: .....	35%
C) Chapter Test (1 per lesson: Total 5).....	35%
D) Compositions (2): .....	10%

100 - 90: A  
 89 - 80: B  
 79 - 70: C  
 69 - 59: D  
 59 - 0: E

### ADDITIONAL NOTES:

- **Heritage learners** – those students who use Spanish with family members – This course is not for you. Please talk to your instructor for other alternatives.
- **Students with disabilities** who are eligible for learning accommodations must deliver their letter from the Office of Disability Services to their instructor and discuss their accommodations requests before the end of the first week of class.
- Please contact me via email whenever you need help.

### 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.

### **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.

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

### **CLASS SCHEDULE**

<b>CHAPTER &amp; COMMUNICATIVE OBJECTIVES</b>	<b>TOPICS (VOCABULARY, GRAMMAR, CULTURE)</b>
<b>CAPÍTULO 5: LAS VACACIONES</b> <ul style="list-style-type: none"> <li>• Talk about travel and vacation</li> <li>• Month and seasons and weather</li> <li>• Ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Estar with conditions and emotions</li> <li>• Ser and estar</li> <li>• Present Progressive</li> <li>• Direct Object nouns and pronouns</li> <li>• Puerto Rico. El Viejo San Juan</li> <li>• <b>Thursday, July 17<sup>st</sup> Chapter exam (opens July 15<sup>th</sup>)</b></li> <li>• <b>Wednesday, July 16<sup>th</sup>: Prueba Oral</b></li> <li>• <b>Saturday, July 19<sup>th</sup>: Exercises on line due</b></li> </ul>
<b>CAPÍTULO 6: DE COMPRAS</b> <ul style="list-style-type: none"> <li>• Talk about and</li> <li>• Describe clothing.</li> <li>• Express preference in a store Negotiate pay for items you buy</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulario y Cultura · use and be able to make the distinction between saber and conocer</li> <li>• Indirect Object pronouns ·</li> <li>• Preterite of regular verbs ·</li> <li>• Demonstrative adjectives/pronouns</li> <li>• Reflexive verbs ·</li> <li>• Preterite of ser and ir ·</li> <li>• Verbs like gustar ·</li> <li>• Cultura: Cuba y Perú</li> <li>• <b>Monday, June 17<sup>th</sup> Chapter test 3 (open for 2 days)</b></li> <li>• <b>Tuesday, June 18<sup>th</sup>: Prueba Oral</b></li> <li>• <b>Thursday, June 20<sup>st</sup>exercises on line due (lesson 3).</b></li> <li>• <b>Sunday, July 27<sup>th</sup> First composition due</b></li> </ul>

CHAPTER & COMMUNICATIVE OBJECTIVES	TOPICS (VOCABULARY, GRAMMAR, CULTURE)
<p><b>CAPÍTULO 7: LA RUTINA DIARIA</b></p> <ul style="list-style-type: none"> <li>• Talk about your daily routine</li> <li>• Personal hygiene</li> <li>• Time expressions</li> <li>• Reassure someone</li> <li>• La siesta and el mate</li> </ul>	<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>Monday, August 4<sup>th</sup>: Chapter Exam 7 (open for 2 days)</b></li> <li>• <b>Sunday, August 3<sup>rd</sup>: Prueba Oral</b></li> <li>• <b>Tuesday, August 5<sup>th</sup>: Exercises on line due (lesson 7).</b></li> </ul>
<p><b>CAPÍTULO 8: LA COMIDA</b></p> <ul style="list-style-type: none"> <li>• How to order food in a restaurant</li> <li>• Talk about and describe food</li> </ul>	<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>Tuesday, August 13<sup>th</sup>: Chapter Exam 8 (opens August 11<sup>th</sup>)</b></li> <li>• <b>Sunday, August 10<sup>th</sup>: Second composition due</b></li> <li>• <b>Tuesday, August 12<sup>th</sup>: Prueba Oral</b></li> <li>• <b>Wednesday, August 13<sup>th</sup>: Exercises on line due (lesson 8)</b></li> </ul>