



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

Course Number: SPAN 1412 **Class:** Face-to-face: T-TH 9:30-10:45 MAB101
Course Title: Spanish II on-line via **VHL**¹ M/W
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; estherdaganzo@gmail.com

Office Hours or Student /Professor Hours:

T/TH 9:00am to 11:00 am

Wednesdays 11:00 pm to 1:00 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 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 25th, 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 DEVICE** (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=sbxlgEUl9dc&t=208s>

and write a paragraph about the ingredients and how to make a tortilla de patatas.

Composición 1: **martes, 21 de octubre**

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, 2 de diciembre**

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 y 6:** el domingo, **14 de septiembre**
- **Lección 7:** el domingo, **5 de octubre**
- **Lección 8:** el domingo, **26 de octubre**
- **Lección 9:** el domingo, **16 de noviembre**
- **Lección 10:** el domingo, **7 de diciembre**

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. 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 5 y 6:** EN CLASE, el jueves, **11 de septiembre**
- **Lección 7:** EN LINEA, el jueves **2 de octubre** (se abre el 30 de octubre en VHL)
- **Lección 8:** EN CLASE, el *jueves*, **23 de octubre**
- **Lección 9:** EN CLASE, el jueves **13 de noviembre**
- **Lección 10:** EN LÍNEA, el **domino 7 de diciembre** (se abre el jueves 4 de diciembre en VHL)

The deadlines of the tests CANNOT be changed. The chapter test online in VHL 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 (15%) (*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:** viernes, **12 de septiembre**
- **Lección 7:** viernes **3 de octubre**
- **Lección 8:** viernes, **24 de octubre**
- **Lección 9:** viernes, **4 de noviembre**
- **Lección 10:** viernes, **5 de diciembre**

6. **Group Presentation (10%):** Each student will be required to prepare a presentation IN SPANISH about one of the Hispanic countries discussed during the semester in groups. You will give the presentation as a group in front of the class on the dates assigned by your instructor. During the group presentation each student will deliver a brief 2-3 min. report on a given aspect of the chosen country such as politics, music, traditions, geography, demographics, history, economy, or some specific aspect they are interested in about that particular country. The countries we will study in class are:

Lección 6: **Cuba**, el martes **9 de septiembre**
Lección 7: **Perú**, el martes **29 de septiembre**
Lección 8: **Guatemala**, el martes **14 de octubre**
Lección 9: **Chile**, el martes **11 de noviembre**
Lección 10: **Costa Rica**, el martes **2 de diciembre**

7. **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

Attendance (10%) and Participation (10%)	20%
<i>Pruebas Orales</i> (online)	15%
Homework:	25%
Chapter Test (1 per lesson: Total 5)	20%
Compositions (2):	10%
Group Presentation (country)	10%

Grading System

100 - 90: A
 89 - 80: B
 79 - 70: C
 69 - 60: D
 59 - 0: F

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU’s Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Student Responsibilities

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/srsu). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123). No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Tutoring Center

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

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 express personal feelings and states ask and tell time speak about vacations use the <i>estar</i> + progressive to express the -ing form in English form basic questions ask basic questions in class in Spanish	talk about shopping describe physical and personal attributes of people use expressions of courtesy identify classroom objects talk about family members talk about present tense activities conjugate the irregular present tense (stem- changing verbs) express location of people and objects talk about emotions and conditions describe own academic schedule use numbers conjugate verbs with irregular yo forms talk about regions and general/basic knowledge of the Spanish-speaking world
CHAPTER & COMMUNICATIVE OBJECTIVES		TOPICS (VOCABULARY, GRAMMAR, CULTURE)
CHAPTER 6 and 7	Lección 6: ¡De compras! Talk about and describe clothing Express preference in a store Negotiate pay for items you buy LECCIÓN 7: LA RUTINA DIARIA Daily routine using reflexive verbs Talk about personal hygiene Reassure someone	<ul style="list-style-type: none"> • Vocabulario y Cultura • use and be able to make the distinction between <i>saber</i> and <i>conocer</i> • Indirect Object pronouns • Preterite of regular verbs • Demonstrative adjectives/pronouns • Thursday, September 11th : Chapter test lesson 6 IN CLASS • Sunday, September 14th: exercises on line due. Lesson 6 • Friday, September 12th: Pruebas Orales lesson 6 • Group Presentation, CUBA, September 9th lesson 6 Lesson 7 • Reflexive verbs • Preterite of <i>ser</i> and <i>ir</i>

		<ul style="list-style-type: none"> Verbs like <i>gustar</i> Thursday, October 11th : Chapter test lesson 7 IN VHL (opens October 30) Sunday, October 5th: exercises on line due. Lesson 7 Friday, October 3rd: Pruebas Orales lesson 7 Group Presentation, Perú, September 29th lesson 7
CHAPTER 8	<p>LECCIÓN 8: LA COMIDA</p> <ol style="list-style-type: none"> How to order food in a restaurant Talk about and describe food 	<ul style="list-style-type: none"> Preterit of stem changing verbs Double object pronouns Comparisons Superlatives Cultura: Guatemala Thursday, October 23rd : Chapter test lesson 8 IN CLASS Sunday, October 26th: exercises on line due. Lesson 8 Friday, September 24th: Pruebas Orales lesson 8 Group Presentation, GUATEMALA, October 14th lesson 8 Thursday, October 21st: Composition 1 (La tortilla Española)
CHAPTER 9	<p>LECCIÓN 9: LAS FIESTAS</p> <ol style="list-style-type: none"> Express Congratulations Express gratitude Ask for and pay bill at a restaurant 	<ul style="list-style-type: none"> Irregular preterits Verbs that change meaning in the past ¿Qué? And ¿Cuál? Pronouns after prepositions Thursday, November 13th : Chapter test lesson 9 IN CLASS Sunday, November 16th: exercises on line due. Lesson 9 Friday, November 15th: Pruebas Orales lesson 9 Group Presentation, CHILE, November 11th lesson 9
CHAPTER 10	<p>LECCIÓN 10: EN EL CONSULTORIO</p> <ol style="list-style-type: none"> Describe how you feel physically Talk about health and medical conditions 	<ul style="list-style-type: none"> Imperfect tense The preterite and the imperfect Constructions with SE Adverbs Sunday, December 17th : Chapter test lesson 10 online in VHL (opens, Thursday, December 4th) Sunday, December 7th: exercises on line due. Lesson 10 Friday, December 5th: Pruebas Orales lesson 10

		<ul style="list-style-type: none">• Group Presentation, COSTA RICA, December 2nd, lesson 10• Tuesday, December 2nd Composition 2 (Illness)
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