

**THE UNIVERSITY OF TEXAS AT AUSTIN
DEPARTMENT OF SPANISH AND PORTUGUESE
SPN 610D—SPRING 2012
INTERMEDIATE SPANISH I**

- **This document contains important information and represents an agreement between the Department of Spanish and Portuguese and its students.**
- **You are responsible for knowing all of the information contained in this document.**
- **You indicate acceptance of these policies by registering for this course.**

1. PURPOSE, GOALS, AND OBJECTIVES OF THE LANGUAGE PROGRAM

The objective of the Spanish language program addresses the basic tenet of a liberal arts education: the development of a critical thinking approach towards the analysis of language in society. This objective is framed in an overall worldwide trend towards political and economical internationalization and an increasingly diverse and multicultural work environment.

The Spanish language program focuses on the development of multilingual literacies through the analysis and use of Spanish as a second language. The program focuses on the development of three major types of competencies (all equally ranked in terms of importance):

- (1) **linguistic competence** (Spanish phonetics / phonology, morphosyntax, lexicon, discourse, etc.)
- (2) **communication / interactional competence** (sociocultural uses of the language, pragmatics, cultural background / perspectives)
- (3) **metalinguistic competence** (language as a conceptual, symbolic system)

2. COURSE DESCRIPTION, GOALS, AND OBJECTIVES

A. SPN 610D is the second course in The University of Texas lower-division Spanish program. This is a six-credit course. The course focuses on further developing speaking, listening, reading, and writing skills in Spanish while building vocabulary, learning basic rules and terminology of Spanish grammar, and gaining a better understanding of Hispanic cultures in order to communicate in an accurate, effective, and informed manner within a variety of sociocultural situations.

PREREQUISITE for 610D: SPN 601D, 604, 507, or 508K (or equivalent transfer course), with a grade of at least C, or an appropriate score on the University of Texas Placement Test. For questions concerning prerequisites or eligibility, talk to your instructor or make an appointment with one of the Liberal Arts Advisors for Spanish: Liz Hastings (eyhastings@mail.utexas.edu) and Christine Fisher (fisher@mail.utexas.edu). Their office is located in BEN 2.108.

B. GOALS FOR SPANISH 610D

By the end of this course you should be able to do the following:

- (a) express opinions, reactions and recommendations;
- (b) discuss possible, probable and certain future events and situations;
- (c) narrate past events and react subjectively to them;
- (d) speak hypothetically about various events and situations;
- (e) analyze moderately complex language data in order to draw conclusions regarding parts of speech, functional uses of grammar, etc.;
- (f) recognize dialectal, social and contextual variation;
- (g) understand the main ideas of moderately complex written texts (with improved skimming, cognate recognition, and inference skills);
- (h) understand the main ideas of moderately complex oral discourse (with improved recognition of tone, content, context, intonation, etc.);
- (i) maintain conversations of a substantial length (with improved fluency strategies, such as circumlocution, discourse markers, etc.);
- (j) produce written work of a substantial length (with improved organization, connectors, and appropriateness of register)

C. PROBLEMS / QUESTIONS

Your instructor will be glad to assist you with any problems, questions, or suggestions you have relating to the class.

- If you have a concern about the class that you wish to discuss with someone else other than your instructor, contact the course supervisor.
- If your concern is not satisfactorily addressed by the Course Supervisor, you may refer the matter to the Coordinator of the Spanish Language Program.

Course Instructor

Name: Melissa D. Murphy
Office: MEZ 4.142
Office hours: MWF 10:45 – 11:45
Office phone: 512-232-4540
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Course Supervisor

Program Coordinator

Name: Melissa D. Murphy	Name: Dr. Delia Méndez Montesinos
Office: MEZ 4.142	Office: MEZ 4.134
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3. COURSE MATERIALS

- **Acercándome** (Murphy, Ogando-Lavín and Méndez-Montesinos). **2nd edition**. Dubuque, IA: Kendall Hunt, 2010.
- A Spanish-English dictionary (recommended)

4. ATTENDANCE POLICY

A. Attendance is required at all classes and is checked daily. **You must attend class the first two class meetings.** Because of high demand to add Spanish classes, **the Department will drop from these courses any students who are absent the first two class meetings of the semester.**

B. All absences count (except religious holidays, documented jury duty, documented military duty). Your instructor will take attendance at the beginning of each 50-minute session (*i.e.* twice per day). Up to **six** 50-minute session absences will not result in a reduction of your final grade because of the absence itself. However, each absence during a 50-minute session beyond six, regardless of the reason for the absence, will carry a **1% penalty toward your final grade.** Three tardies equal one absence.

C. Make-ups are permitted only for documented absences owing to observance of a religious holiday or University-sponsored activity at which your attendance is mandatory. A University-sponsored event or activity is one that the University endorses by supporting it financially, or by sending students to participate in it as official representatives of the University. You must notify your instructor in writing during the first week of class of planned absences due to a religious holiday or University-sponsored activity, such as intercollegiate sports or artistic performances. Notification must include proper authorization from an appropriate administrator, such as a dean, department chair, or director of an administrative unit, or their delegate.

D. In the case of a missed exam owing to documented illness or emergency, a make-up will not be given. Instead, your instructor will apply “grade averaging” (*i.e.* the average from your other exam scores will be used as your score on the missed exam). For all other absences: At least **two weeks in advance**, you must (a) notify your instructor and (b) submit a request for grade-averaging with any necessary documentation to your course instructor who will then forward it to the supervising committee that will make the final decision. If the request is approved, your instructor will apply grade-averaging.

5. GRADE AND ASSESSMENT INFORMATION

A. GRADING SCALE FOR SPN 610D

All of your grades will be posted on Blackboard. They will be kept in numerical form until the end of the semester, when they will be averaged to determine the final letter grade. Final letter grades are assigned according to the following percentage totals:

93-100	A	73-77.9	C
90-92.9	A-	70-72.9	C-
88-89.9	B+	68-69.9	D+
83-87.9	B	63-67.9	D
80-82.9	B-	60-62.9	D-
78-79.9	C+	0-59.9	F

B. GRADE DISTRIBUTION AND COURSE ASSESSMENTS

Your instructor will post your grades regularly on Blackboard. There is no curve or extra credit available. Do not expect to receive a passing grade simply because you complete all requirements. To receive an “A”, all or most of your work must be excellent. A “B” indicates that your work is very good. A “C” means that your work is adequate and you may continue with the next course. Please keep in mind that a grade of C or higher in this course is required in order to continue in Spanish. A grade of C- or Pass is not sufficient to go to the next level. Final letter grades are assigned according to the following percentages. Your performance in class is assessed using the following distribution:

Final Exam	20%
Exams (3)	25% (8%, 8%, 9%)
Final chapter tasks (4)	15%
Reading activities (4)	10%
Lab activities (5)	10%
¡A Hablar! (4)	10%
Quizzes	5%
Homework	5%

- Final Exam:** The final exam is comprehensive and will assess your knowledge of vocabulary, grammar and pragmatic / sociolinguistic material covered throughout the semester. It will also assess the fundamental skills developed in the course (e.g. listening comprehension, reading, writing, and data analysis).
- Exams:** There are three exams in this course (after chapters 1, 2 and 3). The focus of each exam is the material from the most recent chapter. However, since learning a second language is a cumulative process, you should also expect to encounter previous material on exams. The dates are listed on your course calendar.
- Readings:** Toward the end of each chapter, you will complete a reading assignment (called “*Noticias y sociedad*”). You will do the activities at home and will turn them in on the dates indicated in your course calendar. These are in-depth activities that require you to think about both familiar and unfamiliar vocabulary and grammatical structures as well as the content and organization of each text. Plan to set aside several hours in order to complete each one, as this process will help you develop stronger reading and linguistic skills.
- Final Tasks:** At the end of each chapter, there is a Final Task (“*Nuestra tarea final*”) in which you will need to demonstrate your mastery of the chapter content, in terms of vocabulary, grammar and pragmatics. Each final task has a unique objective and stresses a different communicative skill. The dates are listed on your course calendar.
- ¡A Hablar!:** This is one of the oral components of the course. Once per chapter, you will spend 25-30 minutes speaking in small groups. These discussions will be unrehearsed, and will relate directly to the chapter themes. Your grade will be based on your ability to express yourself, maintain a conversation and interact effectively with others. The dates are listed on your course calendar.
- Lab:** Six times during the semester, your class will spend a 50-minute session in the computer lab. These lab sessions will involve activities consisting of both listening and speaking, as well as data analysis and self-evaluation. These activities not only give instructors the opportunity to assess the speaking skills of students on an individual basis, but also encourage students to reflect on their own proficiency, thereby increasing self-awareness. Your lowest lab score will be dropped (*i.e.* only the 5 highest scores will be counted).
- Quizzes:** There will be a variety of quizzes during the semester. These quizzes will help you determine your strengths and weaknesses in order to better prepare for major assignments and exams.
- Homework:** You will be assigned homework each class period to ensure that you are making progress with the material. Your homework will be checked and/or collected periodically, so make sure to keep up with assignments.

C. ASSESSMENT

The goals of this course are two-fold. Throughout the semester, you will be acquiring knowledge (e.g. vocabulary, grammar) and you will be developing skills (e.g. reading strategies, data analysis). Therefore, course assessments are designed to reflect your progress in both of these areas. The assessments can include material not explicitly seen previously but that is closely related to the course content and tests a student's ability to apply acquired information and abilities.

Knowledge

Vocabulary:

You are responsible for all words and phrases on the vocabulary lists. You should know the meaning, gender and spelling of these items. Furthermore, you will be expected to use these words within a context. Therefore, make sure you know not only the English translations for the words, but also understand how they would be used in Spanish discourse.

Grammar:

You are expected to know all grammar structures included in the course syllabus. Make sure you fully understand all formulas and rules. For verb conjugations, you will be expected to know how to conjugate not only regular verbs, but also irregular verbs and verbs with spelling changes and stem changes.

Terminology:

In order to talk effectively about language, you will be expected to know the appropriate terminology. You should be prepared to answer questions involving technical linguistic terminology and/or identify these elements both in class and on exams or other assessments.

Sociocultural:

Your instructor will expose you to different interactional contexts and a variety of dialects and their principal characteristics throughout the semester. You must familiarize yourself with this material and will be expected to recognize these features on exams and other graded assignments.

Skills

Reading:

Of the four skills (reading, writing, listening, speaking), the ability to read is typically retained for the longest period of time. With this natural tendency in mind, one of the main goals of our program is to develop strong reading skills that will stay with you for years to come. In this course, you will be given many opportunities to develop these skills, both in groups and individually, both at home and in-class. You will develop skills such as skimming, recognizing cognates, making inferences, etc. It is in your best interest to work pro-actively on developing these reading skills at home, since you will be tested on your ability to read and comprehend unfamiliar texts containing unfamiliar vocabulary and to do so with relative speed.

Data analysis:

Our department implements a guided inductive approach to language learning. This means that you will be exposed to language data (written or oral) and will be encouraged to formulate your own rules and test your own hypotheses regarding language forms and structures. Since a substantial part of the course will involve this type of data analysis, you should expect to be tested on this skill via graded assignments and exams. In other words, you will not only be expected to reproduce language practiced in the classroom, but will also be given new data, about which you will be asked to draw conclusions.

D. EXAMINATIONS. PLEASE CHECK THE COURSE CALENDAR FOR EXAM DATES.

IMPORTANT INFORMATION ABOUT THE FINAL EXAMINATION

The listening comprehension section of the exam will be given on the last day of classes. The written section of the exam will be during the final examination period. Please note that the written final exam will NOT follow the date and time listed in the Course Schedule. **The Registrar's Office will publish the Final Exam Schedule approximately three weeks prior to the end of the semester.** Once the Final Exam Schedule is published by the Registrar's Office, students can access their individual exam schedule at <https://utdirect.utexas.edu/registrar/examschedule.WBX>

There is an officially scheduled make-up for the written final exam ONLY for students who cannot attend the final exam owing to a conflict with another regularly scheduled UT exam or a UT university-sponsored activity at which your attendance is mandatory. There is no University policy that provides relief to students who have three examinations scheduled the same day. In order to be placed on the Make-up Written Final Exam roster, you must, **two weeks in advance**, present a copy of your final exam schedule indicating the conflict or the documentation for a university-sponsored event (See 4C). Students whose names are not on the roster will not be allowed to take the Make-up Written Final Exam and will receive a grade of 0 for that part of the exam. **DO NOT PLAN TO LEAVE TOWN** UNTIL AFTER THE LAST DAY OF THE FINAL EXAM PERIOD.

E. LATE WORK

No late work will be accepted. Please do not send writing compositions via e-mail or slide them under the office door. Do not write your compositions at the last minute, as last-minute printer problems are not an acceptable excuse for late work.

6. STUDENTS WITH DISABILITIES

The University provides, upon request, appropriate academic adjustments for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students, 471-6259, as soon as possible to request an official letter outlining authorized accommodations. Before course accommodations can be made, the letter from SSD must be presented to the instructor. Approved accommodations will not change the basic elements of the course/class.

7. EXPECTATIONS OF STUDENTS ENTERING SPN 610D

Students are expected to enter this course with a working knowledge of:

- basic word order (placement of adjectives, etc.)
- adjectives (demonstrative, possessive, etc.)
- pronouns (direct object, indirect object and reflexive)
- special verbs (ser and estar, gustar, etc.)
- conjugations of regular, irregular and stem-changing verbs (present, present progressive, preterit and imperfect, periphrastic future, formal and informal commands)
- syntactic constructions (comparison formulas, “tener” + “que” + infinitive, “acabar” + “de” + infinitive, etc.)
- reading strategies (skimming, recognizing cognates, making inferences, etc.)
- listening strategies (tone, content, context, intonation, etc.)
- speaking strategies (circumlocution, fluency, etc.)
- writing strategies (process writing, discourse connectors, paragraph organization, paraphrasing, etc.)
- metalinguistic skills (recognizing parts of speech, recognizing dialectal variation, identifying functional uses of grammar, etc.)

If you feel you have weaknesses in any of these areas, it is your responsibility to review your beginning Spanish materials (corresponding to chapters 1-11 in *Impresiones*) as soon as possible and consider working with a tutor if necessary.

8. STUDENTS' RESPONSIBILITIES

In order to be successful in this course, students must fulfill several responsibilities both in class and at home and must also be able to demonstrate their progress in course assessments.

AT HOME

Language learning, in particular, requires continuous practice. Since it is a process that relies on active participation on the part of the learner, do not expect to master the material simply by coming to class three times a week. In order to perform well in this course, your at-home effort in the following 3 areas is essential:

Homework

Your instructor will assign homework regularly. Many of these assignments are given in order to prepare you for the following class day. Therefore, it is imperative that you complete this work in order to be able to participate in class. Homework is also given to provide you with ample opportunities to practice the course material and identify potential areas of weakness. As a result, you will experience an increase in self-awareness, which will enable you to take a proactive stance in your progress, thus becoming a more effective learner overall.

Studying

You should not limit your work at home only to homework assignments collected by your instructor for a grade. Instead, you should also study the course material on a regular basis, since attempts to memorize large amounts of material quickly before an exam are not normally successful. You should frequently review grammar rules, vocabulary lists, etc. and take note of any items you may not understand. This will enable you to ask your instructor important questions and resolve issues before a quiz or exam.

Practice

Students often rely exclusively on more passive activities such as re-reading or staring at tables and lists of words / rules. This type of traditional studying is not sufficient in a language course. Students who don't actively use the target language at home often don't develop the automaticity necessary to successfully complete exams and compositions within a limited time frame.

Therefore, on a regular basis, you should also set aside time to:

- practice conjugating verbs
- practice writing sentences, letters, essays, etc.
- practice reading newspaper articles, ads, etc.
- practice speaking with friends and/or classmates
- practice listening via news broadcasts, television or online videos

IN CLASS

Your class meetings are an important opportunity for you to interact with your classmates and your instructor. Participation is an essential component of the course and does not refer exclusively to attendance. Please keep in mind the following elements of our language courses:

Interaction

Language courses are not lecture courses. Instead, classes are student-centered and rely heavily on interaction and collaboration between you and your peers. Much of your work will be pair work and group work, where students are the main participants and the instructor is the facilitator. All students are expected to participate equally in these activities.

Focus

The focus of your attention should be on classroom activities while you are in class. Cell phones, Blackberries, iPods, laptops and outside reading materials are NOT allowed in class, as they limit your participation and are also generally disruptive and disrespectful.

Spanish

In order to improve your oral communication skills, you must practice both listening to and speaking Spanish! Therefore, your instructor will speak almost exclusively in Spanish, which will not only help you learn new vocabulary and grammar structures, but will also increase your comfort level over the course of the semester. In turn, you are expected to speak in Spanish during all activities and for basic functional language (e.g. saying hello, asking to go to the bathroom, asking the instructor to repeat something, etc.). Don't be shy! You won't be graded on the accuracy of your speech in these situations. You are, however, expected to make the effort.

9. MORE IMPORTANT INFORMATION

A. TRANSLATION DEVICES

The abuse of any translation devices (e.g., web-based and/or portable hand-held, etc.) is prohibited. Students should feel free to look for an unfamiliar word or phrase in their English-Spanish dictionary or online, but translating entire paragraphs or an entire assignment from any language into Spanish is not allowed. Your primary source for completing coursework should be the materials provided by your instructor and the skills learned in class. The instructor is authorized to question a student's work if he or she feels that the skills or knowledge exhibited by that student in a particular assignment exceed the scope of the **SPN 610D** course. If a student solicits the help of a tutor in completing any assignment (when permitted), the tutor must print his/her name clearly and sign the assignment. The use of unauthorized translation devices or translation services may lead to academic penalties, including retaking the course.

B. IMPORTANT NOTE ON ACADEMIC HONESTY

The University's Honor Code states: "The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community." Please note that all graded writing (e.g., essays, homework, etc.) done inside or outside of class must be your own work. Writing that appears to be the work of someone else (a friend more proficient in Spanish, a Web or print source) or that appears to be written in English and then translated by an online translation program will not be accepted, and may entail severe penalties beyond just a zero on the particular assignment. If you have any questions about the concept of academic honesty as explained here, or practical questions about when and how to attribute material you take from online or print sources, please talk to your instructor. **Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties**, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For more information, visit the Student Judicial Services web site at www.utexas.edu/depts/dos/sjs/ or call 471-2841.

C. STUDENT CONDUCT AND DISCIPLINE

Any student who, acting singly or in concert with others, obstructs, disrupts, or interferes with any teaching, educational, research, administrative, disciplinary, public service, or other activity or public performance authorized to be held or conducted on campus or on property or in a building or facility owned or controlled by the U. T. System or institution is subject to discipline. For more information, go to: <http://www.utsystem.edu/bor/rules/50000Series/50101.pdf>

D. BLACKBOARD AND EMAIL

This course uses Blackboard (<http://courses.utexas.edu>). You will be responsible for checking the Blackboard course site regularly for class work and announcements. If there is an unscheduled downtime for a significant period of time, your instructor will make an adjustment if it occurs close to the due date for an assignment. All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed about changes in his or her e-mail address. Students are expected to check e-mail on a regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

E. HELP CENTER

A Help Center is available for students to consult with instructors from our program about any course related information you need help with. Your instructor will have a copy of the schedule. The Help Center functions from the third through last week of classes.

10. EMERGENCY EVACUATION POLICY: Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>