

SPAN 105: Introduction to Spanish II
Fall 2005
Moravian College
Dept. of Foreign Languages

Prof. Erica M. Yozell Comenius Hall 402 610-625-7782 emy@moravian.edu I will generally respond to your emails within 24 hs on weekdays and within 48 hs on weekends.	Span 105A: M,W,F 8.50-10.00 Span 105C: M,W,F 10.10-11.20 Office Hours: M 1.45-2.45 pm, W 8-8.50 am, F 11.30-12.30, and by appt.
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Welcome to Spanish 105! This course is the second in a three-semester language sequence designed to help you achieve intermediate-level proficiency in Spanish. The class will be conducted entirely in Spanish. The three-semester sequence is designed to help students achieve at least "Intermediate Low" proficiency upon completion. Students will develop skills in reading, writing, conversation, and comprehension, as well as broadening their cultural understanding of the Spanish-speaking world.

You should expect to dedicate at least **two hours** of study outside of class for every hour of class time. Language learning is a gradual, cumulative process; you will have the greatest success and see the most long-term gain from consistent, daily work. Your conscientious preparation outside of class along with your regular attendance and active participation in class will make it possible for you to:

- Communicate in basic, everyday conversations in Spanish spoken at a normal or near-normal pace.
- Talk about events in the past and the present.
- Read some basic texts in Spanish.
- Write fairly simple texts of different sorts.
- Have a greater understanding of Spanish-speaking countries and of Hispanic cultures.

Textbook and Materials:

- ¡Arriba! Comunicación y cultura. 4th Edition. Authors: Eduardo Zayas-Bazán and Susan M. Bacon. Publisher: Pearson-Prentice Hall. (complete course bundle available at the Moravian bookstore). *Spanish 105 will cover chapters 6-10.*
- OneKey with Quia (part of package)
- Spanish-English Dictionary (part of bundled textbook package)

Blackboard:

I have put together a Blackboard site (<http://blackboard.moravian.edu/>) for this course. You need to enroll yourself — so please do this soon! The access code is **bienvenido**. On Blackboard you will find a copy of the syllabus, the course calendar, and my contact information. As the semester progresses, I will post homework assignments, details on compositions, any changes to the syllabus, and additional information. If you miss class for any reason, you should check Blackboard so that you know what material to prepare and what homework to complete for the next class. **The workbook and lab exercises are through the Quia website**, which you can access through the Blackboard site or independently. I distribute the codes in class to students continuing from Span100; new students will find the codes in the textbook package. The video and review elements are on Blackboard.

REQUIREMENTS AND EVALUATION:

Attendance:

- You need to come to class and be on time. 0-4 absences will not be penalized, but may affect class performance. If you will miss class for a religious holiday, please let me know ahead of time so we can make arrangements for missed work.
- **More than four (4) absences**, for any reason, **will result in a lowering of the final grade by one point for every additional absence** (every absence over four). Exceptions may be granted only in extraordinary circumstances such as prolonged illness or family emergency; these situations may require additional documentation and are not automatically guaranteed. The student would need to make arrangements to complete missed work.
- Arriving **late** (10 min or more) to class **more than four times** will equal one absence.
- Please turn off your cell phone before entering class.

Tests and Final exam: There will be two tests during the semester and one final exam. Each exam is cumulative; while each will focus on the material recently learned, it will also draw on material covered in previous chapters. Make-up exams would be given only in extremely unusual circumstances.

Evaluation of spoken Spanish:

You will have the opportunity to demonstrate conversational proficiency in a conversational exam at the end of the semester. The evaluations will be done in pairs. They will evaluate your fluency, accuracy, appropriate use of vocabulary and grammar structures, and pronunciation.

Quizzes: There will be approximately one quiz per week—some announced, others not. They will be brief and are designed to help both the student and the professor keep track of progress. No make up quizzes will be given.

Compositions:

- You will write four compositions and complete revisions based on feedback. Compositions should be **typed and double-spaced**. Compositions are **due at the beginning of class** and may not be emailed to me unless we have made previous arrangements (i.e. in the case of absence because of religious holiday). Compositions will be evaluated based on vocabulary, syntax, grammar, fulfilling requirements for each assignment, and creativity.
- **Late work will NOT be accepted.**

Group projects: Each week, one group will present a group project on the current events and culture of one of the countries studied. Details will be posted on Blackboard. You must discuss the presentation with the professor at least a week in advance. Since this is a group project that requires collaboration, you will receive a group grade.

Homework: Regular homework will be assigned daily (on Blackboard). It should be hand-written and is due at the beginning of class. Please write on a separate sheet of paper, not in the textbook. **NO LATE WORK WILL BE ACCEPTED.** Seriously. This daily preparation is important for solid language-learning as well as forming the basis for informed class participation.

Online workbook and lab manual: The OneKey workbook on the Quia online platform that accompanies the text gives you the opportunity to practice, self-correct, and identify your strengths and weaknesses before the exam. You should progressively work on the exercises on your own. Students are expected to complete all assigned exercises; grades will be recorded the day of the exam. Up until the exam day, students may re-do exercises for review and practice; the last grade will be the one recorded. Spelling and accents count!

Class participation: Active participation in class is crucial for increasing conversational competence in Spanish. Students are expected to arrive prepared to participate in all class activities by having studied the topics to be covered and having completed all assigned homework. **Active participation** involves speaking and collaborating in paired and group activities, in-class writing, short oral presentations, doing on-line preparatory work, and volunteering thoughtful answers in class discussions. Everyone's presence and lively participation is crucial to our collective success. Simply being present and taking notes does not constitute active participation.

Evaluation:

	Final grade:		
20%	Tests	20%	Compositions
15%	Final Exam	10%	Homework and online workbook/lab
5%	Oral Evaluation	15%	Class participation
10%	Quizzes	5%	Project/Presentation

Letter grades:

95- 100	A	86-83	B	76-73	C	66-63	D
94-90	A-	82-80	B-	72-70	C-	62-60	D-
89-87	B+	79-77	C+	69-67	D+	59-0	F

Academic Honesty:

It is your responsibility to make sure you are familiar with the Policy on Academic Honesty at Moravian College. Plagiarism (presenting someone else's words or ideas as your own) and cheating are serious offenses and will not be tolerated. For detailed information, see the website:

<http://www.moravian.edu/studentlife/handbook/academic2.htm>

Note especially:

“When writing creative or research papers in a foreign language, students may not use electronic translation services. Utilizing such tools without express permission of the instructor constitutes plagiarism. The use of electronic dictionaries for single-word inquiries or short idiomatic expressions is permissible at the discretion of professors in the Department of Foreign Languages.” (Moravian College Academic Honesty Policy, my emphasis)

Americans with Disabilities Act:

Any student with a disability who would like to request accommodations under the ADA must meet first with someone to evaluate his/her case and give specific recommendations to the professor. For learning disabilities and/or ADD/ADHD, see Mrs. Laurie Roth in the Office of Learning Services; for all other disabilities, see Dr. Ronald Kline in the Counseling Center.