

ESPAÑOL 211- OTOÑO del 2019

Sección 3: M,T,W,R 1:00-1:50 304 CCC
Profesora: Renée Craig-Odders
Oficina: 407 CCC
Correo electrónico: rcraigod@uwsp.edu
Horas de oficina: martes, jueves 2:00-2:50 o con cita (by appointment)

LOS TEXTOS:

1. PARA ALQUILAR: Blanco/Colbert. *Enfoques*. Boston: Vista Higher Learning, 5th edition, Boston: Vista Higher Learning, 5th edition, 2020. (Rental)
2. PARA COMPRAR: Blanco/Colbert. *Enfoques: Student Activities Manual and website* Passcode

You may purchase the following at the link below: Supersite Plus (vText) + WebSAM (18-month access – ISBN 978-1-54330-494-7

<https://vistahigherlearning.com/enfoques-5th-edition.html>

This will provide you access to the workbook online and the web activities and will include Spanish 212 provided that you take that course within 18 months

***Nota importante sobre el examen de diagnóstico, el "placement test":** All students who have taken a Spanish class before (e.g. high school) and received a passing grade as well as those who may have gained proficiency outside the classroom, (e. g. native speakers, travel) and who have completed no subsequent coursework in Spanish at the university level must take the placement exam in order to receive credit for courses taken here. The Department of World Languages can award up to 16 credits for courses completed in high school. To qualify for retroactive credit a student must take the placement exam and complete the course into which he/she is placed with a grade of "B- "or better. If you have not yet taken the placement exam, see Karyn Hyler in CCC 488.

LAS METAS DEL CURSO:

Español 211 es el curso del segundo año del nivel intermedio. Las metas principales son:

1. El repaso y el mejoramiento de las habilidades de comprensión auditiva, la conversación, la lectura y la escritura en español.
2. El repaso de la gramática y la expansión del vocabulario.
3. La continuación del estudio de las culturas en España y Latinoamérica.

ENFOQUES tiene las siguientes secciones:

1. Contextos de color rojo
2. Fotonovela azul
3. Enfoques en verde claro
4. Estructura (gramática) morado
5. Cinemateca verde oscuro
6. Lecturas magenta

LOS REQUISITOS DEL CURSO:

1. **La asistencia y la participación:** Asistencia: Es importante estar en clase todos los días. Ausencias en exceso de 1 resultarán en una nota más baja de participación; más de 5 resultarán en una nota de "F" en participación. Si no asistan a pruebas o presentaciones orales sin permiso previo de la profesora no tendrán la oportunidad de volver a realizarlas y recibirán una "F" en la actividad determinada. Si por circunstancias excepcionales no se puede asistir a la clases, es la responsabilidad de cada estudiante enterarse de la tarea (de un(a/e) estudiante de clase o de Canvas

Participación: La participación activa en clase constituye una parte importante de la nota final. Para recibir crédito completo necesita participar plenamente, ser respetuoso de los otros, llegar a tiempo—no salir temprano, y no usar su teléfono celular. El sonar o repasar del teléfono durante la clase va a afectar su nota de participación. Si ve el correo electrónico, los mensajes de texto o sacar fotos durante un examen o prueba, va a recibir un cero para ese examen o prueba.

0 = No está en clase.

1 = Está en clase, pero no está preparado(a) participa, o habla inglés sin permiso.

2 = Está preparado(a), y participa cuando sea necesario.

3 = Está preparado(a) y participa por su propia voluntad.

4 = Está bien preparado (a) y participa activamente.

2. La preparación y la tarea: Es necesario que usted estudie de antemano la lección indicada en el calendario de clase para esa fecha y que tenga completa la tarea para ese día. **NO SE ACEPTARÁ TARDE LA TAREA.** Se debe pensar estudiar dos horas fuera de clase por cada hora dentro de aula. Esto quiere decir que ocho horas es la mínima cantidad de tiempo que se debe pasar preparándose cada semana. La preparación de clase constituye una parte importantísima de su nota e incluye lo siguiente:

- a. Es necesario hacer la tarea asignada del texto para ese día y estar listo/a para discutirla en clase. Se debe escribir la tarea del texto en un cuaderno de tarea (no en el texto).
- b. Hay que completar los ejercicios del Manual de Actividades (páginas 1-72). y Manual de laboratorio (páginas 145- 176). Se tiene que entregar el Manual de Actividades a la profesora los días de las pruebas.
¡OJO! Es la responsabilidad de cada estudiante de autocorregirse antes de entregarlo.
- c. Se debe utilizar el sitio <https://vistahigherlearning.com/school/UWSP> para practicar la gramática y el vocabulario y para escuchar el audio.

3. Habrá varias **presentaciones orales** breves en clase. Trabajarán en parejas o grupos pequeños para preparar y presentarlas.

4. Habrá **cinco pruebas**. Si no está en clase el día de la prueba recibirá 0 a menos que sea por motivo de catástrofe médica documentada. En ese caso, esa prueba no entrará en el promedio final. No se permitirá que se tome una prueba otro día.

5. Habrá **un examen final** comprensivo.

LOS COMPONENTES DEL CURSO Y EL SISTEMA DE CALIFICACIÓN:

Su nota final va a ser basada en los siguientes componentes descritos arriba y representada por un porcentaje según la tabla abajo.

1.	La asistencia y la participación	15%
2.	La preparación y la tarea	25%
3.	Las presentaciones orales	10%
3.	Las pruebas	30%
4.	El examen final	20%

A	=	94-100
A-	=	90-93
B+	=	87-89
B	=	84-86
B-	=	80-83

C+	=	77-79
C	=	74-76
C-	=	70-73
D+	=	67-69
D	=	64-66
D-	=	60-63
F	=	00-59

Statement of Inclusivity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you. **Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class .** All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you may indicate the name that you prefer to be called and identify pronouns with which you would like to be addressed. I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

Spanish is a grammatically gendered language, all nouns are assigned a gender and articles and adjectives must agree with that gender. In the interest of inclusivity, gender neutral language is becoming more common. Please see the link below for a discussion of this topic and some options:

<https://www.spanishgurus.com/blog/gender-neutral-spanish-details/>

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. All incomplete course assignments must be completed prior to the end of the next academic semester.

Inform Me of Any Accommodations Needed

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact me as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance;
- or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

CALENDARIO DE CLASE:

SEMANA 1 9/3- 9/5	<ul style="list-style-type: none"> 1. Introducción del curso 2. Capítulo 1: Contextos y Fotonovela 3. Contextos y fotonovela
SEMANA 2 9/9- 9/12	<ul style="list-style-type: none"> 4. Enfoques y Estructura: presente del indicativo 5. Estructura: ser y estar 6. Estructura: presente del progresivo 7. Cinemateca
SEMANA 3 9/16- 9/19	<ul style="list-style-type: none"> 8. Lecturas 9. Repaso de cap. 1 10. PRUEBA 1 ENTREGAR el Students Activites Manual (CUADERNO de trabajo) 11. Capítulo 2: Contextos y fotonovela
SEMANA 4 9/23 – 9/26	<ul style="list-style-type: none"> 12. Enfoques y Estructura: pronombres indirectos y directos 13. Estructura: gustar y verbos similares 14. Estructura: verbos reflexivos 15. Estructura: verbos
SEMANA 5 9/30-10/3	<ul style="list-style-type: none"> 16. Cinemateca 17. Lecturas 18. Repaso 19. PRUEBA # 2 ENTREGAR el Students Activites Manual (CUADERNO de trabajo)
SEMANA 6 10/7-10/10	<ul style="list-style-type: none"> 20. Capítulo 3: Contextos y fotonovela 21. Estructura: El pretérito 22. Estructura: el imperfecto 23. Estructura: el pretérito vs. el imperfecto
SEMANA 7 10/14 – 10/18	<ul style="list-style-type: none"> 24. Cinemateca 25. Lectura 26. Lectura 27. Repaso de cap. 3
SEMANA 8 10/21 – 10/25	<ul style="list-style-type: none"> 28. PRUEBA #3 ENTREGAR el Students Activites Manual (CUADERNO de trabajo) 29. Capítulo 4: Contextos y Fotonovela 30. Enfoques 31. Estructura: el subjuntivo presente
SEMANA 9 10/ 28 – 10/31	<ul style="list-style-type: none"> 32. Estructura: el subjuntivo presente 33. Estructura: los mandatos 34. Estructura: preposiciones por y para 35. Cinemateca

- SEMANA 10
11/4 – 11/8
- 36. Lectura y cultura
 - 37. Repaso
 - 38. **PRUEBA # 4**
 - ENTEGAR el Students Activities Manual (CUADERNO de trabajo)
 - 39. **Capítulo 5:** Contextos y fotonovela
- SEMANA 11
11/11 – 11/15
- 40. Enfoques
 - 41. Estructura: comparativos y superlativos
 - 42. Estructura: el subjuntivo en cláusulas adjetivas
 - 43. Estructura: las expresiones negativas y positivas
- SEMANA 12
11/ 18 – 11/21
- 44. Cinemateca
 - 45. Lectura
 - 46. Cultura
 - 47. Repaso de cap. 5
- SEMANA 13
11/25 – 11/27
- 48. **PRUEBA #5**
 - ENTREGAR el Students Activites Manual (CUADERNO de trabajo)
 - 49. **Capítulo 6:** Contextos
 - 50.
- SEMANA 14
12/2 – 12/5
- 51. Fotonovela y enfoques.
 - 52. Estructura: el futuro
 - 53. Estructura: el subjuntivo en cláusulas adverbiales
 - 54. Estructura: preposiciones a, hacia y con
- SEMANA 15
12/9 – 12/ 12
- 55. Cinemateca
 - 56. Lectura
 - 57. Repaso
 - 58. Repaso

Examen final: Sección 3: martes, 17 de diciembre de 08:00-10:00