

## ESPAÑOL 314 – Primavera de 2023

Sección 2 y 2H\*: T/R 11:00:-12:15 CCC 305

Profesor: Renée Craig-Odders  
 Oficina: 407 del CCC  
 Correo electrónico: rrcraigod@uwsp.edu  
 Office hours: M/W 1:00-1:50

### COURSE MATERIALS:

#### 1. REQUIRED:

{,;p\i32wghhhhoi CONNECT: ONLINE ACCESS for AVANCE (digital purchase)nmjk/

2. OPTIONAL RENTAL: Bretz, Dvorak, Kirschner, Bransdorfer, Kihyet. *¡Avance! Intermediate Spanish*. Boston: McGraw Hill, 3rd edición, 2014.

### LAS METAS DEL CURSO:

Hay tres metas principales de Español 314:

1. El repaso y el mejorar de las habilidades de escuchar, hablar, leer y escribir español con una énfasis en las destrezas de escribir.
2. El repaso de la gramática española y el aumentar del vocabulario.
3. La continuación de aprender más de los asuntos actuales que enfrentan las culturas del habla español.

### LOS REQUISITOS DEL CURSO:

1. **La ausencia y la participación:** . Asistencia: Es importante estar en clase. Si por circunstancias excepcionales no se puede asistir a la clase, es la responsabilidad del estudiante enterarse de la tarea y prepararse para la próxima clase. 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. (In the event of having to hold class virtually, I will expect you to treat virtual classes just as you would in-person classes and to participate just as would if we met in the classroom).

0 = No asiste a la clase

.5 = Está en clase, pero no participa, entra tarde o sale temprano, no toma la clase en serio.

1 = Participa activamente /trata de añadir algo a la discusión

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 completada la tarea para ese día particular. Se debe pensar estudiar dos horas por cada hora de clase (you should plan to spend at least two hours preparing for each class. Esto quiere decir que **seis 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. Hay que hacer la tarea asignada para ese día y estar listo para discutir la lectura.

b. Es necesario completar todos los ejercicios indicados en CONNECT

3. Usted entregará **dos composiciones** a lo largo del semestre. Recibirá el tema del trabajo unas clases antes de la fecha límite de la composición (véase el calendario de clase). Cada trabajo va a tratar de un tema literario o cultural estudiado durante el curso. Consistirá en aproximadamente 300 a 400 palabras-, escrito por computadora, a renglón abierto, con márgenes de una pulgada, con título y del tipo Times New Roman de 12 puntos. Después de entregar la composición usted va a recibirla con sugerencias para mejorarla. Tendrá que revisarla poniendo las correcciones en la composición; ¡no quiero que escriba de nuevo la composición! Recibirá una nota para la primera versión y para la revisión; su nota final será el promedio de estas dos.

4. Ustedes en pares o en grupos pequeños van a presentar **dos breves presentaciones orales**.

5. Habrá **dos exámenes**.

6. 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 el gráfico abajo.

1.	La asistencial y participación	10%
2.	La tarea online (CONNECT)	20%
3.	La práctica online – (CONNECT)	10 %
4.	Las composiciones (2)	15%
5.	Las presentaciones orales (2)	10%
6.	Los exámenes (2)	20%
7.	El examen final	15%

A	=	93-100	B	=	83-86	C	=	73-76	D	=	63-66
A-	=	90-92	B-	=	80-82	C-	=	70-72	D-	=	60-62
B+	=	87-89	C+	=	77-79	D+	=	67-69	F	=	00-59

### 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 somewhat arbitrarily 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/>

### For Concerns or Complaints Contact Your Professor First

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. Your professor is your first point of contact for any issues with this course. If you have a concern or complaint regarding this course, please make an appointment to discuss this with me as soon as possible.

### 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 Resource 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 Resource Center is located in CCC 108 and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at [drc@uwsp.edu](mailto:drc@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.

**EL CALENDARIO DE CLASE:**

<u>Semana</u>	<u>Día</u>	<u>Capítulo</u>	<u>Materia</u>
1 (24 de enero)	martes jueves	6	Introducción al curso “Bienvenidos”
2 (31 de enero)	martes jueves	6	Vocabulario y gramática Vocabulario y gramática
3 (7 de feb)	martes  jueves	6	Gramática Recibir el tema para COMPOSICIÓN 1 Gramática y un poco de todo A leer <b>COMPLETAR CAP 6 en CONNECT</b>
4 (14 de feb)	martes jueves	7	Vocabulario y Gramática Entregar COMPOSICIÓN 1
5 (21 de feb)	martes jueves	7	Gramática y un poco de todo PRESENTACIÓN ORAL 1-trabajar con compañeros
6 (28 de feb.)	martes jueves	7 7	PRESENTACIÓN ORAL 1- presentar en clase Repaso <b>Entregar REVISIÓN 1</b> <b>COMPLETAR</b> capítulo 7 en CONNECT
7 (7 de mar)	martes jueves	8	Vocabulario y gramática EXAMEN 1 (de cap. 6 y 7)
8 (14 de mar)	martes  jueves	8	Gramática Recibir el tema para COMPOSICIÓN 2 Gramática
18 de marzo a 26 de marzo: SPRING BREAK			
9 (28 de mar)	martes jueves	8	Repaso de cap 8 <b>COMPLETAR</b> cap. 8 en CONNECT
10 (4 de abr)	martes  Jueves	9 9	Vocabulario y Gramática Entregar COMPOSICIÓN Vocabulario y Gramática
11 (11 de abr)	martes jueves	9	Gramática y un poco de todo Gramática y un poco de todo
12 (18 de abr)	martes  jueves	9	A leer y Repaso <b>COMPLETAR</b> cap 9 de CONNECT EXAMEN 2 due (de cap. 8 y 9)
13 (25 de abr)	martes jueves	10	Vocabulario y gramática PRESENTACIÓN ORAL 2- trabajar con compañeros <b>Entregar REVISIÓN 2</b> de Comp. 2
14 (2 de mayo)	martes  jueves	10	PRESENTACIÓN ORAL 2- presentar en clase Gramática Gramática y un poco de todo

15 (9 de mayo) martes 10 Repaso y A leer  
jueves COMPLETAR cap. 10 en CONNECT

Horario de examen:

Sec. 02 y 02H	May 17, 2020	Wednesday May 17	.8:00-10:00
---------------	--------------	------------------	-------------