

Spanish 312

Instructor:

E-mail:

Office:

Mailbox:

Term:

Phone:

Web Site:

Office Hours:

Course Description:

Spanish 312, advanced meets three hours per week with a weekly one-hour of service required. Spanish 312 is the second term of the stylistics sequence during this course student will review grammatical structures focusing primarily on improving writing skills. This course will begin to familiarize student with the format of the Drexel proficiency exam, which is part of the requirement for a Minor in Spanish. Students are expected to work in pairs and groups in class. The class will be held in the target language.

Learning Objectives:

Students:

1. Will improve their writing skills, including their ability to respond critically to current news articles. Students will write numerous drafts of papers in order to learn self-editing techniques. By the end of the course students should be able to write a 4-5-page paper.
2. Will continue to improve their oral expression and be able to discuss complex topics in Spanish. At the end of the course students should be in the Advanced Midrange on the ACTFL oral proficiency guidelines.
3. Will become more familiar with current issues in Hispanic societies through news articles read in Spanish.
4. Will discuss issues read news articles to broaden their knowledge of culture and language.
5. Will review grammatical structures that pose difficulties for second language students.

Textbook:

Whitley, Stanley M. & González, Luis. (2007). Gramática para la composición, 2nd edition. Washington, D.C.: Georgetown University Press.

Course requirements:

Withdraw Policy: Drexel University allows students to withdraw from a course through the end of the sixth week of the term. This means that a student will not be allowed to withdraw from a course, even if she/he is failing, after the sixth week of the term. The number of times she/he has already been absent, and the result of his/her midterm testing and other evaluations (chapter tests, quizzes, homework) are his/her best guide to decide whether or not she/he should withdraw from the course.

Attendance policy: Because learning a foreign language is a participatory endeavor, attendance is mandatory. Students are allowed to miss **no more than ten percent of the class time** during the term. Students who exceed the maximum number of allowable absences will find that their final grade will be adversely affected.

1. Students should arrive on time and leave by the time the class ends. If they arrive late or leave early, their participation should be lowered.

2. Lateness to class or leaving early class may affect students' attendance: two days arriving late to class will become an absence. Two days that a student leaves early class will become an absence too.

Participation in the class: students are expected to participate actively in class. If they are not in class, **they are not able to receive credit for participation in class.** Description of the participation grades:

A: Student attends class. She/he speaks Spanish in class. She/he is focused in class, participates freely, and asks questions. She/he volunteers rather than waits to be called on. She/he shows signs of reading assigned pages and completing assignments, which means coming to class prepared.

B: Student is sometimes absent. She/he usually waits to be called. She/he speaks English in class at times although responds to questions in Spanish when called on. She/he is generally prepared for class.

C: Student usually attends class. She/he speaks more English than Spanish in class. She/he is not usually prepared. She/he rarely attempts to ask questions.

D: Student is absent frequently. She/he is not prepared; she/he arrives late; she/he leaves early.

F: student cannot participate in class if he/she is not in class.

The grade will be calculated as follows:

Pop Quizzes	20%
Assignments	8%
Reflective Writing	10%
Participation	6%
Service Component	20%
Essays (2)	10%
Spanish Events (3)	12%
Midterm Exam	7%
Final Exam	<u>7%</u>
	100%

A+ = 98-100

B+ = 87-89

C+ = 77-79

D+ = 67-69

A = 93-97

B = 83-86

C = 73-76

D = 63-66

A- = 90-92

B- = 80-82

C- = 70-72

Pop Quizzes: these are random short quizzes. Quizzes or exams missed due to **a serious illness or extreme circumstances** will be dealt with on an individual basis.

Assignments: the class requires reading the textbook at home and answering the exercises assigned by the instructor. Assignment is crucial for the success of the class. Students must write the exercises assigned either on the textbook or on their notebook. Nobody will receive credit for the homework if that is left at home.

Reflective writing: is not a report of factual information. Reflective writing is an expression of the students' expectations, perceptions, and feelings towards the news that pertain to the Spanish speaking world. In other words, it is the expression of the student's interpretation and feelings towards the content of what they read. The students should do five reflecting writings during the term. These reflecting writings should be typed (12 font), doubled space, and **at least one page**

long. The margins on the left and right sides are 1.25. The margins on top and bottom are 1 inch. Grammatical accuracy is part of the grade. Follow the calendar to hand this material. Some websites to read news in Spanish are these:

<http://www.abyznewslinks.com/>

Participation: This was explained under course expectations above.

Service Component: This activity consists in teaching Spanish to children in the West Philadelphia Public Library branch located on the corner of 40th street and Walnut. Ten hours per term are the requirement and writing a journal entry on their experience per week. Students must commit to go to the library either on Monday or Wednesday from 4:00 to 5:00 PM. Spanish curriculum and materials will be provide to students.

Journal: Students are required to write one journal entry a week on their service component experience; it will be checked once a week. Journals should be at least fifteen- sentence long. . Journals are due a class after they go to the West Philadelphia Public Library.

Essays: Students will write four-page essays on topics assigned by the instructor.

Guidelines to write the essays:

1. Essays are due first class of the week.
2. Essays should be typed (12 font) and double space.
3. The margins on the left and right sides are 1.25. The margins on top and bottom are 1.
4. Essays should be four pages long. Notes and references do not count for the total number of pages.
5. Essays should include at least two references: one can be a website. The other must be a book or article not available on websites.
6. If the essay is not handed in on the day and time due, the grade will be lower one grade per day that the essay is late.

Topics will be assigned by each instructor.

To check the guidelines to write a scholarly paper with proper citations, please go to:

<http://www.library.drexel.edu/resources/guides/FreshmanWriting.html>

If a student wishes to write his essays on a different topic other than the two topics stated above, he/she must inform his/her instructor two weeks before the due dates. He/she must hand in the paper's bibliography and topic.

Spanish Events in Philadelphia: Students should attend to three events related to the Spanish speaking culture that takes place in Philadelphia (not at Drexel University). One of those events is to take the guided tour in Spanish that the Art Museum offers; it's the second Sunday of each month. The others may be films and or parades, etc. Students should check the newspaper to search for those events. Students should write a one-page report where they explain the event. They should also comment on their effect on students' knowledge of the Spanish speaking culture. Students should attach the ticket stubs to the report when necessary.

Midterm: It covers the material seen from the first day of classes up to the fifth week.

Final: It covers the material seen from week six to week eleven of classes. The Student Administrative Services Office (SAS) schedule the final exams on a University-wide basis. The final exam date **cannot** be changed and may not correlate to the class meeting time/days. **Final exam week runs Monday through Saturday. The Modern Language programs must abide by the final exam day and time scheduled by SAS.**

Mode of Instruction: All class sessions are a combination of short lecture, pair and group work activities.

EXPECTED LEARNING OUTCOME

This course will provide students with a fundamental understanding of the Spanish language in several core competencies. Specifically, the five areas of assessment are: listening, reading, spoken interaction, spoken production, and writing. Below is a table intended to clarify the expected learning outcome for students of this Spanish 312 course, which align with the ACTFL standards for language learners at the “Advanced Mid-High” level. For more information on these metrics, please see the ACTFL Proficiency Guidelines.

Listening	Reading	Speaking	Writing
At the Advanced Mid sublevel, listeners are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter	At the Advanced Mid sublevel, readers are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, facts, and many supporting	Speakers at the Advanced Mid sublevel are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance. Advanced Mid speakers demonstrate the ability to narrate and describe in the major	Writers at the Advanced Mid sublevel are able to meet a range of work and/or academic writing needs. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect. They are able to write straightforward summaries on topics of general interest. Their writing exhibits a variety of cohesive devices in texts up to several paragraphs in length. There is good control of the most frequently

<p>knowledge, but also from an increasing overall facility with the language itself.</p> <p>At the Advanced High sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge.</p>	<p>details.</p> <p>Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex.</p>	<p>time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.</p>	<p>used target-language syntactic structures and a range of general vocabulary. Most often, thoughts are expressed clearly and supported by some elaboration.</p> <p>This writing incorporates organizational features both of the target language and the writer's first language and may at times resemble oral discourse.</p>
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As well as gaining a fundamental understanding of the Spanish language, this course will provide the students the tools to develop the **Standards for Foreign Language Learning: the five Cs**, describe the content what students should know and be able to do in foreign language education (Communication, Cultures, Connections, Comparisons, Communities).

Communication: communicate in language other than English.

Standard 1.1: students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.2: Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

Cultures: Gain knowledge and understanding of other cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspective of the culture studied.

Connections: connect with other disciplines and acquire information

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons: Develop insight into the nature of language and culture

Standard 4. 1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Standard 4.2: Students demonstrate understanding of the concept of the world through comparisons of the cultures studied and their own.

Communities. participate in multicultural communities at home and around the world

Standard 5. 1: Students use the language both within and beyond the school setting.

Standard 5. 2. students show evidence of becoming life-long learners by using language for professional enjoyment and enrichment.

To promote the acquisition of the 5Cs, Spanish 311 and 312 include the service component, journal and Spanish Events in Philadelphia that were previously described. They are also encouraged to practice with a conversation partner if their speaking skill is weak and needs to be sharpened.

Drexel University encourages all students to study and/or work abroad as part of their academic program.

Available options include:

1. Intensive Language Study Abroad:

Various programs are available, primarily in the summer. Information is available on the Study Abroad website: <https://drexel.studioabroad.com/> and also at the Modern Language Programs office (Language & Communication Center 210) <http://www.drexel.edu/culturecomm/lang/>, in the IAS Office (MacAlister 2024) <http://www.drexel.edu/ias/>, and in the Office of International Programs (Randell 230) <http://www.drexel.edu/international/>

2. Co-op and Internships Abroad:

Drexel Abroad programs in languages and the liberal arts are administered by the director of International Area Studies and include study-internship programs in Europe and intensive language programs in China, Japan and Russia. They require junior status, with a 3.0 average (3.5 for pre-juniors), completion of level 203 of the target language (except in London), and at least two upper-division courses in history, politics and sociology. Internships in Belgium are with the European Parliament, and in other countries with multinational corporations or with organizations and agencies in a variety of disciplines. <http://www.drexel.edu/scdc/coop/abroad/>

3. International Programs:

The Office of International Programs offers a number of discipline-specific programs abroad (most of which do not require substantive language skills), including the opportunity for Drexel students in a variety of majors to study/co-op in London. Information is available on the Study Abroad website: <https://drexel.studioabroad.com/>, by emailing the Study Abroad office at: studyabroad@drexel.edu or by contacting Daniela Ascarelli, Study Abroad Director at (215) 895-1704.

<u>Week</u>	<u>Lessons</u>
Semana I	Review & Lección 19 Journal
Semana II	Lección 19 & 20 Reflective Writing 1 Journal
Semana III	Lección 21 & 22 Service Module (3 hours) Spanish Events in Philadelphia (1) Journal
Semana IV	Lección 22 & 23 Reflective Writing 2 Essay I Journal
Semana V	Lección 23 & 24 Midterm Journal Service Module (Minimum: 5 hours)
Semana VI	Lección 24 & 25 <u>Last week to withdraw from a course</u> Reflective writing 3 Journal
Semana VII	Lección 25 & 26 Spanish Events (2) Journal
Semana VIII	Lección 26 & 27 Reflective Writing 4 Service Module (Minimum: 8 hours) Journal
Semana IX	Lección 27 & 28 Reflective Writing 5 Journal
Semana X	Lección 28 & 29 Journal Spanish Events in Philadelphia (3) Essay II

Academic Policies

Please review the following applicable policies and statements regarding classes at Drexel University.

- [Office of the Provost: Policies on Academic Misconduct](#)
- [Office of Student Conduct and Community Standards: Academic Integrity Policy](#)
- [Office of Disability Services: Students with Disability Statement](#)
- [Office of the Provost: Course Drop Policy](#)

Course Change Policy

This syllabus is designed to provide students with ample understanding of course expectations, so that meeting these expectations is a clear and attainable goal. Changes may be implemented at any time, before or during the course, at the instructor's discretion. In the event of any changes to the syllabus, students will be provided with an updated copy via email.