



Spanish 2311-Foreign Language

Course Syllabus: Fall 2018

"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."

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The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Course Description: 3 credit hours.

Lecture/Lab/Clinical: Three hours of class each week.

Prerequisite: [SPAN 1312](#) or approval of instructor.

The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world

Additional Description: This course is designed as a continuum of Spanish III Pre-AP with grammar reviewed, refined, and expanded. Through speaking, listening, reading, and writing activities, students achieve a basic proficiency in language fluency. Much more emphasis is placed on conversation as students strive to achieve the most authentic spoken accent. History and culture are enhanced through a study of literature. All work is completed in the target language with command of the language being indicative of acquired skills and vocabulary

Prerequisite: Spanish III Pre-AP or guidelines of PISD and NTCC

Required Textbook(s):

Así se dice! Level 4, Conrad Schmitt, Texas Edition, 2015

Una Vez Más, Prentice-Hall; 3rd edition, 2007

Triángulo Aprobado 5th Edition-Wayside Publishing-Barbara Gatski and John McMullan 2013, Fifth Edition

AP Spanish: Language and Culture Exam Preparation- Vista Higher Learning , Jorge Frisancho Maria T. Redmon,
Marta Lucia Restrepo Bravo 2013

Temas-Vista Higher Learning-José A. Blanco, 2014

Leyendas del mundo hispano -Prentice Hall Bacon, Humbach, Bikandi-Mejias, Coutad
2004, Second Edition

Momentos cumbres de las literaturas hispánicas -Pearson Prentice Hall, Rodney T. Rodríguez, 2004

Abriendo Paso- Lectura-Prentice Hall, José M. Díaz and Stephen J. Collins, 2005,

Galería de Arte y Vida-McGraw Hill Glencoe, Margaret Adey and Louis Albini 2005

Latinoamérica-su civilización y su cultura
by Heinle & Heinle , Thomson Learning, Eugenio Chang-Rodríguez,
2000, Third Edition <http://latinoamerica.heinle.com>

Abriendo Puertas-Antología de literatura en español Tomo I y II
McDougal Littell and Nexttext, 2003 www.nexttext.com

**Publisher: McGraw-Hill-
Education-for Así se dice! Level 4**

ISBN Number:
13: 9780021388226

Recommended Reading(s):N/A

Student Learning Outcomes:

1. Knowledge: recall literal translation of word.
2. Comprehension: discuss meaning and how/when vocabulary is used in target language.
3. Application: apply appropriate vocabulary in various situations.
4. Analysis: distinguish appropriate social setting and context for use of vocabulary
5. Synthesis: formulate creative use of vocabulary in target language; circumlocution.
6. Evaluation: Revise; edit; paraphrase in target language.
7. To speak, read, write, comprehend, and improve the level of Spanish from Intermediate-low to Intermediate-High and/ or Advanced level as described by the National Standards of Language Proficiency by ACTFL. The levels consist of the five C's: communication, cultures, connections, comparisons, and communities.

Course Objectives:

Upon successful completion in the course, students will have demonstrated proficiency in the following areas at an Intermediate-High level of Proficiency as described by ACTFL:

1. Oral Communication Skills: Listening and Speaking

Students are provided opportunities to:

- a. reproduce sounds and intonation patterns in meaningful contexts
- b. interpret face-to-face speech in a standard dialect on every day, topics.
- c. follow the essential points of a discussion, speech, or explanation on topics in a special field of interest
- d. interpret oral language when encountered in a variety of media, including radio, television, cinema, and theatre
- e. express opinions
- f. describe particular interests and special fields of choice
- g. participate in casual conversations about current events, work, family, and autobiographical information

2. Written Communication Skills: Reading and Writing

Students are provided opportunities to:

- a. use appropriate words, phrases, or sentences
- b. use expressions needed for daily life situations
- c. expand the use of fundamental grammatical constructions

3. Culture

Identify the history and culture of another people within a range of situations.

Students are provided opportunities to:

- a. experience various aspects of another culture
- b. analyze that behavior is conditioned by culture

4. Language and Cross-Culturalism

Students are provided opportunities to:

- a. recognize the interrelationship of languages
- b. recognize the role of nonlinguistic elements in communication
- c. recognize that some language features are unique

Lectures & Discussions:

See- Other Course Requirements

Evaluation/Grading Policy:

1st nine-weeks grade = 40% -Test grades = 75 %+ Daily grades = 25%

2nd nine-weeks grade = 40% -Test grades = 75 %+ Daily grades = 25%

Semester Exam grade= 20%

Semester grade = 100%

Tests/Exams:

There will be four to five major tests each nine weeks.

Retests are not allowed.

Cheating on a test will result in a zero and PHS procedure will be followed.

No extra credit work is given.

1. Grammar tests from Una Vez Más, Triángulo Aprobado 5th Edition, AP Spanish Language and Culture Exam Preparation and or Temas.
2. Vocabulary tests-corresponding to units in Triángulo Aprobado 5th Edition , AP Spanish Language and Culture Exam Preparation and or Temas.
3. Essays- assigned topics-informal –from Triángulo Aprobado 5th Edition, AP Spanish Language and Culture Exam Preparation and or Temas -one informal every week-
a letter to a friend, a message, an email, reaction to text, poem, weekly journals. One formal essay writing per nine weeks–250 words –usually the topic is taken from a reading selection or vocabulary unit. .
4. Speaking- the students must speak for two minutes on the assigned topic from the vocabulary unit and assigned units-giving direction, stating advantages and disadvantages, giving instructions, etc.
5. Listening tests-students have assigned listening activities which they must answer multiple choice questions that checks for comprehension-one per week-Triángulos Aprobado 5th Edition, AP Spanish Language and Culture Exam Preparation and or Temas.
6. Reading selections-nine per nine weeks-the composition is assigned with reading selection or the vocabulary topic.
7. Other activities are selections of grammar, or vocabulary, or reading, or listening comprehension-many from released AP exams.

Assignments:

Daily class assignments are posted on the web at http://phs.parisisd.net/index.php?pageID=35979_3
According to the PHS Handbook all students with an E-Day are to return to class prepared for that day.

Student Responsibilities/Expectations:

It is vital that you work the class assignments. The assignments are to be turned in at the beginning of the period. It is important that you clearly label the section and page number assignment. Homework must be written in ink and on one side of loose leaf paper. All tests must be made up within one week. Any late assignment is due the next class day. All writing assignments (paragraphs/compositions) must be written on every other line. Classes are Monday through Friday for 50 minutes a day in room 2408. Class is made up of lecture, lab and internet. Class attendance policy is the policy of PISD. Course Placement testing is under the guidelines of NTCC and PISD.

Other Course Requirements:

El Cantar de Mío Cid

El Ingenioso Hidalgo Don Quijote de la Mancha

Una Vez Más- first 7 chapters

TriánguloAprobado Unit One: Los Desafíos Mundiales

Theme: Global Challenges- Desafíos Mundiales [CR6a]

Contexts Covered:

- Economic Issues / Los temas económicos
- Environmental Issues / Los temas del medio ambiente
- Philosophical Thought and Religion / El pensamiento filosófico y la religión
- Population and Demographics / La población y la demografía
- Social Welfare / El bienestar social
- Social Conscience / La conciencia social

Essential Questions:

- *¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?*
- *¿Cuáles son los orígenes de esos desafíos?*
- *¿Cuáles son algunas posibles soluciones a esos desafíos?*

Connections also to the themes of: La ciencia y la tecnología, La vida contemporánea, Las identidades personales y públicas, Las familias y las comunidades, La belleza y la estética.

Thematic Vocabulary: Spoken Interpersonal Communication

As a class: Storyboard of vocabulary

1. The teacher places the following contexts on the white board and students go to the board to add vocabulary that would be needed to tell a story about the state of

each category today: *la economía, el medio ambiente, el pensamiento filosófico y la religión, la población y la demografía, el bienestar social, la conciencia social.*

2. The teacher adds additional key vocabulary explaining their meaning in context.

3. The teacher follows with a daily discussion on each topic using vocabulary from the board asking students personalized questions about each topic. [CR3a]

Activate Prior Knowledge to Explore the Theme and Contexts: Spoken Interpersonal Communication

1. Students reflect on the following questions and give personal spoken responses using a picture, map, chart, or other graphic as evidence of their opinion:

- *¿Cual desafío social, político, o medioambiental es el más crítico para nuestro planeta?*
- *¿Por qué piensas esto?*
- *¿Cómo podríamos resolver este desafío?*
- *¿Qué te gustaría hacer personalmente para ayudar?* [CR5a]

Connecting to Authentic Resources: Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication (Spoken Interpersonal and Presentational Communication interwoven)

1. For homework, students listen to the following audio about the economic crisis in Spain and complete selected accompanying activities: <http://audiria.com/capitulosdetalle.php?id=680>. Class discussion the next day to answer: *¿Cuáles son los efectos de la crisis económica para la sociedad de España? Piensa en todos los aspectos de la sociedad afectados.* [CR3a] & [CR4a]

2. The next evening, students read: *El colombiano que lucha por salvar los corales* www.bbc.co.uk/mundo/noticias/2012/10/121011_corales_jairo_rivera_am.shtml. Students should come to class prepared to discuss what Jairo Rivera Posada is accomplishing and why. [CR3a] & [CR4b]

3. Using the Internet and consulting sites such as UNESCO and Radio Naciones Unidas, students explore the following themes and bring evidence to class for a circular discussion about why they are important and how they pose global challenges:

- el pensamiento filosófico y la religión
- la población y la demografía
- el bienestar social [CR3a], [CR4a] & [CR4b]

Alternate Activity:

- Students respond to the essential question in the online discussion forum at home, commenting on responses from the classmates as well. [CR3b]
- In class, students discuss: The activities in which they participate that help the environment in some way or another. The activities that take place on our own campus that help the environment in some way or another. [CR3a]
- Students read the following article at home: “El cambio climático podría alterar la evolución de los anfibios” www.bbc.co.uk/mundo/noticias/2012/10/121029_ranas_cambio_climatico_am.shtml. After they complete this article, they must find another article that also presents the impact of global warming. Students then compare the two articles, in written format, indicating whether or not this has an impact on their own lives or in their own community. [CR4b] & [CR5b]
- In class the next day, the students split up into groups and debate the following topic: *¿De quién es la responsabilidad de resolver estos problemas ambientales? ¿Cuáles serían algunas soluciones?* [CR3a]

Summative Assessment: Multimedia presentation

Students choose one global challenge that interests them and prepare a Prezi or other multimedia presentation in which they depict the problem from the perspective of at least one Spanish-speaking country. They must include the essential questions:

- *¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?*
- *¿Cuáles son los orígenes de esos desafíos?*
- *¿Cuáles son algunas posibles soluciones a esos desafíos?* [CR5a] & [CR7]

Unit Two: La Ciencia y la Tecnología

Theme: Science and Technology / La ciencia y la tecnología

Contexts Included:

- Access to Technology / El acceso a la tecnología
- Effects of Technology on Self and Society / Los efectos de la tecnología en el individuo y en la sociedad
- Health Care and Medicine / El cuidado de la salud y la medicina

- Innovations / Las innovaciones tecnológicas
- Natural Phenomena / Los fenómenos naturales
- Science and Ethics / La ciencia y la ética

Essential Questions:

- ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?
- ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?
- ¿Qué papel cumple la ética en los avances científicos?

Student-centered questions:

¿Qué aparatos tecnológicos empleas todos los días? ¿Si tuvieras que escoger sólo un útil tecnológico y rendir todos los otros, cuál sería y por qué lo escogerías? ¿Cómo afectaría esta decisión tu vida y qué desafíos tendrías sin otros aparatos tecnológicos?

Class discussion of the most important technological tool that is part of the students' lives or that of family members.

Connections also to the themes of: Los desafíos mundiales, La vida contemporánea, Las familias y las comunidades, La belleza y la estética, Las identidades personales y públicas.

Thematic Vocabulary:

1. In groups of three, students write thematic vocabulary associated with science and technology. Words that are unfamiliar are defined by other students in Spanish.
2. The teacher selects one group to write the identified vocabulary on the white board. Each remaining group follows, only adding those not already listed. The teacher may also add additional vocabulary with which students may not already be familiar.
3. After a discussion, the class decides on a final list.

Activate Prior Knowledge to Explore the Theme: Written and Spoken Interpersonal Communication

1. Reflection Journal Entry: Students think about the following question and write personal responses in their journals: ¿Qué impacto tienen la tecnología y los avances científicos en mi vida personal? Then, through journal dialoguing, students engage in an exchange of ideas via a written format with another member of the class. This culminates in a full-class discussion on all of the individual perspectives of the students in the class.

6.

2. Socratic circle to discuss and reflect on the following questions (students may, of course, add additional questions to the conversation): Spoken Interpersonal Communication

- ¿Conoces a alguien que no use la tecnología o a quien no le importen los avances tecnológicos? Explica las circunstancias.
- ¿Cuáles han sido unos avances tecnológicos en el campo de la medicina?
- ¿Cómo ha afectado la tecnología los resultados y los efectos de los desastres naturales en los años recientes?
- ¿Cuál es la importancia de la ética con el uso de la tecnología para la investigación biomédica?

Alternate Activity:

- At home, respond to the essential question in a more personalized context ¿Qué impacto tiene el desarrollo científico en tu vida? Compara tu vida ahora con tu vida cuando eras niño/a. in the online discussion forum, commenting on responses from at least two classmates as well.
- The next day, students watch the following video-clip: "Móviles: una revolución en la salud." www.bbc.co.uk/mundo/noticias/2010/12/101217_celulares_salud_am.sht [ml?bw=nb&mp=wm&bbcws=1&news=1](http://www.bbc.co.uk/mundo/noticias/2010/12/101217_celulares_salud_am.sht). In small groups, they discuss the content of the video report.

- Students then discuss what impact the cell phone has had in their own lives, and whether they believe it to be positive or negative. Students interview a classmate regarding the use of cell phones. Sample questions could include: ¿Cuánto tiempo pasas con el móvil? ¿Para qué lo utilizas más? ¿Típicamente, cuántos mensajes de texto mandas en un día?

Connecting to Authentic Resources: Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication

1. As a homework assignment, students access El genio que humanizó la tecnología which discusses Steve Jobs from El País: http://tecnologia.elpais.com/tecnologia/2012/10/04/actualidad/1349377628_741832.html

Lee el artículo y contesta:

- ¿Cómo humanizó Steve Jobs la tecnología?
 - ¿Cómo te ha afectado la tecnología de Steve Jobs?
2. Read the text and watch the accompanying video to Tecnología para mejorar la calidad de la vida de los enfermos crónicos which discusses how computers improve the quality of life for the terminally ill, and write a brief summary of the main points to use during class discussion.

3. Listen and take notes from this audio from Radioteca: www.radioteca.net/result.php?id=06030015. Students respond to a multiple choice comprehension activity about the human genome and progress in the last ten years.

Making Predictions:

¿Cuáles avances tecnológicos veremos en este siglo?

- In pairs, students identify what they consider to be the greatest challenges in the modern world.

Students think about the conversation from class and answer the following question: ¿Cuál es un avance tecnológico que veremos este siglo para resolver uno de los problemas identificados?

Differentiated Summative Assessment: Assessed using AP scoring guidelines keeping in mind that the focus of the assessment is the Essential Question:

¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?

Students interview someone in their lives who can speak in Spanish about his/her youth without cell phones, computers for creating texts, Internet for news, research, etc.

This could be a teacher, a family member or friend, or a member of the local Spanish speaking community. Students compile a list of questions that they want to ask ahead of time and share them with other students for feedback and with the teacher if they still have any questions. The person interviewed will be able to give students a clear idea of how different life was. Then, students write an essay on how their lives would be different in both a positive and negative way if they did not have the technology today. Students will cite evidence from the interview and/or other information gathered.

Fall Semester: ****Last Day To Drop- November 20th**

Unit Three: La Vida Contemporánea

Theme: Contemporary Life / La vida contemporánea [CR6c]

Contexts Covered:

- Education and Careers / La educación y las carreras profesionales
- Lifestyles / Los estilos de vida

- Relationships / Las relaciones personales

Essential Questions:

- *¿Cómo definen los individuos y las sociedades su propia calidad de vida?*
- *¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?*
- *¿Cuáles son los desafíos de la vida contemporánea?*

Connections also to the themes of: Los desafíos mundiales, Las identidades personales y públicas, La ciencia y la tecnología, Las familias y las comunidades, La belleza y la estética.

Activate Prior Knowledge to Explore the Theme: Creative Written Presentational Task

Homework Journal - Students reflect on the following situation and associated questions and write a short paragraph to respond:

Imagina que tienes que crear una caja de tres tesoros para enviar a un pueblo extraterrestre para describir quiénes somos en el año 2015. ¿Cuáles tres productos incluirías? ¿Cómo describirías el producto y la función que desempeña? ¿Cómo describirías la perspectiva que representa cada uno? ¿Cómo reflejan estos productos nuestra sociedad actual?

Piensa cuidadosamente en los productos, prácticas y perspectivas que definen nuestra vida contemporánea. After reading the journal entries, the teacher enables the “view by all” function so that students can read each other’s comments as another homework assignment. A Spoken Interpersonal discussion follows the next day. [CR3a] & [CR7]

Connecting to Authentic Resources: Audio, Visual, and Audiovisual Interpretive

Communication, Written and Print Interpretive Communication (Spoken Interpersonal and Presentational Communication interwoven)

1. Homework: students listen to the following audio from Más voces: www.masvoces.org/Reportaje-Día-de-la-Hispanidad-y

- In class the next day, they answer the following questions: *¿Cómo influyen las perspectivas de la gente en la celebración contemporánea de la fiesta el Día de la raza? ¿Debe España pedir perdón a los pueblos? ¿Cuáles son unos ejemplos de neocolonialismo en la actualidad?*
- Students give their own opinions and cite examples. [CR3a] & [CR4a]

2. Examinando algunas prácticas de la vida contemporánea:

- In Abriendo paso: lectura, students read La Tomatina, complete the comprehension activities, prepare to answer and defend their opinions to the question, ¿Es diversión o tontería? [CR4b]

- By accessing www.ver-taal.com/cultura_20080704_sanfermines.htm, students view and listen to: Los San Fermines de Pamplona and complete the interactive activities that accompany the audiovisual presentation. Once again, they prepare to answer and defend their opinion: *¿Es diversión o tontería?* [CR4a] & [CR7]

3. In class, students individually read the following news articles to learn about best careers for students in México, the U.S., and Argentina: www.informador.com.mx/economia/2010/252791/6/las-10-profesiones-mejor-pagadas-de-mexico.htm
www.lagaceta.com.ar/nota/480857/Tucumanos/Conoce-las-profesiones-masrentables-del-futuro.html

- For homework, students research (in Spanish) the same information about the U.S.
- In class the next day, they compare and contrast tendencies and predict why there may be differences. [CR4b] & [CR8]

4. Homework: Watch the following video about Carlos Slim Domit

<http://contenido.com.mx/seccion/videos/>

- Research his work and answer the following question for class in paragraph form:
¿Por qué merece o no merece Domit ser otorgado el Premio Nacional de la Imagen Pública?

- **For an oral presentation:** *Compara a Carlos Slim Domit con Warren Buffett o Bill Gates por investigar información similar de sus carreras y empresas y por investigar sus actividades caritativas.*

- Students record presentations using Triángulo Aprobado-Learning Site

5. Homework for three evenings during which students must take notes to use as evidence in class, also citing statistics and information provided in graphic form.

- Listen to the following audio about mothers working in Argentina:

<http://cadena3.com/contenido/2012/08/05/101209.asp>

- Read this article from Spain:

http://elpais.com/diario/2010/11/14/sociedad/1289689201_850215.html

- Read this report about the U.S.:

<http://imow.org/economica/stories/viewStory?language=es&storyId=4744>

[CR2a]

- In class discussion to answer the following questions, providing evidence from the three authentic resources above:

- *¿Cómo ha cambiado el papel de la mujer en las tres sociedades?*
- *¿Cuáles son las diferencias y semejanzas entre las estadísticas de las mujeres/madres que trabajan fuera de la casa?*
- *Como resultado, ¿cómo afectan estos cambios la vida contemporánea de la sociedad?*
- *¿Es posible que haya en el futuro una mujer tan exitosa como Carlos Slim Domit, Warren Buffett, o Bill Gates? Explica por qué.* [CR3a] & [CR4b]

Redefining My Views: Written Presentational Communication

Students prepare a persuasive essay to answer the following prompt: *¿Hasta qué punto se puede decir que la mujer y el hombre son iguales en nuestro mundo?* Students read an article about advances women have made in recent times, hear an audio about the inequalities they still face, and look at a chart which compares earning by gender. In their essay, they should address at least one of the following essential questions, citing evidence from the unit:

- *¿Cómo definen los individuos y las sociedades su propia calidad de vida?*
- *¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?*
- *¿Cuáles son los desafíos de la vida contemporánea?* [CR4a], [CR4b] & [CR5b]

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics:

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to arrange an appointment with a College counselor to obtain a Request for Accommodations form. For more information, please refer to the NTCC Catalog or Student Handbook.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.