

*Intermediate Spanish II*

SPAN 202-202

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[damianrobles.com](http://damianrobles.com)**Class Information**

Monday, Tuesday, Wednesday, Thursday, &amp; Friday

12:00 p.m. – 01:35 p.m.

ACAD 224

**Office Hours**

Mondays | 11:00 a.m. – 12:00 p.m.;

or by appointment.

ACAD 208



**COURSE DESCRIPTION:** The theme of this course will be "*Salvar Nuestra Tierra*" (Saving Our Earth). Throughout the term session, students will study and acquire an awareness of the different social and natural issues related to our Mother Earth. These topics include climate change, recycling through art, the visions of the future, and the new scientific discoveries/technologies. Students will view and analyze a selection of documentaries and movies in relation to these topics: *Home* (2009), *Waste Land* (2009), and BBC's "*Nuestro Planeta en el futuro*" (2018). In addition, students will report on these issues and take a stand by writing Spanish compositions and presenting an activist final group project about an area in the Spanish-speaking world.

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**CATALOGUE DESCRIPTION:** "Continuation of SPAN 201 with more advanced material. Prerequisite: SPAN 201 with a grade of C or better. Students with prior instruction in Spanish are required to take the Spanish Placement Test before enrolling for the first time in a college Spanish course."

**MATERIALS:**

📖 **Required book:** Hershberger, R., Navey-Davis, S., & Borrás Álvarez, G. (2016). *Plazas* (5th Edition). Text and technology package (good for four semesters—SPAN 101, 102, 201, and 202): ISBN: 9781337087414

📖 In addition, this course follows Open Education initiative (read more about [OER](https://openstax.org/)). Additional materials will be provided by the instructor.

**COURSE OBJECTIVES:**

Upon completion of this course, students will:

- demonstrate communicative skills at an ACTFL intermediate (low/mid) level of proficiency by *actively* using Spanish in three modes of communication, i.e.: interpersonal, interpretive, and presentational;
- understand and communicate ideas in Spanish (orally and in writing) about personal and academic topics, e.g.: nature, climate change, art, activism, etc.;
- attain an increased awareness of major world issues and multi-cultural/linguistic sensitivity to Hispanic language and cultures

**IMPORTANT DAYS:**

July 05 Last day for adding/dropping courses for the second term

July 23 (5 p.m.) Last day for all students to drop courses with no penalty (Q-drop) for the second term

**TEACHING METHODOLOGY**

Learning will be guided by the tenets of communicative skills as defined by ACTFL (American Council of Teaching Foreign Languages) in the three areas of communication: interpersonal, interpretive, and presentational. The instructor's responsibility is to facilitate the instruction and learning process. Grammar will be analyzed through collaboration and insightful analysis.

We will be using *Plazas* (2016, 5<sup>th</sup> Ed.) In addition, the instructor has created his own exercises for this course, and any other material will be open-source (Read more on *Open Education Resources, OER*: <https://www.oercommons.org/about>). All materials and exercises will be available to the students through our institution online platform, E-Campus, and through other means (email, hardcopy, the instructor's professional website, <https://www.damianrobles.com>).

As in all lower division Spanish courses in the Department of Hispanic Studies, in this course we will apply the ACTFL (American Council on the Teaching of Foreign Languages: <https://www.actfl.org>) 5 C's of Communication:



ACTFL Performance Descriptors  
for Language Learners

**Communication:** Students will develop the ability to communicate in three modes of communication: *interpretive* (by reading/viewing material on different linguistic phenomena online/analog), *interpersonal*, when de- and co- constructing grammatical features of the language in partner and group work; and *presentational*, when exposing to the class their findings on relevant linguistic phenomena.

**Culture:** Students will study Hispanic/Latino cultures through different topics such as cinema, literature, pop culture, dialects in the Spanish-speaking world, current events, etc.

**Comparisons:** Students will analyze the structure of Spanish and draw comparisons to their own language. In doing so, students will understand that languages behave similarly and thus are a universal component of human communication.

**Connections:** Students will establish connections with other disciplines, specifically, geography, science, technology, history, visual and concrete arts,

etc. Students will have the opportunity to incorporate their own disciplines, e.g.: biomedical sciences, engineering, agriculture, medicine, business, etc.

**Communities:** The polyphony of human society will be explored through the discussion of grammar; language of different sociolinguistic groups will be brought into the class, exposing students to manifestations of different Hispanic/Latino cultures and linguistic varieties.

Another fundamental component of this class is the *connection between learning and assessment*. That is to say; what you do in class will affect how you will be assessed. For more on my "Teaching Philosophy" see: <https://www.damianrobles.com/teaching-philosophy>.

### **AMERICANS WITH DISABILITIES ACT (ADA)**

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disabilities Services, Division of Student Affairs in Room B118 of Cain Hall (<http://disability.tamu.edu>) or call (979) 845-1637.

### **STATEMENT ON LIMITS TO CONFIDENTIALITY UNDER TITLE IX**

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (<https://scs.tamu.edu/>). Students and faculty can make a report concerning, non-emergency behavior at <http://tellsomebody.tamu.edu>.

### **CLASSROOM DIVERSITY & INCLUSION STATEMENT**

I express my commitment to diversity in the classroom by establishing an inclusive and egalitarian climate towards and among my students. I welcome diversity and inclusion from students that might come from diverse backgrounds and perspectives. All ideas are welcome and are viewed as an essential resource conducive to the learning environment. I will treat my students with respect and courtesy and I will

advocate for this welcoming and safe atmosphere. I will be available for all my students in and out of the classroom if they wish to address an issue concerning diversity and inclusion. It is my objective to present materials and activities that are respectful of diversity and inclusion, in terms of gender, sexual orientation, disability, age, religion, race, perspectives, socioeconomic status, and other background characteristics (See my full, "Diversity and Inclusion Statement" here: <https://www.damianrobles.com/diversity-statement>)

### **GO-GREEN, ECO-FRIENDLY COURSE**

Following the theme of the course, the materials (whenever possible) will be distributed in an electronic format. We will be using Google Team-Drive to distribute materials (Open source materials, assignments, rubrics, grammar sheets, etc.). Therefore, paper will be limited. This is to raise awareness of the excessive use of paper in classes, and to promote pedagogical experiences on the basis of "*go-green*".

### **AGGIE CODE OF HONOR**

Academic integrity is essential to the academic life of this and any university. For that reason, the rules of academic integrity will govern the conduct of this course. Students at Texas A & M University assume the important responsibility of promoting the Aggie Honor Code ("**An Aggie does not lie, cheat or steal, or tolerate those who do**"). The ideals of the Code refer to cheating, one of the worst of academic violations. If you have any questions about cheating or other violations of academic integrity and their consequences, please consult the Aggie Honor System web site at <http://aggiehonor.tamu.edu/>.

### **ATTENDANCE AND LATENESS POLICY**

Attendance is required. The course will rely heavily on class discussion and student contributions. Late assignments will be accepted for excused absences only. University rules related to excused and unexcused absences can be found online at <http://student-rules.tamu.edu/rule07>. You must present a valid, official document to your instructor in case of an excused absence. **Excessive university-unauthorized absences (beyond three) will result in 2-points being taken off your final course grade.**

### **FINAL NOTES ON STUDENT RESPONSIBILITIES**

- Be courteous and respectful to your classmates;
- Maximize your use of Spanish in the classroom;
- No late assignments will be accepted other than those resulting from university excused absences;
- Come to class fully prepared, having done your work, and be ready to engage in class discussion. Please pose questions as other classmates might benefit from them;
- We are a team; thus, we will work together in collaboration to achieve *our* learning goals;
- It is okay to make mistakes; we learn from them;
- Don't forget that learning a language is also *fun*, so take advantage to explore and take challenges, learn from and about others.

### **DISTRIBUCIÓN DE LAS NOTAS**

La nota final será asignada basada en la escala siguiente:

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = < 60

**EVALUACIÓN DE LAS ASIGNATURAS**

Participación/tareas	(4)	20%
Composiciones	(3)	30%
Exámen I	(2)	15%
Examen II (final exam)	(1)	15%
Proyecto	(1)	20%
<b>Total</b>		<b>100%</b>

**EXPLICACIÓN DE LAS ASIGNATURAS**

**I. Attendance/Preparedness and homework (20%):** Preparedness, attendance, and participation are not only expected from you but are also a key components for a successful learning experience. By fully preparing each class, you, the student (and this is your full responsibility), will be able to take advantage of the different learning opportunities that will be covered in class. You are expected to come to class already having studied and done assignments related to the content that will be covered that day. \*Home work will be checked and graded every class!\*

There are a total of **4 participation grades** (see the specific dates on the calendar). If you come late to class (1-10minutes) participation grade will drop 20pts (from a 100pt scale). If you come 20 minutes late I will consider this absent.

**II. Written compositions (30%):** You will be asked to write three essays/compositions on a specific topic of your choice by reflecting on an aspect and or taking a stand regarding the movies/documentaries viewed. We will view a total of three screenings. If you need help coming up with a topic please let me know in advance. I would gladly help you focus on a topic. The writing is in Spanish.

**III. Exams (30%):** You will have a total of 2 exams. Each exam will count 15% of the course grade (a total of 30%). These exams will cover the content learned in class. Exam I will cover the first two units, and Exam II, the remaining two (we will cover four units in total). The second exam is the final exam and is given on a specific date in the calendar.

As indicated in the teaching methodology section of this syllabus, the material covered connects learning and assessment. That is to say; everything that we cover in class will be on the exam, and what we do not cover will not be on the exam. The specific format of the exam will be announced and explained to the students in advance. We will have class sessions to review the material before the exam day.

**IV. Group project (20%):** You will be asked to work collaboratively with your peer-classmates on a project targeting the theme of the class, "La Tierra". You will choose your team and the topic you will focus on. I will accept from 3-4 students per team. There will be a team leader that will report to the instructor regarding the group work. Your choice of topic will need to focus on any of the themes covered in class at the same time that some form of Earth activism is encouraged. Some of the possible topics could be:

\*la deforestación en un país hispanohablante;

\*los efectos ambientales en el área de Bryan y College Station;

\*los efectos de la contaminación (plásticos, basura, océano) en una zona hispanohablante;

\*una figura hispana importante en las artes o en las ciencias, su forma de arte, y cómo contribuye a ayudar al medio ambiente; etc.

The topic of the project will need to be approved by the instructor by the first session. We will have three sessions in class to work on this project. In addition, you are expected to complete additional work outside the classroom. A rubric and other specific details on the project will be provided beforehand.

**CALENDARIO TENTATIVO <sup>1</sup>**

FECHAS	CONTENIDO (para preparar antes de clase)	TAREA (para entregar <sup>2</sup> )
Martes, 2 de julio	<p><i>UNIDAD I: "LA TIERRA Y LA HUMANIDAD"</i></p> <p>Gramática de la unidad:                      - el subjuntivo I (to express volition, emotion, doubt/uncertainty)</p> <p>✂ Syllabus e introducción al curso;                      ✂ Presentaciones de estudiantes</p>	
Miércoles, 3 de julio	<p>✂ Vocabulario 1: "Golfito y San José, Costa Rica" (págs.: 394-395);</p> <p>✂ Ejercicios: 12-1, 12-2, 12-4 (págs.396-397).</p> <p>✂ Estructura 1: Subjunctive following verbs of emotion, impersonal expressions, and ojalá (págs.: 398-99);</p> <p>✂ Ejercicios: 12-8, 12-9, 12-10 (págs.: 400-401)</p>	
Jueves, 4 de julio	NO HAY CLASE	
Viernes, 5 de julio	<p> Ver "Hogar" (2009)</p>	
Lunes, 8 de julio	<p>✂ Vocabulario 2: "La destrucción y la conservación del medio ambiente" (pág. 404-405). Ejercicios: 12-13, 12-17</p> <p>✂ Estructura 2: The subjunctive with verbs or expressions of doubt and uncertainty and adjective clauses (págs.: 408-409). Ejercicios: 12-20, 12-21, 12-22 (págs.: 410-411)</p> <p>✂ Trabajamos en el proyecto, primera parte</p>	<p>✂ <b>Entregar composición I (10%)</b></p>

<sup>1</sup> The instructor reserves the right to make changes to the schedule (excluding assessments dates) if s/he deems it pedagogically necessary.

<sup>2</sup> On these days, you will be submitting your homework (including grammatical exercises).

Martes, 9 de julio	✂ ¡A repasar! Actividades: 1, 2, 3, 4, 5.	
Miércoles, 10 de julio	<i>UNIDAD II: "LA TIERRA Y LAS ARTES"</i>  Gramática de la unidad: - el subjuntivo II (with purpose and time clauses)	✂ <b>Participación I</b> (5%)
Jueves, 11 de julio	✂ Vocabulario 1: " <a href="#">Vamos a reciclar</a> " & ver los siguientes links: " <a href="#">Mercado donde todo es reciclado</a> (ver video también)" ✂ Estructura 1: Subjunctive with purpose and time clauses (págs.: 428-429); ✂ Ejercicios: 13-9, 13-10, 13-12 (págs.: 430-431)	
Viernes, 12 de julio	 Ver "Waste Land" (2010)	
Lunes, 15 de julio	✂ Estructura 2: No fault se construction (pág.: 438); ✂ Ejercicios: 13-22, 13-23, 13-26; ✂ Trabajamos en el proyecto, segunda parte	✂ <b>Entregar composición II</b> (10%) ✂ <b>Proyecto, first draft due</b> (5%)
Martes, 16 de julio	✂ ¡A repasar! Actividades 1, 2, 3, 4	
Miércoles, 17 de julio	<i>UNIDAD III: "LA TIERRA Y EL FUTURO"</i>  Gramática de la unidad: - el futuro - el condicional  ✂ <b>Examen I</b> (10%)	✂ <b>Participación II</b> (5%)
Jueves, 18 de julio	✂ Vocabulario: Leer: " <a href="#">¿Cómo será el futuro en 20 años?</a> " & Ver video: " <a href="#">El trabajo del futuro</a> " ✂ Estructura 1: The future tense (pág.: 458); ✂ Ejercicios: 14-6, 14-8, 14-9, 14-10, 14-11, 14-13	

Viernes, 19 de julio	 Ver " <a href="#">¿Cómo será nuestro planeta en el futuro</a> "	
Lunes, 22 de julio	<ul style="list-style-type: none"> <li>✂ Estructura 2: The conditional tense (págs.: 468-469);</li> <li>✂ Ejercicios: 14-21, 14-23, 14-24, 14-25, 14-26</li> <li>✂ Trabajamos en el proyecto, tercera parte</li> </ul>	✂ <b>Entregar composición III (10%)</b>
Martes, 23 de julio	<ul style="list-style-type: none"> <li>✂ Estructura 3: The present perfect subjuntive (pág.: 472)</li> <li>✂ Ejercicios: 14-27, 14-28, 14-29</li> </ul>	
Miércoles, 24 de julio	✂ ¡A repasar! Actividades: 1, 2, 3, 4, 5;	
Jueves, 25 de julio	<p><i>UNIDAD IV: "LA TIERRA Y LAS CIENCIAS"</i></p> <p>Gramática de la unidad: - el periodo hipotético ("if" clauses)</p>	✂ <b>Participación III (5%)</b>
Viernes, 26 de julio	<ul style="list-style-type: none"> <li>✂ Vocabulario 1: Una casa del siglo XXI (pág.: 488-489);</li> <li>✂ Ejercicios: 15-1, 15-4, 15-5</li> <li>✂ Estructura 1: Past (imperfect) subjuntive (págs.: 492-493);</li> <li>✂ Ejercicios: 15-7, 15-8, 15-9, 15-10, 15-11</li> </ul>	✂ <b>Proyecto, final draft due (15%)</b>
Lunes, 29 de julio	<ul style="list-style-type: none"> <li>✂ Vocabulario 2: En la tienda de tecnología (págs.: 498-499);</li> <li>✂ Ejercicios: 15-12, 15-13, 15-15;</li> <li>✂ Estructura 2: <i>If</i> clauses (págs.: 502);</li> <li>✂ Ejercicios: 15-17, 15-18, 15-19</li> </ul>	
Martes, 30 de julio	✂ ¡A repasar! Actividades: 1, 2, 3, 4, 5	
Miércoles, 31 de julio	✂ Presentaciones de grupos	

Jueves, 1 de agosto	✂ Presentaciones de grupos	
Viernes, 2 de agosto	✂ Presentaciones de grupos	✂ <b>Participación IV</b> (5%)
Lunes, 5 de agosto	Repaso para examen final	
Martes, 6 de agosto	<b>Examen II final</b> (15%) 1:00-3:00 p.m.	