

Study and do the homework EVERY DAY!

Fall 2017

Spanish 7: Spanish Reading Proficiency, 3 units

MW 1:30 - 2:45p Weonline (Section 3, Course Call #84248)

Instructors:

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Course textbook and required materials:

1. *Spanish for Reading and Translation*, by Cash and Murray, 2006, published by Prentice Hall.
2. *Easy Spanish Reader: A Three-Part Text for Beginning Students, Second Edition*, by William Tardy, published by McGraw Hill, 2004.
3. Paperback Spanish-English dictionary such as Oxford or Larousse. Must be printed, not an electronic translator.
4. Have a notebook to create your own dictionary.

***Please bring both textbooks and notebook(s) to class every day.

Recommended Materials:

- I recommend a Spanish verb book or verb finder (such as *501 Spanish Verbs*)- these types of books are readily available in most bookstores

Catalog Description: Designed to improve reading proficiency, this course will give students the opportunity to develop high-intermediate to advanced-level competency in Spanish. They will acquire the ability to understand main ideas and facts in description and narration of news items, personal correspondence, technical material written for general readers, simple short stories; follow essential points in ideas of special interest or knowledge. Students will demonstrate general comprehension of a text and will be able to answer content questions in English. Meets Foreign Language Graduation Proficiency Requirement. 3 UNITS.

Prerequisite: SPAN 1A, or two recent years of High School Spanish. During the first week of class a **screening diagnostic exam will be given to determine that students have the necessary background for this class. Those that do not pass the test with 70% will need to bring their transcripts or other proof of having met the prerequisite in order to remain in the class.** The same screening exam will be administered once again at the end of the course as another means to assess your overall progress in this course. You will earn participation credit for both exams.

Course Description: This course will focus on learning and understanding of the culture where Spanish is spoken through readings of materials written in Spanish. The first part of the semester focuses on strategies for the development of reading comprehension skills—including some review of Spanish grammar and vocabulary—through readings in the textbooks as well as a variety of reading selections of authentic materials taken from Hispanic publications: newspapers, magazines and professional journals. Other activities will include readings from your book(s) as well as readings on Mexican history, literature and culture.

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Student Learning Objectives/Outcomes. At the end of this course students can reasonably expect to:

1. Demonstrate **pre-reading skills** by identifying topic and organization of authentic material
2. Demonstrate **reading skills** and understanding of readings in Spanish
3. Recognize basic grammatical structures and use this knowledge to decode authentic material
4. Demonstrate comprehension of point of view and tone of material
5. Write brief summaries of Spanish reading passages
6. Analyze the culture of Spanish speaking countries and compare it to own culture
7. Perform internet searches in Spanish and explore the **perspectives** (philosophical perspectives, meanings, attitudes, values, beliefs, ideas that underlie the cultural practices of products of a society), **products** (tangible or intangible creations of a culture), and **practices** (patterns of social interaction and behavior) of the culture.¹

Goals: To facilitate student learning so that students will study the fundamental reading strategies that will enable them to explore the Hispanic culture by reading authentic material in Spanish.

Method of Instruction. *This class will be 100% online, except for the first day of class (when we will have an orientation and a diagnostic exam **in class** in the Hinde Auditorium) and the days of exams (location: Folsom 1029A). We will be using two systems: 1) Blackboard (Bb) is where you will find homework, quizzes, videos, announcements (check daily); discussion boards and any other file we need to share with you; and 2) Zoom will be used for **live online synchronous interactions** during the online days.

We will have synchronous and asynchronous online activities. The synchronous activities and meetings will be done through live online interactions via Zoom to work with your instructor and classmates. The asynchronous activities will be individual homework and some group work (if not completed during class time).

The course is conducted in Spanish and English and will focus on strategies for reading and understanding written Spanish. There will be some review of Spanish grammar and vocabulary to increase the student's reading comprehension through activities such as lecture/presentation; student-teacher interactions; pair/group (oral) activities and homework from the book(s) and/or **Blackboard** 9.1 (**Bb**) such as readings, videos, discussion of assigned readings and exercises, writing assignments, the study of the cultures of Spanish speaking countries. Students are expected to check e-mails and **Blackboard** Announcements daily for updates, assignments, and announcements regarding the class. Please, check the schedule frequently and seek any extra assistance that is needed for success in this class.

Overall, while using the textbooks, students will be asked to skim passages for general impressions and information, scan for specific terms, summarize the passages in their own words, answer content questions on the text and translate some parts of the reading selection. The course quizzes and exams will require, in addition to demonstrating knowledge of lesson vocabulary and grammar, that students answer content questions about the passage and/or provide an English translation. The proposed reading strategies, as indicated in the preliminary lesson of *Spanish for Reading and Translation*, include the following:

¹ Source: Center for Advanced Research on Language Acquisition (CARLA). [Practices, Products, Perspectives-CARLA](#)

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Pre-reading exercises: 1) Examine the title of the passage for clues to the topic, vocabulary and meaning, 2) Skim the passage for an overall impression of the text content, including familiar words (as well as pictures,

graphs, tables when available), 3) Scan the passage for specific information to complete the post-reading content questions.

Reading of the Text: 1) Begin reading paragraph by paragraph and underline the topic sentence in each paragraph, 2) write down the main ideas of the paragraph and 3) Re-read the paragraph again, underlining unknown words and try to infer meaning from the content. If you are unable to guess the meaning, then look up the word or idiomatic expression in the dictionary.

Post-Reading Exercises: Answer the follow-up content questions, including any translation exercises, in order to more fully understand the text's meaning.

We will be using the following two systems:

1) **Zoom** will be used for live online interactions via Zoom during the online days and for small-group work.

2) **Sac CT/Blackboard (Bb)**. You will need to sign to Blackboard to complete all homework, assignments and to find announcements (please check daily), handouts, videos, discussion boards, and any other file we need to share with you. Students are expected to check e-mails and Blackboard Announcements daily for updates, assignments, and announcements regarding the class. All activities **in Blackboard** will be due by 10:00 am of the date marked in the course outline. Late homework will have a 30% score reduction in the grade; there are not make-ups for homework.

- **Preparing for class.** You are responsible for preparing the scheduled material **BEFORE** coming to class. This course requires at least 6-9 hours per week to study and do homework (review the assigned readings, study grammar points presented, study new vocabulary, view video-lectures, and take the quizzes before coming to class.)
- You will be required to read, study or work individually and in groups (via Zoom) on all homework assigned and material from the text (such as readings and cultural activities, grammar explanations and corresponding exercises, vocabulary exercises, etc.), **Bb**, other sources.

IT IS DIFFICULT TO FAIL THIS COURSE.

In my experience, students who fail this class **usually**:

- Do not study for all the exams
- Do not take all the exams
- Do not do all their homework and quizzes (Remember that homework & quizzes is 20% of your grade).

Zoom Web Conferencing. We will be meeting online via Zoom Web Conference. You can access the sessions through the link 'Zoom-SPAN 7-meetings' in **SacCT**.

If this is your first time using Zoom, you are prompted to install the Zoom launcher. Follow the prompts on the screen to launch the virtual Zoom session.

The university has the following page with information about Zoom, including equipment recommendations: <https://support.zoom.us/hc/en-us>

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PROTOCOL FOR OUR ZOOM MEETINGS☺

- Please, *turn your microphone off* as you come in.
- Turn your camera on. You need to be available during the whole class period to participate.
- If you have a question, you may ask it using your chat.
- We will be monitoring the chat, so we'll be making our best to answer all your questions. You can always send Professor Boyer or me any questions after class.
- If I ask for an answer to something, *turn on* your microphone, tell me your name, and your answer.
- **We are going to be recording all the lectures.**
- Remember that we all can see what you chat.
- Be respectful of everyone, *por favor*.
- Be patient☺

Equipment Requirements:

- Computer equipped with a Webcam and a Headset microphone.
- Headset microphone (required for audio participation). To eliminate audio feedback, please mute computer system speakers and utilize headphone to hear and participate in audio portion.
- A web camera (required for video participation) to broadcast video to other meeting participants.
- Quick Time Player installed in your computer to watched the video-lectures.

The following resources are available to help you with technology. For help, go to AIRC 2005:

- *ACADEMIC TECHNOLOGY CENTER*. For more information, go to <http://csus.edu/atc/students.html>.
- *Information Resources and Technology*. It teaches students to use software needed to complete course assignments, access to open student computer labs or project rooms for group collaboration space and prints posters for free. To learn about all the services provided for students, go to <http://www.csus.edu/irt/index.html - students>
- *Student help*. If you need to report an issue, use the service desk online form by going to <https://csus.service-now.com/service/help>. You may also call 916-278-7337 or e-mail servicedesk@csus.edu

IMPORTANT: Do not use **Blackboard** 9.1 to e-mail the instructor. The electronic address to use is: mayberry@csus.edu

Grading Breakdown

- | | |
|-----------------------------------|-----------------|
| • 2 Mid-term Exams | 40% (20% each) |
| • Homework and quizzes | 20% |
| • Individual Reading Projects (2) | 15% (7.5% each) |
| • In-class Participation* | 10% |
| • Final Exam | 15% |

*See **Class Participation and Attendance Policies**.

Scores are rounded up or down, i.e., 82.5 will be considered an 83, but 82.25 will be an 82. Grades are kept in numerical form until the end of the course, at which time they are averaged to determine the final letter grade (94-100%=A, 90-93=A-, 87-89%=B+, 83-86=B, 80-82=B-, 77-

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79%=C+, 73-76=C, 70-72=C-, 67-69%=D+, 64-66=D, 60-63=D-, and below 60%=F). Please do not expect your instructor to give you a grade (letter or numeric) before this time. You may, however, ask to see your numerical scores of tests, quizzes, etc, at any time.

IMPORTANT:

An "I" grade is ONLY assigned when the student has completed most of the requirements for this course (85% of the course components). The student must be receiving at least a "C" on all other work. An "I" cannot be assigned when it is necessary for the student to attend additional class meetings to complete the course requirements, when the student has not kept a regular attendance (for example, if the student has more than 2 absences in this course as stated in the attendance policy below), or if the student has already been allowed to make up one assignment due to an excused absence (see make-up policies below).

TESTING: Please note the day of the midterms and final exam on the course calendar. All exams must be taken when scheduled and not at other times—No **exceptions!** Each exam will consist of readings in Spanish, and answering questions in English about the content and meaning of the readings. The tests will also include questions about cultural presentations, grammar, vocabulary, and readings strategies.

Mid-term exams. 40%. There will be 2 **mid-term exams** for this course to be completed in 50 minutes each. Each exam will have the following parts: reading comprehension, culture, vocabulary and writing. **Each exam will include information (e.g., vocabulary and grammar) from previous chapters that you should be able to use.** Everything that is said or done in class is considered “test material”.

Final Exam. 15%. The date of the final exam for this course is Monday, December 11th, 12:45pm to 2:45pm.

Homework and quizzes. 20%. Homework is how you practice what you learn in class.

IMPORTANT: MAKE COPIES OF YOUR homework in SacCT if you want to study these activities for exams. Homework will not be available after the due date.

- “Assessments” **in Blackboard (Bb)**. Most of the homework/assessments and quizzes (on grammar, cultural readings, and/or vocabulary) will be done in **Bb**. You can do the exercises as many times as you want/need before the deadline. Your grade will be the **average** of all the trials.
- Cultural readings will be assigned from the book(s), magazines, newspapers and/or from online resources.
- *Report of News*. Once each week, students should bring one recent article from a newspaper (print or online) in Spanish no more than 5 days old. We will discuss these articles in class. Be ready to defend your ideas. **Student will scan and upload a copy of the article to SacCT** together with typed answers in English to the following questions:
 - **Who** is it about?
 - **What** happened?
 - **When** did it take place?
 - **Where** did it take place?
 - **Why** did it happen?
 - In your opinion, **why is this article relevant** (to you, our community, our country, the world)?

Guidelines to turn in homework and “report of news”:

- a. **Type your homework in a word document and upload it to SacCT as word or pdf.** Homework submitted in any other format will not be reviewed and receive a grade of a zero.

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- b. READ the instructions and understand what you are supposed to do. Use the reading strategies cover in class. **Use a dictionary.**
- c. Identify your homework on the **right top corner**: Name, date, chapter number, exercise number and page number. Example:
Nombre: John Doe
Fecha: 2 de octubre de 2016
Reading (Lectura) Name and Number and page number. Example: "Lectura 12. La mala suerte de Enrique. Después de leer. Parte A. página 27."
- d. Your homework should include questions **and** answers. Any homework that only has the answers will not be graded (that is, I will mark it as "Incomplete" and you will get a zero in that homework).
- e. **Due dates** are in the Course Outline (but all dates and assignments are subject to change; changes will be announced).

LATE HOMEWORK/Assignment POLICY:

- All late submission of homework/assignments will have a 30% score reduction.
- You may submit late homework **within a week** after the due date. After that, the homework/assignments will not be available in SacCT.

Submitting your Assignments online. Any written assignment, including group work, IRP's are to be submitted through attachments. **Double space your work.** You can attach the materials: **for written homework**, attach a file like .doc, .docx, or pdf; **for audio files**, you need to submit an .mp3 file; **for video files**, you need to submit an .mp4 file. If you do not submit your assignment using one of these formats, and we cannot open your file, we will let you know and you will have that day to resubmit it correctly. It will be considered late if we don't get the correct format by the end of the day.

Individual Reading (IRP) projects (15%): There will be at least 2 IRP's.

You will select a short article (or a long article that can be divided into three parts) with a topic of your choice, that must be related either to your career or a strong interest, and appropriate to the level of the class. (Keep in mind it must also be appropriate for a university classroom and any inappropriate content will receive an automatic F).

Each article for the Individual Reading Project **IRP** must be at least 1 page (500+words). Your instructor will suggest sources and help you select an appropriate article. For each the article:

- write a summary and answer specific questions about the content (these will be given in class).
- include a copy of the article in which you must highlight 3-4 grammar topics covered throughout the course and briefly explain what they mean and why they are used.
- highlight and define at least 5 cognates and 5 new vocabulary words.
- identify five (5) verbs from the article and for each, write the translation in English, the corresponding tense, subject and number.
- The project needs to be typed, double-space, font 12, times new roman.

We will discuss this in class in more detail. The project needs to be typed, double-space, font 12, times new roman.

Class Participation Policy (10%). Regular participation is mandatory. The course is fast paced and new material is introduced at almost every class session. Excessive absences will affect your participation grade and final grade (see attendance policy below); that is, if you are not present, you cannot participate. However, attendance alone is not enough to grant you the

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participation points. For an “A” grade (10% of final grade) in Class Participation, students are expected to arrive on time, be prepared for class (do homework), participate actively for the entire session in all class activities (individual, pair/group work) and discussions and conversations with your classmates and instructors, and have no more than **two** absences. *Your instructor will confirm attendance **and participation** several times during class periods.*

There cannot be make-ups for class participation.

The following are some guidelines to get the participation points:

- **avoid** excessive absences, coming late often, sleeping in class, being distracted by your cellular, Ipod, etc.
- **come to class fully prepared.** You are responsible for preparing the scheduled material **BEFORE** coming to class. This implies careful preparation of all homework assigned and material from the text, including grammar explanations and corresponding exercises.
- **volunteer** to participate in all activities
- turn off your cellular, your BlackBerry, your laptop, iPod, pager and any other device not pertinent to the class.

Group activities. You will be assigned to small groups. All the members in a group must participate in the group activities, but each student will submit their work individually. Make sure that your work shows the names of all the participants in your group. **Remember to submit your work double-spaced.**

Attendance Policy during the first two weeks of instruction. Students who fail to attend **any two class meetings** may be administratively dropped. However, do not assume you will be dropped from class after that****

Attendance policy after the first two weeks of the semester. In total, students can miss TWO (2) classes for this entire course (SPAN 7) and do not have to give any reason for them (therefore, I do not need to see any doctors’ notices). Use these absences for when you are sick or for whatever reason because these are the only absences that will not affect your grade. If you are absent more than two times during the course, one point will be deducted from your final grade starting with the 3rd absence. For example, if you miss five times, you will lose three points off your participation and final grade. **More than 6 absences in this course (SPAN 7) will result in an automatic “F” grade.**

OJO: 2 TARDIES or 2 TIMES LEAVING CLASS EARLY equal ONE ABSENCE. If you know you cannot be on time for this class or are going to be missing more than two times, drop this class now and take it at another time/section/semester when you don’t have any conflicts.

Attendance will be taken at least twice during each class meeting. Due to the nature and intensity of language courses, the emphasis on oral practice, participation, and the pace of the course, attendance is mandatory. Regular attendance at all class meetings is expected and is very important for your success since everything that is said or done in class is considered “test material”. Chronic tardiness and absences will affect your participation grade as explained in the participation policy.

Make-up policy.

a. Make-ups on assignments done in class (exams and reading quizzes only). I may give **only one make-up per person during the semester** if you have an **excused absence** (see definition

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below) if attendance and participation have otherwise been regular (**more than 2 absences in this course is not regular attendance**). After that, any other exams that you missed will have a zero.

There **are not** make ups for homework (because you have several days to complete your homework) or any other in-class activities (because in-class activities count as your participation points).

Excused absences. In the event of an illness, documented emergency, etc., you will need to submit appropriate documentation of your illness and/or emergency to your instructor the next class meeting. If the petition for make-up is **approved**, you must arrange a make-up time with the professor within one week of the approval. If the petition is **not approved**, you will receive a zero on the missed assignment.

Please keep in mind that petitions are only approved if the assignment is missed for compelling documented reason. Also, consider that there is only one make-up per person during the semester, therefore, it is wise to reserve make-ups for major assignments.

IMPORTANT: Please keep in mind that petitions are only approved if the assignment is missed for a compelling documented reason. A note from the Student Health Center *is not enough documentation* because it does not document the nature of the emergency/illness.

Group Work and Scholastic Honesty. Working with other students is an extremely effective means of studying. Not everyone in the group needs to be at the same proficiency level. Get together with other students to practice conversation or to help each other understand the grammar explanations. Make sure, however, that you **do not simply copy another student's work and turn it in as your own**.

Cheating will not be tolerated. Turning in work that you did not write, for which you had considerable direct help from someone else, or which have translated by a translation service or computer program will be considered cheating. Anyone copying from others, allowing others to copy their work, or using information fraudulently obtained will receive an F in the assignment, no more than C- in this class, and will be reported to the Student Affairs Office.

How not to plagiarize. Go to <http://library.csus.edu/content2.asp?pageID=353>

Classroom Courtesy. Please turn off all laptops, pagers, iPods, iPads, and/or cellular phones while in the classroom. When your professor is talking, you and other students need to listen. When your professor provides time for pair and/or group work, you need to work with your partner or group. This is not the time to talk to your professor about matters unrelated to the assigned activity, work on other assignments: these matters must be handled after class, during office hours, or by appointment. You will be asked to leave if you engage in disruptive behavior.

Class Procedure and General Goals. The primary focus of this reading semester of Spanish is to help you to **develop reading skills** while acquiring cultural awareness of places where Spanish is spoken. The process involves learning and applying some strategies such as vocabulary acquisition and recognition of some grammatical structures. Don't be impatient with yourself and keep on practicing. Grammatical perfection in reading (for example in written homework, quizzes and tests), however, is possible and suggested as it will make your understanding of the language easier as time goes by. Therefore, it is recommended that, although we will not do **drill exercises** in class, you should spend time learning and memorizing the vocabulary and verbal forms covered in class.

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Special needs. Services for Students with Disabilities (SSWD) offers a wide range of support services and accommodations to students based on appropriate documentation, nature of disability, and academic need to ensure equal access and opportunity to pursue their educational goals. To initiate services, students must submit medical or professional documentation to SSWD, Lassen 1008, (916) 278-6955.

See details in the SSWD webpage at <http://www.csus.edu/sswd/>.

e-mail: sswd@csus.edu

**** Before course accommodations can be made, a student needs to request accommodation to SSWD and provide a letter from SSWD to the instructor.

Please discuss your accommodations needs with me during my office hours **early in the semester**.

**** **Note: All dates and assignments are subject to change. I will announce the changes in class. If you miss class, your best bet for a quick response is to contact a classmate before the following class by phone, or e-mail. If you e-mail me, you need to allow between 24 up to 48 hours for replies. On weekends, replies may take longer.**

Information of 3 classmates to contact in case you are absent:

Name	e-mail and/or phone #

ATTENTION: Classroom time will be devoted almost solely to activities that will allow you to practice your skills of understanding and interacting in Spanish. Classroom time will generally not be spent doing grammar drills, translating, or listening to lengthy explanations of grammar. If you feel you need to be drilled more extensively in grammar, use the *Do mundos* website and Interactive CD-ROM at home.

You may also wish to consider meeting with a tutor on a weekly basis in Mariposa Hall. There is a **free tutorial service** available to students of foreign languages. A list of tutors and available times will be posted in the office of the Department of Foreign Languages in Mariposa 2051 and on the Foreign Language web page (<http://www.csus.edu/fl/tutors.htm>) by the second week of the semester. It is the responsibility of the student to seek any extra assistance that is needed for success in this class.

KEEP A RECORD OF YOUR GRADES (*calificaciones*)

	Calificación	Calificación X %**	Points
Examen 1 (20%)			
Examen 2 (20%)			
HWK and quizzes (20%) *			
Individual Reading Projects (15%; 7.5% each)			
In-class Participation (10%)			
Final Exam (15%)			
TOTAL de 100 puntos			→

* Record all homework. You may need to use another piece of paper. Get an average (add them and divide by the total number of homework). Write the average under "Calificación".

** Multiply what you get in "Calificación" by the % and write the answer in "Points".

The total maximum points you will accumulate for the semester is 100. As the semester progresses, you may calculate how many points you have accumulated at any point.

Note about meeting place: Attendance to class is mandatory; however, you will have the option of attending via Zoom (online) or physically in Yosemite 127 (this room will be available only of Mondays), in case you need to be in a classroom with Professor Boyer and Prof. Mayberry for questions.

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	<p>Tarea: Activities and deadlines will be posted in SacCT day by day. Individual activities are due by 10 am on the due date. In-class (Zoom) activities are due by 3 pm on the due date.</p> <p>*We will cover as much material as we can. Students' knowledge of Spanish varies among students, so we will progress as much as the class can do.</p>	
Wk 1	M-8/28 Diagnostic Exam	W-8/30 – Unit 1
Wk 2	M-9/4 LABOR DAY- no classes	W-9/6 – Unit 1
Wk 3	M-9/11– Unit 1	W-9/13– Unit 1 *** Assign IRP #1
Wk 4	M-9/18– Unit 1	W-9/20– Unit 1
Wk 5	M-9/25– Unit 1 *** IRP #1 due	W-9/27– Unit 1
Wk 6	M-10/2 Exam 1 – Unit 1 Place: Folsom 1029A	W10/4– Unit 2
Wk 7	M-10/9– Unit 2	W-10/11– Unit 2
Wk 8	M-10/16– Unit 2	W-10/18– Unit 2 *** Assign IRP #2
Wk 9	M-10/23– Unit 2	W-10/25– Unit 2
Wk 10	M-10/30– Unit 2	W-11/1 – Unit 2
Wk 11	M-11/6– Unit 2 *** IRP #2 due	W-11/8– Unit 2
Wk 12	M-11/13 Exam 2 – Unit 2 Place: Folsom 1029A	W-11/15– Unit 3
Wk 13	M-11/20– Unit 3	W-11/22– ASYNCHRONOUS DAY
Wk 14	M-11/27– Unit 3	W-11/29– Unit 3
Wk 15	M-12/4 – Unit 3	W-12/6 – Unit 3
Wk 16	M-12/11 12:45-2:45 Final Exam Place: TBA	