

**Study frequently and do the homework with your book closed!**

Spring 2019

Spanish 7: Spanish Reading Proficiency, 3 units

M 3 - 3:50p (Section 1, Course Call #30405) Webonline\*\*\*

M 4 - 4:50p (Section 2, Course Call #30543) Webonline\*\*\*

**Instructors:**

<b>Alba Boyer</b>	<b>María Mayberry</b>
Office: MRP 2050	Office: MRP 2041
Office Hours: M (Zoom 3:30-4:30); W 2:30-4:30; F 1:00-3:00p	Office Hours: M 3-4:50 (Zoom 3:30 to 4:30)
Office Phone: prefers e-mail	Office Phone: prefers e-mail
e-mail: ab3767@csus.edu	e-mail: mayberry@csus.edu

*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.

\*\*\* There will be only one **mandatory online meeting via Zoom on Monday January 28th, 2019**. The rest of the semester, we will be available **via Zoom** for office hours on Mondays from 3:30 to 4:30 pm.

*Recommended Materials:*

- A Spanish verb book or verb finder (such as *501 Spanish Verbs*)-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. The quiz is timed to last 70 minutes. You will not be able to submit passed 10 am. Those students who do not take the exam by the **Friday 2/1/2019 by 10am (the second Friday in the semester)**, will be dropped from the class. **Those who do not get at least a 20% in the exam will need to bring their transcripts or other proof of having met the prerequisite (3 years of Spanish in High School, SPAN 1A or the equivalent at a Community College) in order to remain in the class.**

**GR/GE:** *Fulfills the Foreign Language graduation requirement.*

**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

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include readings from your book(s) as well as readings on Mexican history, literature and culture.

*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.<sup>1</sup>

*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% **asynchronous online**, except for Monday January 28th, 2019. **There will be office hours via Zoom** on the following Mondays from 3:30pm to 4:30 pm to provide assistance with course content. If you attend these meetings, please bring both textbooks and notebook(s). Also, make sure you watch all the videos beforehand so you can be specific about how we can help you.

The course (**video-lectures and office hours**) 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 **asynchronous** interactions; pair/group **asynchronous** activities and homework from the book(s) and/or Canvas 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 Canvas 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 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:

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<sup>1</sup> 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. **Canvas** to find:

- homework
- quizzes
- videos
- announcements (check daily for updates, assignments and announcements regarding class)
- handouts discussion boards
- any other files we need to share with you

**IMPORTANT:** All activities will be due by 10:00 am of the date marked in CANVAS.

2. **Zoom Web Conferencing.** There will be *live online synchronous interactions (office hours)* on Mondays from 3:30 to 4:30pm for students who need assistance with course material. These meetings will be via Zoom. You will be able to access the sessions through the link 'Zoom' in CANVAS.

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>

#### **PROTOCOL FOR OUR ZOOM OFFICE HOURS☺**

- 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, turn on your microphone.
- **We are going to be recording all the Zoom office hours.**
- Remember that we all can see what you chat.
- Be respectful of everyone, *por favor*.
- Be patient☺

#### **Equipment Requirements to use Zoom:**

- **Required Computer** equipped with a Webcam and a Headset microphone. **NOTE: Taking assignments (in particular, exams) with other than a computer may present technical problems.**
- 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 watch the video-lectures.

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## Study frequently and **do the homework with your book closed!**

### IT IS DIFFICULT TO FAIL THIS COURSE.

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

- Do not watch any video
- Do not do all their homework and quizzes (Homework & quizzes is 20% of your grade)
- Do not study for all the exams
- Do not take all the exams
- Do not seek help when needed

### How to prepare for class:

- You are responsible for preparing the scheduled material **BEFORE** doing the **homework**.
- 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, **watch video-lectures**, and take the quizzes before coming to class.)
- You will be required to read, study or work on all homework assigned and material from the text (such as readings and cultural activities, grammar explanations and corresponding exercises, vocabulary exercises, etc.), Canvas, and other sources.
- After studying the material, do the homework **with your book closed**, so you can identify the material you do not understand and you can be specific about the help you need.
- Ask for help during office hours on Mondays, and get a tutor if needed.
- Learn the vocabulary (that is, memorize it) as we go on, so you **depend less and less on the dictionary**.

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](mailto:servicedesk@csus.edu)

**IMPORTANT:** Do not use Canvas to e-mail the instructor. The electronic address to use is: [mayberry@csus.edu](mailto:mayberry@csus.edu)

### Grading Breakdown

- |                                   |                |
|-----------------------------------|----------------|
| • 2 Mid-term Exams                | 40% (20% each) |
| • Homework and quizzes            | 20%            |
| • Individual Reading Projects (2) | 20% (10% each) |
| • Final Exam                      | 20%            |

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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-, 77-79%=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.

**An I (incomplete):** 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 days for the midterms and final exam on the course calendar. All exams must be taken by the deadline—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.

- Learn (that is, memorize) the vocabulary as we go on, so you **depend less and less on the dictionary. Students who learn the vocabulary are more successful in exams and the overall class.**

**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 final exam needs to be completed in 2 hours. It will be open on Monday of finals week and the deadline is the following date:

- Sections 1 and 2: Wednesday, May 15<sup>th</sup>, 3pm to 5pm.

**Homework and quizzes. 20%.** Homework is how you practice what you study. Remember that all activities are due by 10 am of the date in CANVAS. **IMPORTANT: MAKE COPIES OF YOUR homework in CANVAS if you want to study these activities for exams.** Homework will not be available after the due date.

### **LATE HOMEWORK/Assignment POLICY:**

- **There will be a 10% reduction for every day the homework is late, unless**
  - there is a **serious and documented valid excuse** that prevents the student from submitting an assignment/homework, or taking a quiz by the deadline
  - the emergency has been properly documented in a timely manner as explained below in the section **documented emergency**.
- **The 2 lowest homework will be dropped.**

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 or .docx; **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

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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 (20%):** There will be at least 2 IRP's.

You will be able to select a short article (500+words) in Spanish from a list provided by your instructor(s). You will have to read the article using the reading strategies covered in class. Then, do the following:

- write a summary (in English or Spanish) and answer specific questions about the content
- identify **3-4 grammar topics** covered throughout the course and briefly explain their meaning and why they are used the way they are used in the reading
- highlight and define at least **5 cognates**
- highlight and translate **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.

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

**Attendance Policy.** Attendance via Zoom is obligatory **only during the mandatory meeting: Monday January 28th.** Students who do not attend the obligatory meeting will be dropped from this class. This meeting will introduce students to CANVAS, the syllabus, and the instructors' expectations.

**Progress Policy during the first two weeks of instruction.** Students who fail to complete **all assignments** during the first two weeks of instruction will be dropped from this class **by Friday February 1st.**

**Make-up policy** only on exams and Individual Reading Projects (IRPs) not completed by the deadline. I may give **only one make-up per person during the semester** if you have a **documented emergency** (see definition below) and all homework and other assignments are up to day. Other exams or IRP that you missed will have a zero.

**Documented emergency.** In the event of an illness or any other emergency, you will need to submit appropriate documentation of your illness and/or emergency to your instructor no later than a week from the date of the missed assignment. **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



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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>

**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.

**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](mailto: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**.

**Basic Needs Support.** If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

\*\*\*\* **Note: All dates and assignments are subject to change. I will announce the changes in CANVAS.** Any e-mails will be answered between 24 up to 48 hours. On weekends, replies may take longer.

**ATTENTION:** If you feel you need to be drilled more extensively in grammar, consider meeting with a tutor on a weekly basis or seek assistance from your professors during office hours. 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%)		x .2	
Examen 2 (20%)		x .2	
HWK and quizzes (20%) *		x .2	
Individual Reading Projects (20%; 10% each)		x .2	
Final Exam (20%)		x .2	
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".

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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.

***Tentative Schedule (Spring 2019)***

	<b>Tarea: Activities and deadlines will be posted in CANVAS week by week.</b> <b>All activities are due by 10 am on the due date.</b>		
Wk 1	F-1/25-Syllabus quiz	Wk 2	M-1/28– <b><i>Mandatory Meeting</i></b> and F 2/1– <b><i>Diagnostic Exam Due</i></b>
Wk 3	M-2/4 – Unit 1	Wk 4	M-2/11 – Unit 1 <b>*** Assign IRP #1</b>
Wk 5	M-2/18 – Unit 1	Wk 6	M-2/25 – Unit 1 <b>*** IRP #1 due</b>
Wk 7	M-3/4 – Unit 1	Wk 8	M-3/11 – Unit 1 <b><i>Exam 1 due– Unit 1</i></b>
	3/16 to 3/24 <b><i>SPRING BREAK</i></b>		
Wk 9	M-3/25 – Unit 2	Wk 10	T-4/2 – Unit 2 (M is César Chávez Day) <b>*** Assign IRP #2</b>
Wk 11	M-4/8 – Unit 2	Wk 12	M-4/15 – Unit 2
Wk 13	M-4/22 – Unit 2 <b><i>Exam 2 due – Unit 2</i></b>	Wk 14	M-4/29 – Unit 3 <b>*** IRP #2 due</b>
Wk 15	M-5/6 – Unit 3	Wk 16	M- 5/13 Review activities due W- 5/15 3-5 <b><i>Final Exam due</i></b> <b><i>(sections 1 and 2)</i></b>