



Beginning Spanish | Level II

(SPAN 10200 | Section 02)

Fall 2023

Instructor: Dr. Brian Cope email: bcope@wooster.edu	Office Hours: <i>By appointment</i> Room: Kauke 036
Day: Mon, Tue, Wed, and Fri	Time: 10:00 am – 10:50 am

Course Objective and Description

Objective: To gain proficiency in reading, speaking, writing, and listening for everyday communication through the study of grammar, vocabulary, and culture. The learning outcomes for this course align closely with the following Graduate Qualities of the College of Wooster: *Integrative and Collaborative Inquiry*; *Effective Communication*; and *Global Engagement*.

Description: SPAN 102 promotes steady assimilation and retention of Spanish through a variety of participatory activities structured around comprehension (reading and listening) and communication (speaking and writing). As an immersion-based language course, students speak Spanish during the entirety of the class period and prepare for the day's activities by carefully studying the assigned pages from the book and completing the ONLINE exercises given as homework. Please keep in mind that this is not a lecture course. The book presents the material clearly and concisely in English. Therefore, it is your responsibility to bring to my attention anything that you find unclear—whether in class or during office hours. The course is designed to promote steady assimilation and retention of the language over the course of the semester. In order for this to be a rewarding experience for you, it is important to devote ample time to studying and reviewing outside of class.

Student Responsibilities

1. To prepare all assignments thoroughly;
2. to attend all classes in person at the scheduled time;
3. to engage with peers and the professor in a productive and constructive manner, always demonstrating professionalism;
4. to take ownership of your learning by preparing for class and utilizing the resources made available to you via the course website.

Required Materials

- 1) *Aventuras* (Blanco, José A., Redwine Donley, Philip), *Sixth Edition*, Vista Higher Learning, 2018.
 - 2) *AVENTURAS Supersite* vhlcentral.com, Workbook/Video Manual and Lab Manual/*WebSAM*
- *ISBN (needed to enroll in course on VHL Supersite): **9781543338775**. You may purchase the textbook and VHL Supersite access via the VHL website (<https://vistahigherlearning.com/store/school/wooster>). Alternatively, you may order the materials via the Wilson Bookstore. For students who can't purchase access to the VHL website immediately, there is the possibility of a two-week grace period in which you will have total access the textbook website free of charge. **You must enroll on the website first so that the instructor can activate the two-week grace period.** Be sure to enroll under my name in your specific section.

Grade Distribution (standard 10-point scale with + and -; below 60 is a failing grade):

Preparation / Participation / Attendance	20%
WebSam	25%
Quizzes	10%
Chapter Exams	25%
Final Exam	15%
Final Project	5%
1 Composition (extra credit)	up to 2% of final grade

Pass/ Fail Option and Dropping the Course

If you decide to take this course **PASS/NC**, you must earn a minimum of 70% as a final grade percentage at the end of the semester. *Earning below 70% under the Pass/NC option does not allow you to pass this course. Furthermore, students may withdraw from this course after the drop deadline until the last day of classes (date?).

Class Dynamic

Your success in this course depends on your daily preparation and active participation. You can expect to find a relaxed atmosphere in which you can practice your language skills without fear of criticism. Mistakes are expected, and this is not a course in which you will be *severely* penalized for making grammatical mistakes during class. The expectation is simply that you prepare for class and that you try. You can trust that your sustained effort in the course will eventually lead to success. My role as the professor is to promote constructive learning, foster understanding of the Spanish language, and provide encouragement and support.

Note 1: If you make a grammatical mistake and I use it as an example, my purpose is only to clarify a point that presumably confuses others with the expectation that as a group you will learn from each other's mistakes. **Note 2:** I am here to help you if you are struggling, and I strongly encourage you to see me—sooner than later—to go over any assigned materials that remain unclear after having read the assigned pages carefully. It is useful to keep in mind that learning a second language as an adult requires a conscious effort to practice the language through the completion of homework assignments, by cultivating an interest in Spanish beyond the classroom setting, and by speaking only Spanish in the classroom. No learning can take place unless you have studied the assigned pages and completed the assignments.

Professor Cope's Teaching Philosophy

My role is to support students in their endeavor to succeed in my course as well as challenge them to realize their maximum learning potential. I feel an obligation to hold my students to high but reasonable standards. More importantly, I expect my students to hold themselves to reasonably high standards and to take full advantage of the resources available to them as they devote their time to learning Spanish over the course of the semester. I invest my time in mentoring, tutoring, and advising any and all of my students who seek me out for these purposes. Please do not hesitate to contact me if you think I can be of assistance. I also welcome any student who comes to me in the interest of advocating for themselves.

A few things about Professor Cope

I hold M.A. and Ph.D. degrees in Spanish. My scholarly work focuses on 20th-century literature, philosophy and cinema from Spain. As an undergraduate, I double majored in Art History and Spanish and studied for one year at the University of Salamanca (Spain). I am from a rural area of California (Prunedale, pop. 17,000). My maternal grandparents were from Nogales, México/Arizona and Spanish was their first language. I began learning Spanish as a teenager in an environment where bilingualism was and still is common. I genuinely enjoy helping students learn Spanish, at all levels. I have been at The College of Wooster for 17 years. My pronouns are he/him.

Active Participation and Preparation

Participation means taking an active part in classroom activities and demonstrating knowledge of the assigned material. You are expected to study all of the assigned pages *prior* to each class meeting and remain

actively engaged for the entirety of the scheduled class period. Lack of preparation, unsatisfactory participation, and/or speaking English during class will result in a reduction to your class participation grade. You may consult with me at any time during the semester to review your participation.

The following criteria will be applied to evaluate daily participation:

9-10	Excellent to Superior <ul style="list-style-type: none"> • participation demonstrates completion of homework • oral participation shows a strong and emerging understanding of the assigned grammar • participation is active and voluntary • few significant speaking errors • positive attitude and commitment to contributing to the class dynamic • student tries to speak only Spanish • camera is turned on for entirety of class period (if class goes online)
8	Good <ul style="list-style-type: none"> • participation demonstrates completion of homework • oral participation shows good effort and an emerging understanding of the assigned grammar • participation is active and voluntary • few significant speaking errors • positive attitude and contributes to the positive class dynamic • little to no use of English • camera is turned on most of the time (if class goes online)
7	Satisfactory <ul style="list-style-type: none"> • participation might not demonstrate completion of homework • student makes many errors and/or speech is difficult to understand • reluctant, strained, or non-voluntary participation • student's participation might be more passive than active • some use of English • camera sometimes might not be turned on (if class goes online) • student was eating during class
0-6	Unsatisfactory <ul style="list-style-type: none"> • participation does not demonstrate completion of homework • apparent lack of preparation • student might sometimes revert to English • speech might be difficult to understand and little effort is made to improve • camera is usually off (if class goes online) • student might not participate and might not respond to questions during the class session

Attendance

Regular attendance and participation are essential for success in this course. Attendance is required. Please be on time and be engaged for the duration of class. Being late on a regular basis will have a negative impact on your daily participation grade, and eventually, your final grade **Note 1:** Eating is not allowed in class because it will interfere with your ability to communicate but drinking a beverage is fine. For every absence,

you will receive a zero for class participation for that given day. Each absence after the eighth will entail an automatic 2% reduction in your overall grade. More than THIRTEEN absences, also, will result in an **automatic F** in the course, regardless of the circumstances. There are no excused absences or unexcused absences. It is not possible to receive participation points for the days missed nor recuperate missed class work. However, your class participation will be calculated based on the total number of scheduled class periods *minus* two, which means that **TWO absences** will be automatically forgiven at the end of the semester. I recommend being judicious about the way you use these absences, as they are intended to provide some relief for having missed class due to illness, co-curricular activities, or religious observances. If you become ill and the illness persists for such a length of time as to cause you to miss more than thirteen classes, then you should withdraw from the course since it will no longer be possible to receive a passing grade.

Note 2: *The only way to earn points for class participation is by attending class. Because the work done in class cannot be made up, there is simply no way to recuperate points missed for days that you do not attend. However, writing to me about the nature of your absence is a welcome gesture. It is a good to keep me informed about circumstances that will affect your ability to attend class and complete your assignments. This explanation will not, however, eliminate the absence or allow you more time to submit any assignment.*

WebSam

Learning a foreign language requires practice. Therefore, you will be required to complete numerous online practice exercises and quizzes. These assigned activities have pre-set deadlines and represent the *minimum* of what you should be doing beyond studying the assigned pages from the book. These activities are synced with the assigned readings and are designed to help you prepare both for class and for the exams. A record of your activity on *WebSam* will be maintained and you will be evaluated on your timely and accurate completion of the assigned activities and quizzes throughout the semester. Your grade for this component of the course will be based on the percentage of activities that you complete and your overall accuracy. All *WebSam* assignments should be completed by the beginning of the class for which they are assigned. The Assignment Calendar on the VHL Supersite contains *WebSam* active links. Clicking on these links takes you directly to the exercises that you should complete online for homework for a given day. In order to provide you with plenty of practice opportunities to achieve your best work, students have up to 2 attempts to complete a specific *WebSam* exercise. Please take advantage of the valuable resources that the VHL website provides. You can access **ALL** materials on the VHL website, regardless of whether an exercise, a video or an activity was assigned or not. Completing exercises that are not assigned on the Assignment Calendar **WILL NOT** affect your overall grade. Only the results of the assigned exercises count toward the *WebSam* component of your course grade. **Note 1:** The tutorials, which also contain embedded exercises, must be viewed in their entirety to receive credit. **Note 2:** The policies regarding *WebSam* exercises cannot be waived for any reason. Alternative assignments will not be given for students who do not complete the *WebSam* exercises.

Exams

Timed in-class online exams will be given after each assigned chapter. **Note:** Accommodations will be provided at my discretion for illnesses, religious observances, or co-curricular activities.

Quizzes

You will take a series of announced quizzes that focus on specific topics, the meaning of verbs (English-to-Spanish or Spanish-to-English), and/or the conjugation of assigned verbs in a specific tense. Mastery of a functional range of verbs along with their conjugations is one of the key steps to acquiring fluency. With that in mind, you will be required to learn twenty new verbs each week over the course of the semester, and you will be tested on their meaning and/or conjugations cumulatively. A link to the verbs on which you will be tested for each specific quiz is provided on the day-by-day. Quizzes usually last five minutes and students who arrive late will not be given extra time or a make-up. Online quizzes will also be assigned periodically via the textbook (*Aventuras*) website.

Creative Project

Groups of 1-3 students will prepare a ten-minute video to be shown during the last week of classes. Students will be graded on preparation and oral proficiency *on an individual basis*. During the first week of April, the

professor will ask you to form groups, after which time students should begin to meet as soon as possible to begin preparation. The final product should be polished, well-rehearsed, and show creativity and imagination. Please show respect for your fellow students and not create a skit that is distasteful or offensive. The evaluation criteria can be downloaded from the class website.

Final Exam

The final exam covers all assigned grammar and vocabulary (including verbs). The final exam is hand-written and in-person. It is College policy that all students must take the final exam on the official scheduled date and time. Exceptions to this policy (normally granted only for medical reasons) must be approved by the Dean for Academic Engagement. Students who wish to reschedule a final exam must submit a written petition to the Dean three weeks in advance of the exam and must confer with the professor before submitting the petition. The Final Exam is on **Monday, December 4, from 8:00-10:30 AM**.

Composition (extra credit)

Students have the opportunity of completing one written composition (350+ words) on a film or Netflix series in Spanish of their choosing in consultation with the professor or from the following list:

- *También la Lluvia* (Netflix); *Blancanieves* (Kanopy); *Ya no estoy aquí* (Netflix); *Roma* (Netflix); *La plataforma* (Netflix); *Viridiana* (Kanopy); *Amador* (Kanopy); *Vivir es fácil con los ojos cerrados* (library); *Los amantes del Círculo Polar* (library).

While students can choose their films or Netflix series to analyze, it is necessary that (1) the films or series lend themselves to critical analysis and reflection and (2) deal with an important socio-historic or cultural topic. This extra credit assignment is due (via email) by **3pm on Friday, December 1**.

Resources Available to You

You have a number of resources available to you:

- 1) Course page on Moodle with links to online cultural content.
- 2) The VHL (Vista Higher Learning) Supersite features additional vocabulary, grammar and listening exercises to provide extra practice. It is recommended that you take full advantage of your investment by practicing beyond the assigned exercises.
- 3) **Academic Resource Center (academic Support and disabilities)**
The Academic Resource Center, which is in APEX (Gault library) offers a variety of academic support services, programs and 1:1 meetings available to all students. Popular areas of support include time management techniques, class preparation tips and test taking strategies. The Academic Resource Center also coordinates accommodations for students with diagnosed disabilities. **Contact:** Amber Larson, alarson@wooster.edu, (330)263-2595, or ARC Website.

Policies and Statements

Policy Regarding Conflicts with Academic Responsibilities: The College of Wooster is an academic institution and its fundamental purpose is to stimulate its students to reach the highest standard of intellectual achievement. As an academic institution with this purpose, the College expects students to give the highest priority to their academic responsibilities. When conflicts arise between academic commitments and complementary programs (including athletic, cultural, educational, and volunteer activities), students, faculty, staff, and administrators all share the responsibility of minimizing and resolving them. As a student you have the responsibility to inform the faculty member of potential conflicts as soon as you are aware of them, and to discuss and work with the faculty member to identify alternative ways to fulfill your academic commitments without sacrificing the academic integrity and rigor of the course.

Academic Integrity at The College of Wooster: The academic program at the College seeks to promote the intellectual development of each student and the realization of that individual's potential for creative thinking, learning, and understanding. In achieving this, each student must learn to act rigorously,

independently, and imaginatively. The College's understanding and expectations in regard to issues of academic honesty are fully articulated in the Code of Academic Integrity as published in [The Scot's Key](#) and form an essential part of the implicit contract between the student and the College. The Code provides framework at Wooster to help students develop and exhibit honesty in their academic work. You are expected to know and abide by these rules.

Inclusive Learning Statement: Your success in this course is important to me. If there are circumstances that may affect your academic performance or impact your learning in particular portions of the class, please let me know as soon as possible. You do not need to share specifics, but together we can develop strategies to meet both your needs and the requirements of the course.

Names, Pronouns & Pronunciation: All people have the right to be addressed and referred to as they prefer. I will address and refer to each of you by the names and pronouns that you share with me and the class.

Reporting Incidents of Bias: Diversity and inclusion are valued at the College of Wooster. Students, staff, and faculty who experience discrimination or bias-related harassment are encouraged to report any such incident. If you need to report an incident that you or someone else has experienced, you can:

- File a report online (where you may choose to identify yourself or not):
https://cm.maxient.com/reportingform.php?CollegeofWooster&layout_id=60
- Contact Security and Protective Services: 2590 (from campus phone) or 330-263-2590
- Call the Anonymous Tip Line: 2337 (from campus phone) or 330-263-2337
- Contact the Dean of Students Office: 2545 (from a campus phone) or 330-263-2545
- Contact the Chief Diversity, Equity, and Inclusion Officer, Dr. Ivonne M. García, 2167 (from campus phone) or 330-263-2167 or email at igarcia@wooster.edu.

Wellbeing at Wooster: The College of Wooster is committed to supporting the wellbeing of its students. The Longbrake Student Wellness Center provides short-term counseling and connections to community agencies for students needing longer term or specialized resources. You can make an appointment by calling (330) 263-2319 between 8:30am-4:30pm during weekdays or by emailing Lori Stine (lstine@wooster.edu). You can also find helpful resources on the Counseling Services website at <https://www.wooster.edu/offices/health/counseling/>.

Basic Needs, Food Security & Access to Course Materials: We learn as whole people. To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you have trouble with any of those things or need assistance obtaining the course materials for this or other classes, please talk with me or with staff in the Dean of Students office. Together we can work to make sure those needs are met. There is a Technology Assistance Application and Wooster alums have created a fund to assist students who encounter a personal financial crisis during their time at the College. Find out more through the DoS office. **Contact:** Dean of Students Office, dos@wooster.edu, 330-263-2545 (or go to Galpin Hall).

Important

- 1) The structure of the course and its governing policies are designed to accomplish the proposed objectives and assure the fair and equal treatment of the students as responsible adults. Your presence in the class is an indication that you understand and agree to the requirements of the class as stipulated in the syllabus.
- 2) **ELECTRONIC DEVICES** including cell phones may be used during class only for purposes related to the course. I reserve the right to deduct participation points whenever I observe electronic devices being used for purposes unrelated to the course.
- 3) It is expected that students will demonstrate courtesy, respect and professionalism towards their peers at all times, in accordance with the College's Core Values and the Wooster Ethic. Students can expect the same from the professor. A constructive attitude is appreciated by all.
- 4) As a college-level Spanish course, it is expected that each student will devote a **minimum of 9-12 hours**

per week outside of class to studying for the course. The schedule has been organized with this workload in mind.

5) The **COURSE SCHEDULE** provides precise information of the topics and exam dates. The link to the course schedule can be found on Moodle. I reserves the right to modify any aspect of the calendar if circumstances require it. This is especially important because of the fluctuating conditions brought upon by the pandemic.

6) **QUESTIONS ABOUT GRADES** should be asked during office hours. Information regarding grades is never sent via email. Please meet with me as many times as necessary throughout the semester if you are concerned about your grade. I am committed to helping you achieve your highest potential in the acquisition of the language.

7) **OFFICE HOURS:** I am available to meet individually with students outside of class by appointment. Please email me to set up an appointment. Please include in your message several preferred meeting times.

Creating an Effective Study Strategy for Spanish 101/102

A. Anticipate

- 1) BE AWARE OF UPCOMING EXAMS
- 2) ORGANIZE YOUR TIME
- 3) COMMIT TO A PLAN
- 4) PRIORITIZE

B. Invest and Manage

- 1) CREATE FLASHCARDS
- 2) CREATE A JOURNAL

C. Study (in following order)

- 1) READ FOR UNDERSTANDING
- 2) DO PRACTICE EXERCISES (in following order):
 - a. *WebSam*
 - b. Colby (online Spanish exercises)
- 3) REVIEW PRIOR TOPICS STRATEGICALLY
- 4) DRILL
 - a. Verbs (meaning and conjugations)
 - b. Vocabulary
- 5) READ OR LISTEN TO SPANISH

D. ***¡NO LE TENGAS MIEDO AL ÉXITO!***