

**Beginning Spanish | Level II**  
(SPAN 102 | Section I | Online Course)  
**Spring 2021**

*"Cuando te dieren la vaquilla, corre con la soguilla."  
-Sancho Panza (Don Quijote de La Mancha)*

<b>Instructor:</b> Dr. Brian Cope <b>email:</b> <a href="mailto:bcope@wooster.edu">bcope@wooster.edu</a>	<b>Office Hours on Teams:</b> <i>By appointment</i>
<b>Day:</b> Mon, Wed, and Fri	<b>Time:</b> 9:30 am - 12:10 pm (EDT)

### 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.

**Description:** SPAN 102 builds on the grammar and vocabulary learned in SPAN 101 in order to promote steady assimilation and retention of Spanish through a variety of participatory activities structured around comprehension (reading and listening) and communication (speaking and writing). Along with these language skills, cultural awareness of Spanish-speaking communities will be emphasized. As an immersion-based language course, students speak Spanish during most of the class period and prepare for the day's activities by carefully studying the assigned pages from the book and by 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. Accordingly, 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 six weeks. 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.

*To enroll in this course, students should either have completed **SPAN 101** at The College of Wooster or have taken the placement test if the student has prior language study at the high school or college level.*

### Student Responsibilities

1. To prepare all assignments thoroughly;
2. to attend all synchronous classes remotely on Teams 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 conscientiously for class and utilizing the resources made available to you via the course website.

### Required Materials

- 1) *Aventuras* (Blanco, José A., Redwine Donley, Philip), *Fifth Edition*, Vista Higher Learning, 2018.
  - 2) *AVENTURAS Supersite* [vhlcentral.com](http://vhlcentral.com), Workbook/Video Manual and Lab Manual/*WebSAM*
- \*ISBN (needed to enroll in course on VHL Supersite): **9781543307894**

You may purchase the textbook and VHL Supersite access at 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.

## Evaluation Criteria

Preparation / Participation / Attendance	35%
<i>WebSam</i>	30%
Exams and Quizzes (asynchronous)	20%
Oral Exams (synchronous)	10%
Final Project	5%
1 Composition (extra credit)	up to 2% of final grade

## Grading Scale

A 94-100	B+ 87-89	C+ 77-79	D 60-69	F 0-59
A- 90-93	B 83-86	C 73-76		
	B- 80-82	C- 70-72		

## Pass / Fail Option and Dropping a Course

If you decide to take this course pass /fail, **YOU MUST EARN A MINIMUM OF 70%** as a final grade percentage at the end of the semester. Please take this into consideration if you decide to take the course pass/fail. **EARNING BELOW 70% DOES NOT ALLOW YOU TO PASS THIS COURSE.**

The Dean for Curriculum and Academic Engagement has issued the following policy:

- ❖ The last day to change the grade option to Pass/No Pass is Monday, June 7.
- ❖ The drop deadline for summer session courses is Monday, June 14.

## Class Dynamic

The class will follow a flipped-class format in which the students study grammar lessons or prepare readings *before* coming to class in order to use their class time to practice their Spanish, ask questions, and discuss the readings. At the beginning of class, the professor may give a short review (5-10 min) in order to clarify doubts and/or provide contextualized information needed to successfully complete the upcoming activities.

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:** 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:** 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. I can also meet with you on Teams to review study strategies and techniques for learning a foreign language. I recommend this especially for students who have never taken a college-level language course. Finally, 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 to challenge them to realize their maximum learning potential. I feel an obligation to hold my students to high but reasonable standards, but more than this, 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, advising, and coaching 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 him/herself.

### A few things about Professor Cope

I hold M.A. and Ph.D. degrees in Spanish. My scholarly work focuses on 20<sup>th</sup>-century literature, philosophy and cinema from Spain. As an undergrad, I majored in Art History and Spanish and I direct enrolled for one year at the University of Salamanca (Spain). I am from a rural area of California (Prunedale, population 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 just completed my 16<sup>th</sup> year at The College of Wooster. My pronouns are he/his/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. Furthermore, you are expected to remain actively engaged for the entirety of the scheduled class, preferably with your camera turned on. 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.

**We need each other to create a community of Spanish speakers!** In order to afford you with an optimal environment to promote your active learning, I kindly request that you **keep your cameras on during the synchronous classes on Teams**. There is no problem with blurring your background or setting backgrounds to reflect your mood. Feel free to get creative! Also, I encourage you to mute your microphone whenever necessary.

**And rest assured!** There is no problem with turning off your camera when you feel that the circumstances require it. After all, we are in our personal spaces when we are connecting remotely. Just be sure to be attentive and keep connected with your camera on for the majority of the class session.

**Please be thoughtful about leaving the class session while we are online.** If it becomes routine for you not to respond when I call on you, this will impact your participation grade.

The following criteria will be applied to evaluate daily participation:

#### 9-10 Excellent to Superior

- participation demonstrates completion of homework
- oral participation shows an excellent understanding of the assigned grammar
- participation is very active and voluntary
- few speaking errors
- positive attitude and commitment to contributing to the class dynamic
- student tries to speak only Spanish
- camera is turned on

#### 8 Good

- participation demonstrates completion of homework
- student makes many mistakes but demonstrates effort to progress
- student participates voluntarily and actively

- little to no use of English
- camera is turned on

7 **Satisfactory**

- 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 or more use of English
- camera might not be turned on
- student sometimes responds to instructor's prompts and questions but other times is quiet

0-6 **Unsatisfactory**

- participation clearly and consistently does not demonstrate completion of homework
- apparent lack of preparation
- student might insist on using only English
- speech might be difficult to understand and little effort is made to improve
- camera is off
- student might not participate and might not respond to questions during the class session though Teams indicates the student's presence

## Attendance

Regular attendance and participation are essential for success in this course. Remote synchronous attendance is required for every student enrolled in the course.

**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. **Please do not eat during class time.**

**Note:** For every absence, you will receive a zero for class participation for that given day. Also, more than SIX absences will result in an **automatic F** in the course, regardless of the circumstances. There are no excused absences or unexcused absences. An absence is considered an absence. 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* one, which means that **one absence** will be automatically forgiven at the end of the semester. If you become ill and the illness persists for such a length of time as to cause you to miss more than six classes, then you should withdraw from the course since it will no longer be possible to receive a passing grade.

**Note:** *The only way to earn points for class participation is by attending class. Because the work done in class cannot be recuperated, there is simply no way to make up 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 idea 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.*

## Exams

Several asynchronous exams and quizzes will be given over the course of the semester, as well as several synchronous oral exams.

**Note:** If you anticipate that you will not be able to complete an exam on or by the designated date and time, you must consult with me at least 48 hours in advance in order to negotiate a new deadline. If you miss your scheduled oral exam without conferring with me in advance, you will not be allowed to make it up unless you can provide documentation of a medical emergency.

### Oral Exams

Weekly oral exams will be given over the course of the semester. These exams will be given at the end of class every Wednesday and will last a maximum of 5 minutes.

### Composition (extra credit)

Students have the opportunity of completing one written composition (450+ 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); *El violín* (Kanopy); *La historia oficial* (Kanopy); *Viridiana* (Kanopy); *La plataforma* (Netflix); *Viridiana* (Kanopy); *Amador* (Kanopy); *Vivir es fácil con los ojos cerrados* (library); *Los amantes del Círculo Polar* (library); *Los girasoles ciegos* (library); *La lengua de las mariposas* (library); *El Calentito* (library); *Mientras dure la guerra* (search).

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. **Important:** It is not permitted that students recycle or build from a paper written for a current or previous class. Doing so will be grounds for not receiving credit. All papers must follow MLA guidelines with regard to documentation and formatting, as well as be word processed and double-spaced. Times 12 is the required font and size with standard margins of 1 inch (left, right, top, and bottom). All papers must make use at least two outside sources (academic or online) written in Spanish about the film. Wikipedia (or any other encyclopedia) can be consulted during the developmental stages of the project. However, you will not receive credit for encyclopedia entries in your bibliography. The required minimum length of each paper is 450 words, with the word count appearing at the end. Your final draft must contain an introduction (with a clearly stated thesis); a body (which provides evidence for the thesis and analysis of the evidence); a conclusion (which draws connections and provides relevant reflection and insight); and a bibliography. It is expected that your writing will: (1) exhibit a broad range of verb forms; (2) make use of subjunctive and compound verb forms; (3) show command of subject-verb and noun-adjective agreement; (4) utilize pronouns and prepositions effectively; and (5) be persuasive and make an original contribution to the class through the analysis and discussion of the film. This extra credit assignment is **due by 3pm on July 1**.

### Final Project

Each student will prepare, record, and edit a how-to video to be presented during the last scheduled class (July 2). The minimum length of the video is four minutes. Receiving full credit entails showing creativity, making a polished video, and demonstrating correct usage of vocabulary and grammar studied in the course. Please show respect for your fellow students and not create a video that is distasteful or offensive.

### WebSam

Learning a foreign language requires practice. Therefore, you will be required to complete numerous online practice exercises. 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 successful completion of the assigned activities 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 these 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 3 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:** The tutorials, which also contain embedded exercises, must be viewed in their entirety to receive credit.

**Note:** 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.

### **Additional Resources**

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) The Learning Center, which is in APEX 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 Learning Center also coordinates accommodations for students with diagnosed disabilities. At the beginning of the semester, students should contact the Learning Center (ext. 2595) to make arrangements for securing appropriate accommodations. Although the Learning Center will notify professors of students with documented disabilities and the approved accommodations, students are encouraged to speak with professors during the first week of each semester. If a student does not request accommodations or does not provide documentation to the Learning Center, faculty are under no obligation to provide accommodations.

### **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:** Members of The College of Wooster community are committed to the high standards of academic integrity and to this end have accepted a Code of Academic Integrity. As a student at The College of Wooster you are a part of this tradition and are expected to be familiar with the Code, to understand what constitutes academically dishonest behavior, and to avoid such behavior. Established violations of the code will result in appropriate punishment and is recognized as grounds for failure in the course. If you have any questions about the code and what it prohibits please contact me.

**Policy on Plagiarism:** Plagiarism is the copying of a sentence (partial or full) or segment of discourse from another source without giving proper credit to its origins. Similarly, sentences copied from another source

but with some lexical changes are also considered acts of plagiarism. Any act of plagiarism will receive an automatic **F** on the assignment and will be reported to the Committee on Academic Standards, which can recommend that the student fail the course or be dismissed from the college. If you have questions on what constitutes plagiarism, I encourage you to make an appointment with a staff member at the Writing Center (<https://www.wooster.edu/offices/writing/>).

**Policy on Acceptance of Late Work:** All assignments are due at the beginning of class on the date specified on the agenda. Extensions will be granted on a case-by-case basis for circumstances beyond the control of the student. Points will be deducted for work received during the first 48 hours after the deadline at the professor's discretion unless an extension was previously given. All work turned in more than 48 hours late without a satisfactory reason will receive an automatic **F** unless an extension was previously given.

**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, regardless of what is listed on the roster. Please know and keep in mind, however, that what appears in The College of Wooster system will be what displays in Teams. There is no way for individuals to change their name or add pronouns, but you can add a background which includes them. For instructions on designing a personalized background, see <https://www.wooster.edu/offices/sgi/pronouns/pronouns-virtually/>. If you are interested in changing your chosen name and/or including your pronoun(s) in The College of Wooster system, you can find information on how to do so at: <https://www.wooster.edu/offices/sgi/resources/name/>. I encourage everyone to contribute to creating a space of mutual respect and support in the classroom by taking the time to learn the correct pronunciation of each other's names as well as each other's preferred pronouns. I encourage everyone to exercise patience during the learning process and to politely correct, help, and support one another. If I make a mistake with an individual's name, pronunciation, or gender identification, I hope that the person will bring the mistake to my attention (however they deem appropriate) so that I can learn to address and refer to them correctly.

**Course Materials & Recording of Classes:** Some of our discussions, whether held online or face-to-face, may be recorded this semester. These sessions will allow students who miss class to keep up with the course. The video and audio recording and other course materials are to be used for educational purposes only and are meant only for students currently enrolled in the course. No one should distribute recordings, screenshots, or other class material beyond class without the express permission of all involved in the recording.

**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](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](mailto: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](mailto:lstine@wooster.edu)). You

can also find helpful resources on the Counseling Services website at <https://www.wooster.edu/offices/health/counseling/>.

### Important to Keep in Mind

- 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 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, as well as submission dates for compositions. 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 virtual 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. My preferred meeting time is during the hour immediately after class. Please email me to set up an appointment. Please include in your message several preferred meeting times.
- 9) **Teams** is our communication and collaboration platform. All synchronous online classes and office hour consultations will take place on Teams.
- 10) We are living through a moment of great uncertainty because of the effects of the **coronavirus**. Whether you are just starting out college or this is your senior year, the present situation is not quite what we expected. All of us have had to reimagine the way we proceed with life and invest our energies in making it seem normal again. In the spirit of compassion and understanding, I invite you to let me know if something is happening that is preventing you from fully engaging with the course and completing the required work. Please be aware that I will do everything possible to create a sense of community of learning and compassion in these challenging 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!***