

**THE INDIANA ACADEMY OF SMH
DEPARTMENT OF MODERN LANGUAGES**

SPANISH 102: Accelerated Spanish

FALL AND SPRING TERM 2021-2022 (FULL YEAR)

Instructor: Robert Smith
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Prerequisites

One or two years of high school Spanish

Required Materials

***Tu Mundo-Español sin Fronteras* (Andrade, Egasse, Muñoz, Cabrera Puche)
*Tu Mundo Workbook***

Course Description

Accelerated Spanish uses a variety of learner-centered methodologies and authentic resources. This course builds upon the basic oral and written skills developed in your first year of Spanish which you took at your previous high school, and expands understanding of the cultures of the Spanish-speaking world. Accelerated Spanish requires a review of the grammatical structures presented in 101, develops new constructions and idioms, and applies this information to an analysis, integration, and interpretation of language and culture that result in the acquisition of knowledge. Instructional methods are based primarily on learner-centered pedagogies such as: communicative language teaching, cross-cultural analysis, modified lectures, authentic language materials and sources, productive and receptive instructional exercises, and individual and cooperative in-class activities.

In this second semester of Spanish, you will develop a basic ability to communicate in Spanish in everyday, practical situations that you might encounter both in the US and abroad. Therefore, oral skills are consistently stressed. You will actively engage yourselves in pair/group activities. You will also work towards acquiring skills necessary for reading and writing in Spanish. Classroom time will be used for intensive language practice in meaningful contexts (that is, creating with language – applying grammatical concepts, essential vocabulary, and cultural norms needed to maintain basic communication). It is your responsibility to learn the vocabulary and appropriate

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grammar concepts presented on the gray pages of the textbook on your own BEFORE coming to the class. The course will be conducted in Spanish (exceptions are to explain cultural concepts and difficult grammar areas), and students are expected to use Spanish at all times.

Learning Outcome Objectives

Students demonstrate skills of observation, reasoning, evaluation, and incorporation of grammatical structures, linguistic idioms, and cultural practices through oral, aural, written, and reading exercises. Students distinguish use of prescribed grammatical structures and develop an increasingly wide use of vocabulary on a variety of topics. Cultural topics are introduced and are related to communication (e.g., forms of address, use of idioms relevant to a particular situation, non-verbal gestures). Directed discussions and guided writing assignments based upon reading passages and classroom presentations reinforce and expand use of this information.

At the end of Accelerated Spanish) students will be able to:

- Use, in speech and reading, essential linguistic structures and fundamental vocabulary.
- Identify, compare, and explain, in speech and writing, linguistic and cultural perspectives of the target language.
- Recognize cultural perspectives relevant to societies of the target language (e.g., family life, housing, education, cinema, and other media modes).
- Identify, explain, and relate to the practices and perspectives of the target culture.
- Demonstrate, in speech and reading, a comprehension of the texts and cultural contexts on a variety of topics.
- Initiate and exchange, in speech and writing, information and opinion on a variety of topics.
- Relate cultural perspectives of the target language to other global areas using the same language or its variations.
- Analyze, contrast, and compare linguistic and multicultural aspects of the target language with American cultural perspectives and practices.
- Identify, predict, and compare situations in daily life (e.g., housing, education, family) to cultural institutions and perspectives (e.g., politics, diversity, gender equality, environmental issues, commerce).
- Apply these thoughts in the respective target language in a way that is linguistically intelligible and culturally appropriate.

Assessment of Learning

Students will demonstrate achievement of the learning outcomes through a variety of formative and summative assessments. Formative assessment includes on-going, daily, discrete evaluations; summative assessment includes more comprehensive and/or cumulative evaluations. Assessments focus on productive language skills (i.e., speaking

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and writing), receptive language skills (i.e., reading and listening comprehension), cultural awareness, and critical analysis in both familiar and novel contexts. Traditional assessment formats, such as quizzes and examinations, are balanced with numerous performance-based tasks that require students to demonstrate their skills and proficiencies in meaningful, real-world applications. Assessments enable students to be active participants who continue to reflect on their learning experiences.

Course Grade

Class Participation	:	15%
Homework		20%
Quizzes		20%
Chapter Tests/Essay/Projects:		45%

Grading Scale

93-100% A	80-82% B-	0-69% D*
90-92% A-	78-79% C+	
88-89% B+	73-77% C	
83-87% B	70-72% C-	

Very important: If you need adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Course Requirements and Policies

1. Class Participation & Class Activities - Regular attendance is mandatory for passing this class. You are responsible for all the announcements made and materials covered in class. If you are absent, you **MAY NOT** use your absence as an excuse for not being prepared or not turning in your homework.

Indiana Academy Unexcused Absence Policy (New Spring addendum)

It is the policy of the Indiana Academy that any absence from class is unexcused, except for illness, death in the family, college or school-related activities, and extenuating circumstances . When a student is absent from a class, the instructor reports the student absence to the Faculty Attendance Coordinator in the Office of Academic Affairs. Unless the absence is excused by a school official, it is considered unexcused. The decision as to whether an absence is excused is not determined by the instructor.

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You are expected to attend every class. You are allowed one unexcused absence without penalty. Each additional unexcused absence will be penalized as follows: Unexcused absence= Loss of credit for any assignment that pertains to the date of the missed class; a 10% reduction in your participation grade for each missed class; a 10% reduction in a test grade if taken on the day of the unexcused absence. Four (4) or more unexcused absences will lead to academic and residential consequences beyond the scope of this class determined by the Office of Academic Affairs (i.e., residential groundings, parent/principal conference, and/or detention).

1.1 Class Participation Grade: Individual class participation will be assessed regularly by the teacher and that grade will appear on *Powerschool*. The participation grade will be based on the participation rubric attached at the end of this syllabus. If you have any questions or concerns about your participation grade, please see me during any of my office hours.

2. Homework and preparation for classes. Students are expected to spend about 5 hours per week outside of class reviewing the materials covered in the previous class, doing appropriate homework, learning vocabulary and grammar, and preparing for the next class. It is expected you spend **a minimum of 30 minutes of preparation outside class per hour of class instruction.**

2.1 Homework will be assigned regularly **and is due before the beginning of the class following its assignment date.** The list of assignments will be on Canvas.

2.2 Homework will be graded by the teacher. A grade (from 0 to 10) will be given to each assignment and will be posted in *Powerschool*. ***No late Homework will be accepted unless you visit me during office hours and you give a legitimate excuse for why you didn't do your HW. At the time, it is up to the teacher's discretion whether to allow late homework.***

**Homework accounts for 20% of your final grade. If you still have any question about it or would like to receive additional feedback or help, please see your instructor during office hours.

3. Quizzes –quizzes will be based mainly on vocabulary or simple grammatical principles and will be taken in class.

4. Chapter Tests --will be taken in class.. There will be no make-ups except for exceptional and well documented reasons. Exams will include vocabulary, grammar, listening, writing and reading..

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6. Office Hours – Do not hesitate to seek help. Whenever you have a difficulty with the course materials, you should contact your instructor for assistance. My office hours are listed on Canvas

7. Extra Credit Policy: There is **NO** extra credit for this course.

8. Academic Honesty: All members of the Academy community have a responsibility to promote the highest possible academic integrity. Students should always remember that the Academy Code of Conduct includes a commitment to “integrity in all things. I take this issue very seriously and want to ensure that you understand its importance. We value the right of all students to have a healthy learning environment where evaluations are based on your honest, independent efforts, and that academic dishonesty will not be tolerated. See Academic Integrity Violation Consequences in the Student Handbook, p. 22.

In addition to the most obvious forms of academic dishonesty [plagiarism, copying the work of others, lending your work to others, not citing references], there are instances where the boundary between collaboration and “dishonesty” is not immediately clear.

Spanish is a linguistic bridge and an authentic means to communicate with one another. I encourage collaboration, language practice, studying together, quizzing each other, and sharing the experience of learning Spanish. So, oral practice, studying for exams, working on skits, poetry, dialogues, etc., are wonderful types of activities to share with fellow students. What crosses that boundary from collaboration and “helping” your fellow student into the realm of dishonesty is doing *written homework* (i.e., assignments, reports of work sheets handed out in class) together. That does not mean that a student cannot get guidance if he/she does not understand a particular assignment. Most assignments should be manageable with individual effort by referencing the textbook, grammar and verb handouts, and a dictionary. Many require thought and working through the challenges of the assignment in order to learn the new material. Relying on others for written homework completion weakens the learning experience and is not fair to those who labor on their own. If you require additional assistance, I encourage you to see me during my office hours or make arrangements to work one-on-one with a tutor. Please talk to me regarding anything that is unclear or confusing regarding the appropriate way to complete assignments.

9. Schedule of classes: will be communicated via weekly plans which will list all class activities, as well as dates of quizzes/tests/oral assessments and will be posted on Canvas.

Participation Rubric: (your daily participation in class will follow this rubric)

Grade Requirements

A (9-10 pts)

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- Your participation is outstanding (**your presence contributes positively to the learning environment at all times**).
- You are always eager to speak Spanish (you ask and answer questions and risk speaking Spanish; in fact, you use only Spanish during the class period).
- You voluntarily raise your hand and participate many times during each class with **very high accuracy** for the materials covered in the class.
- You are **FULLY prepared** for class and are always on task.
- You are cooperative and respectful towards the class, peers, and the instructor.
 - Your group work is enthusiastic and busy. You always go beyond the minimum and you are always fully engaged in what you are doing.

B (8-8.5 pts.)

- Your participation is very good.
- You are always eager to speak Spanish (you ask and answer questions and risk speaking Spanish).
- You voluntarily raise your hand and participate often during each class.
- You are **FULLY prepared** for class and you are mostly on task.
- You are cooperative and respectful towards the class, peers, and the instructor.
 - Your group work is enthusiastic and often goes beyond the minimum.

C (7-7.5 pts.)

- Your participation is satisfactory.
- You rarely risk speaking Spanish unless you are called upon (you use English on several occasions during class period).
- You rarely voluntarily raise your hand to participate unless encouraged by teacher.
- You are prepared for class but you are distracted at times.
- You are cooperative and respectful towards the class, peers, and the instructor.
 - Your group work is very limited in scope. You often do the minimum asked of you.

D (6-6.5 pts.)

- Your participation is deficient.
- You rarely speak in Spanish.
- You rarely volunteer in class.
- You come to class unprepared or you are regularly distracted or passive.
 - Your group work is not active. You do the minimum.

F (0-5.5 pts.)

You hardly speak / you do homework for another class / you are absent from class/ you are distracted a lot/ you are on an electronic class during times not specifically requested to do so by the teacher/you are resting or sleeping or “tuned-out” in class

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Diversity: Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found at <http://cms.bsu.edu/campuslife/multiculturalcenter>.

Indiana Academy Mask Policy

The Indiana Academy will follow [Ball State University's mask policy](#) (see Section IV). Based on current CDC guidance recommending the wearing of face masks for all people – regardless of vaccination status – in public indoor settings in communities where the rate of coronavirus transmission is high or substantial, all employees, students, and campus visitors are required to wear a mask while inside any University building. This requirement is effective on August 9, 2021. Fully vaccinated people are not required to wear masks outdoors.

Individuals who are not fully vaccinated for COVID-19 are required to wear face masks while inside campus buildings and outside when physical distancing cannot be maintained.

If a student declines to wear a face mask as required, the student will be referred to the Director of Academic Affairs or the Director of Residential Affairs. If the situation occurs in a classroom or other academic setting, it is considered a classroom management issue, and the teacher will remind the student of the requirement and give the student a chance to comply with it prior to referring the matter to the Director of Academic Affairs or the Director of Residential Affairs. Wearing masks is crucial to preventing the spread of COVID-19 to others.