Fall 2009

Spanish 103-030, 103-060 and 103-070: Intermediate Spanish
Mondays/Wednesdays/Fridays
10:00 - 10:50, 1:00 - 1:50 and 2:00 - 2:50
DeFran 110 / DeFran 201/ DeFran 200
Dr. K. Rauch (x3-4435)
rauch@kutztown.edu
Office: DeFrancesco 15
Office Hours:
Mondays/Wednesdays/Fridays 12:00 – 1:00
Mondays/Wednesdays 3:00 – 4:00
Other hours available by appointment

Official Course Description: Students who have satisfactorily completed Elementary Spanish I and II, or equivalent, continue the development of the basic skills in aural comprehension, speaking, and writing. In addition, emphasis is placed on independent readings.

Course Description: Through these two courses (103-104), students who have satisfactorily completed six hours of elementary Spanish (Elementary Spanish I and II), or who have had at least two years of Spanish in high school, continue the development of the basic language skills (oral and aural comprehension, reading, and writing) and the exploration of Spanish-speaking cultures. The “5 C’s” of second language acquisition are stressed: Communication, Cultures, Connections, Comparisons, and Communities.

In particular, by the end of the semester, the student will have mastered the use of the present perfect tense and the subjunctive in noun and adjectival clauses, learned how to simplify expressions through the use of indirect and double object pronouns and practiced giving and following directions in Spanish. Lastly, the student will have further explored several Central American and Caribbean countries and their cultures.

Required Texts:
✓ QUIA key, accessed through Heinle iLrn, which is packaged with your text or available at http://books.quia.com/books

Suggested Texts: a good Spanish/English dictionary such as Vox.

Assessment:
A (100-90) = Excellent work of consistently high standard, showing distinction.

B (89-80) = Good work in such qualities as organization, accuracy, originality, understanding, and insight.

C (79-70) = Satisfactory work which fulfills essential requirements in quality and quantity and meets the acceptable standard for graduation.
D (69-60) = Work which falls below the acceptable grade point average standard yet is deserving of credit in the course.

F (below 60) = Work that is not deserving of credit for the course.

Your final grade will be calculated using the following percentages:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Final exam (cumulative)</td>
<td>10%</td>
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<tr>
<td>Speaking Exam</td>
<td>10%</td>
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<tr>
<td>3 Hourly Exams</td>
<td>25%</td>
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<tr>
<td>Quizzes (announced and pop)</td>
<td>20%</td>
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<tr>
<td>Compositions</td>
<td>15%</td>
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<tr>
<td>Written Homework</td>
<td>5%</td>
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<tr>
<td>Online Workbook/Lab Manual (QUIA)</td>
<td>5%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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**Exams:** Make-up exams may be scheduled if you inform me prior to the exam date. The listening portion will be during the first few minutes of the period so it is extremely important to arrive on time to class particularly on exam days as the professor will repeat the selection twice.

**Quizzes:** There are no make-up quizzes for any reason, but I do drop the lowest quiz grade from your average. A quiz missed becomes the grade dropped.

**Compositions:** Both the rough draft (bring two copies for the day of peer editing) and the final version of the compositions (due dates are on the class schedule) must be typed using 12-point font. Please double space all typed work. Rough drafts must accompany final versions of compositions for the last submission. The general guidelines for the compositions can be found on the course website.

**Written Assignments:** No late assignment is accepted unless you have received prior permission. Absence is not an excuse for failing to turn in homework because I always accept electronic submissions. Please find a partner in class that you can contact for the notes and the assignments in case of absence.

**Workbook/Lab:** Both the workbook exercises and the "lab" exercises are completed through QUIA. The due dates for the exercises are on the course website under each chapter’s “Tarea” page and are listed on the QUIA site itself. The exercises, all of which are graded on a pass/fail system, may be completed as often as you like for extra practice.

**Plagiarism and cheating:** In cases of cheating, plagiarism, or other acts of academic dishonesty, either I, any other academic officer of this University, or another student may initiate the informal resolution process, which may result in failure of this course, or the formal resolution process through the Office of Judicial Services, which may result in university suspension or dismissal. Please refer to the KU Undergraduate Catalog for a full explanation of this institution's Academic Honesty policy.

Please be careful when you work with a Spanish-speaking friend or a tutor. These assistants may not give you the correct answers or rewrite your essay (not even a sentence). To have someone else "provide" the correct Spanish for you is plagiarism, and is very obvious to your teachers who are familiar with your level of proficiency.
Participation: Attendance is a vital part of a language class for you cannot learn to communicate in a second language without daily practice. Only medical excuses and emergencies constitute valid reasons to miss class. I may ask you to provide an excuse written and signed by the proper authority. Please be aware that frequent tardy arrivals eventually add up to a class missed. Your attendance forms the base number for your participation grade. I begin with the percentage classes attended. If you miss 20 of the 40 classes, for instance, your base participation grade (your highest possible grade) would be 50% (20/40). Then, I average the daily participation grades that you have received throughout the semester.

In general, excellent participation means volunteering answers, always speaking in Spanish, executing reading assignments on time, preparing conscientiously for class, and taking responsibility for your own learning. If you do this, your overall performance will be enhanced, e.g. you will earn better grades. It is also expected that you contribute to an environment that is conducive to learning for all members of the class. If you are disruptive and inconsiderate of others (myself included), I reserve the right not only to take the appropriate official action, but also to give you a 0 for a daily class participation grade or for this portion of your final grade. See below for the guidelines for classroom etiquette. **Please note that if you text during class or read a text message you will receive a 0 for that day’s participation grade.**

Classroom Decorum
To foster a learning environment in the classroom, students are expected to adopt suitable classroom etiquette. Distractions (including lateness, unrelated conversations, unnecessary exits, use of cellular phones [including text messaging], and eating) will not be tolerated. Students must shut off their cell phones before entering class. Students are also expected to visit the restrooms before class begins. No tobacco products are allowed in class. Students who come to class inebriated/high or whose behavior is disruptive, will be asked to leave or will be removed by public safety officers. (See Student Conduct Regulations on pg. 46 of the Student Handbook).

Final note: The goal of the University is to provide the qualified student with disabilities the education necessary to function as a self-sufficient individual. The Office of Human Diversity provides many services for students with disabilities and will work with faculty and students to coordinate reasonable accommodations. If you are a student with a documented learning disability that might affect your performance in this class, please inform the professor privately during the first week and schedule an appointment with the Office of Human Diversity, if it has not already been done (215 Stratton, 610-683-4108).