San José State University
Humanities and the Arts/World Languages and Literatures
Spanish 132 (section 11–intermediate)
Spanish for the Professions (for MLIS)– Spring 2014

Instructor: Aurelio Dias-Ferreira
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Office Hours: By appointment, via Collaborate
Class Days/Time: See Calendar for initial ‘mandatory’ & ‘regular’ meeting dates/times
Classroom: Desire2 Learn (D2L) & Collaborate

*NOTE: Students will be automatically enrolled in the D2L site for this class, which will be available to students around January 23rd, 2014.

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus/‘greensheet’, calendar, class handouts, etc. are found in the Desire 2 Learn (D2L) class shell at http://slisweb.sjsu.edu/d2l/
You are responsible for regularly checking for class updates through D2L ‘Content’ (in weekly folders) or through email notifications (your current email address should be registered through D2L and MySJSU).

Course Description
NB: Course outcomes are linked to SLIS program course competencies, where applicable (see next section, “Course Goals and Student Learning Objectives”)

A joint venture of the School of Library and Information Science and the Department of World Languages and Literatures, this beginning course provides a foundation in Spanish language and its cultures that will enhance the students’ professional preparation as well as their interpersonal skills. The first objective of the course is to prepare the students to interact with Spanish-speaking patrons from various countries and communities, and, for this purpose, the course content and activities will emphasize social and cultural aspects of communication. Secondly, by taking this course, the students will increase their proficiency in the use of information and communication technologies by being able to find information and resources in Spanish. Thirdly, through communication exercises and exposure to the language, the students will practice using Spanish for professional activities and will be better prepared to build professional relationships with librarians and public agencies in
Spanish-speaking (Hispanic) countries. Throughout the course, emphasis will be placed on receptive skills (listening and reading) and on Hispanic cultures.

This intermediate (second-semester) Spanish class is for students who have taken the beginning (first-semester) SPAN 132 class or who have recently studied at least one year of Spanish. Students who are advanced or native speakers may take this class, but are requested to help other students, especially on monthly oral assignments (recorded dialogs, etc.).

(Note that the posted class names in the course descriptions/schedules such as ‘Business Spanish’ are merely administrative names and do not necessarily represent what is being taught in the class. This class is focused more on Spanish for the professions and library sciences, and not necessarily for business.)

Instruction will be mostly in basic/intermediate Spanish throughout the course, with most definitions or language structure/culture explanations in English.

Course Goals and Student Learning Objectives

Upon successful completion of this course, students will be able to:

1. Use proper Spanish expressions by following correct grammar agreement in articles, nouns, adjectives, and verbs.

2. Recognize and use (a) basic, general vocabulary, (b) basic terminology and phrases in common areas such as health, immigration, banking, housing, employment, etc., and (c) basic and specialized library science and resources terminology.

3. Understand basic Spanish conversational language and interact with Spanish-speaking patrons in the library context [from SLIS Competency M]

4. Locate and use appropriate amount of information in Spanish via information and communication technologies [from SLIS Competencies I, H]

5. Use conversational Spanish at a level required for building professional collaborations and relationships with Spanish-speaking librarians and public agencies [SLIS Competency M]

6. Better understand Spanish-speaking cultures and peoples [from Competency M]

7. Overall, be able to communicate about most general and most library-related topics or be able to ask for and understand clarifications, using the basic past, present, and future tenses.
Required Texts/Readings

The online textbook package (with the online book key access) is the same for both beginning (first-semester LS1) and intermediate (second-semester LS2) SPAN 132 classes. See below for the ordering/book package options. At a minimum, PLAZAS 4th ed. online access (via the book key) is required to view the online textbook/content and do the workbook homework exercises.

Note that online access to the textbook and SAM-workbook in both package options will last only 6 or 18 months before expiring, depending on the option you choose.

Ordering info:

Course: SPAN 132 (Spanish for the Professions–for MLIS)– Spring 2014 (LS2/Intermediate)
Course Code: FKPKND678
Book: Plazas 4th Edition iLrn: Heinle Learning Center (online book key access required)

Because the 4th edition was released somewhat recently (late 2011), the online book key most likely can only be ordered online from the publisher’s iLrn/Heinle website. Follow the next steps to purchase your book package.

Creating a Heinle Learning Center Account (required)

If you do not already have an account, you need to create one. To do so, follow these steps:
1. Go to http://ilrn.heinle.com and click LOGIN.
2. Click the Create account button.
3. Select a username and password and enter your information, then click Submit.
   Note: Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so the password can be recovered if you forget it.

Entering the Book Key and Course Code (after creating an account)

Once you have your account username/password and are logged in, under your home page "My Workstation," enter the course code (FKPKND678) to complete the enrollment process (click on "Go" when done). You should see the class title (SPAN 132 for MLIS-Spring 2014...LS2/Intermediate...).

You may already have a book key (from the previous class), or you may need to purchase a book key. Depending on your situation, follow one of the three options below:

1) - If you already have a book key (a.k.a. access code), enter it in the "Book Key" field to access the online book content.

2) - To Buy an access code, click on "Buy" and fill out the required information. You will have two buying options: the 6-month or the 18-month online book code:
3) - To Buy a bundle that includes the online book key and a printed copy of the textbook and workbook, log off from any Cengage accounts. Then, go to http://www.cengagebrain.com and search for this bundle (by ISBN number below) and follow the instructions to complete the purchase.

Hershberger, Navey-Davis, Borrás. Plazas – Lugar de encuentros (4th ed.)
Bundle: Custom Introduction to Spanish with SAM and Answer Key + iLrn™
Heinle Learning Center Printed Access Card 4th Edition
Cost is approximately: $225.49 *
(* To save on cost, you may want to go with Option 2 – Buy online access code — and then look for a used/less-expensive printed textbook and workbook from an online shopping website such as Amazon.com, etc.)

Other Readings
Articles and other reading material from the Internet and other sources will also be used throughout the course.

Other equipment / material requirements
A computer, web browser, Internet connection, and headsets (headphones/speakers and microphones) are required to access the online audio/video/web-sharing conference program (Collaborate), as well as the course supplements and tests.

Specialized online glossary materials will be provided for the class. The students are expected to adopt and use at least two English-Spanish / Spanish-English online dictionaries. Suggested online dictionaries:
2. Larousse English-Spanish / Spanish-English:
3. ‘Real Academia Española’ (all-Spanish definitions): http://www.rae.es

Learning Management System & Class Session Program
• **D2L**: [http://slisweb.sjsu.edu/d2l/](http://slisweb.sjsu.edu/d2l/) for course documentation content, online exams, Calendar, homework, and other class documents.

• **Collaborate** for synchronous (‘real-time’) online class sessions, student study groups (as needed), (virtual/online) office hours (as needed), and instructor tutorial recordings (extra chapter review sessions).

• **Collaborate** can also be used for individual or group audio recordings for oral assignments (mostly due toward the end of each month, per the Calendar).

### Classroom Protocol

Students are expected to attend the first introductory mandatory (‘synchronous’) meeting at the beginning of the semester. In addition, students are to either attend both ‘regular’ (Monday and Wednesday) online sessions or to watch the recordings for these sessions. Students who do not attend both (Monday and Wednesday) ‘regular’ sessions will need to write a brief, half-page summary/commentary on one of the two sessions for that week. The Calendar will have the times and dates for these ‘regular’ meetings.

During the online **Collaborate** classes, it is recommended that you use headsets in order to reduce background noise and place yourselves on mute mode when you are not speaking. Also, try not to disrupt the class with individual technical problems during the class sessions; the **Collaborate** assistant may be able to help you with technical issues.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at [http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html). Information about late drop is available at [http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

### Assignments and Grading Policy

Two repeated mandatory **Collaborate** class meetings will be held at the beginning of the semester, as part of the introduction to the class and its requirements. However, students need to attend only one of these two mandatory class sessions. Please check the Calendar for specific mandatory meeting dates / times.

The ‘regular’ class sessions will meet for 60 minutes twice a week (Mondays and Wednesdays). Real-time (synchronous) attendance, via **Collaborate**, is highly recommended; students who do not attend both online sessions for the week must view the recordings and write a brief summary/commentary on one of the two weekly sessions. In general, the Monday sessions will focus on grammar explanations, culture lectures, and ‘SLIS’/professional and practical vocabulary, while the Wednesday sessions will provide more listening, reading, and speaking practice using the concepts taught on Monday. All recordings of the class sessions will be posted in a centralized location (link will be provided in class and referenced in D2L).
A few days before Exam 1 and 2, there will be a 60-minute review session to cover the format and content in the exams. Because this session will help prepare for the exams, real-time (‘synchronous’) attendance is also highly recommended.

Furthermore, the instructor may assign some brief, specialized ‘lecture/tutorial’ video recordings (usually one per chapter) for students to watch as supplementary assignments. These lesson/tutorial recordings will be prepared by the instructor or will be from the existing online textbook tutorials. These recordings will re-emphasize and review the covered material. Details on finding these recordings will be posted in D2L "Content" (under “Homework/tarea” for that particular "Semana/Week").

Besides the regular (Monday and Wednesday) Collaborate class sessions and the chapter ‘lecture/tutorial’ recordings, there will be approximately three hours of homework assigned per week. Homework assignments, detailed in D2L, will be mostly ‘drill’ exercises from the online PLAZAS SAM (Student Activities Manual)-Workbook as well as instructor-assigned D2L homework (short writing assignments, written dialogs, brief monthly commentaries, monthly audio/oral exercises, etc.). To learn a language, at least a half-hour of studying, practice or review is typically required daily. Studying for hours in one sitting before class or an exam will not help most students learn a language.

There will be two exams and a cumulative final exam. Each written exam, including the final, will include (1) a written, objective grammar and vocabulary part, (2) a smaller written cultural part, and (3) a special-purpose/library-specific vocabulary and written part (usually in the format of dialogs). The format of the online D2L exams will typically be multiple-choice or fill-in, with short-sentence and short-essay exercises.

For oral or spoken assessment, students will record brief content in D2L Online Rooms (e.g. self introductions, orally act out dialogs in groups of two, etc.). These assignments will be detailed in D2L and will count as homework assignments. If the student requires more oral practice, he or she can set up an appointment for a virtual office-hour meeting via Collaborate (set up in and accessed from D2L’s Online Rooms).

For any other office hours/consultation needs, students can contact the instructor via email or set up an appointment to meet for a brief Collaborate session (created in D2L’s Online Rooms).

Course assignments will be as follows:

- **Participation / attendance / D2L discussions** 25%
  
  Students must attend the initial mandatory meeting via Collaborate (at the beginning of the semester)

  Students also have to either attend both the Monday and Wednesday ‘regular’ sessions or, if they do not attend both, must turn in, within a week, a brief summary-and-commentary on the material learned from one of the two recordings (from either the Monday or the Wednesday session).

- **D2L Homework assignments and PLAZAS workbook (SAM) exercises** 25%
These will consist mostly of online, machine-graded workbook exercises (SAM), additional instructor-assigned exercises to be posted or submitted (in D2L), and individual oral recordings (in D2L ‘Online Rooms’ linked to Collaborate)

Students are responsible for checking/correcting their own SAM (online workbook exercises) answers for their own learning (SAM’s suggested answers are displayed at the bottom of the online exercises)

Most important for the grade are the assignments that must be turned in via D2L (written Word assignments, oral exercises/recordings, discussion postings, etc.), specified under D2L's "Content" --> "Homework/tarea."

- **Exams**
  - Two timed, written D2L exams (10% each)  20%
  - Cumulative, timed, written D2L final exam  30%

**Mandatory Class Meeting & Exam Dates**

There is only one mandatory, introductory, real-time/synchronous class meeting that you must attend, held via Collaborate (as mentioned in D2L). Choose one of the two meetings to attend:

- **Collaborate**: Monday, Jan. 27th, 5:30 - 6:30 pm PDT OR Wednesday, Jan. 29th @ 5:30 – 6:30 pm PDT

Email the instructor if you cannot make either session. For the (biweekly) ‘regular’ class meetings, you can either attend (via Collaborate) or watch the recordings. The dates/times for these ‘regular’ class sessions are outlined in the Calendar (below) and in D2L, under the ‘Content’ weekly folders.

The exams (Exam 1, Exam 2, and Final Exam) can be taken at anytime on the following days:

- D2L online Exam #1: Thursday or Friday (March 20th or 21st) at anytime (2 continuous hours)
- D2L online Exam #2: Thursday or Friday (May 1st or 2nd) at anytime (2 continuous hours)
- D2L online Final Exam: Saturday, Sunday, or Monday (May 17th or 18th or 19th) at anytime (3 continuous hours)
University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.
## SPAN 132 (section 11-intermediate); Spanish for the Professions, Spring 2014 Course Schedule

Below is a tentative schedule for the general topics that will be covered in this class. Some activities are subject to change. D2L will contain more accurate and detailed information for each week. Each meeting will meet for 60 minutes.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Grammar topics, Readings, Assignments, Deadlines</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 27 @ 5:30pm OR Jan. 29 @ 5:30pm PDT (mandatory)</td>
<td>Read introductory material from D2L (‘Content’), be familiarized with Collaborate tool and D2L document repository website. Breve presentación del curso y de Collaborate; práctica elemental</td>
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<tr>
<td>2</td>
<td>Jan. Feb. 3 @ 5:30pm PDT AND Feb. 5 @5:30pm PDT</td>
<td>Repaso del Cap. P, 1, 2; questions and answers; brief self-introductions or descriptions Repaso: first-semester ‘SLIS’ vocabulary and relevant grammar General cultural topic or review</td>
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<tr>
<td>3</td>
<td>Feb. 10 @ 5:30pm PDT AND Feb. 12 @ 5:30pm PDT</td>
<td>Repaso del Cap. 3, 4, 5; questions and answers; brief self-introductions or descriptions Repaso: first-semester ‘SLIS’ vocabulary and relevant grammar General cultural topic or review</td>
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<tr>
<td>4</td>
<td>Feb. 17 @ 5:30pm PDT AND Feb. 19 @ 5:30pm PDT</td>
<td>Repaso del Cap. 6: Vocabulario 1 (pág. 180-181); Estructura 1—Making comparisons (pág. 186-187) Libro de texto: Cap. 6: Vocabulario 2 (pág. 192-193); ¡Así se dice!—Making statements about quantity; Estructura 2—Describing past events (regular verbs….in the preterit) (pág. 198) De biblioteca/‘SLIS’: changing a dialog to the preterit past tense Cultura: Encuentro cultural—Venezuela (pág. 190)</td>
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<td>5</td>
<td>Feb. 24 @ 5:30pm PDT AND Feb. 26 @ 5:30pm PDT</td>
<td>Libro de texto: Cap 6: ¡A repasar! (pág. 210); Cap 7: Vocabulario 1 (pág. 214-215); ¡Así se dice! (pág. 220) Cultura/historia: algunos grandes hechos históricos/acontecimientos del pasado en el mundo hispano De biblioteca/‘SLIS’: TBD</td>
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<td>6</td>
<td>Mar. 3 @ 5:30pm PDT AND Mar. 5 @ 5:30pm PDT</td>
<td>Libro de texto: Cap. 7: Estructura 1—Talking about singular and/or completed events in the past/irregular verbs in the preterit (pág. 222-223); Vocabulario 2—De compras (pág. 228-229); Estructura 2—Simplifying expressions (pág. 232-233) Cultura: Encuentro cultural—Argentina y Uruguay (pág. 226-227) De biblioteca/‘SLIS’: Direct-object pronouns / ¿Ya los/las devolvió usted? / etc.</td>
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<td>Week</td>
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<td>Grammar topics, Readings, Assignments, Deadlines</td>
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<td>7</td>
<td>Mar. 10</td>
<td>Libro de texto: Cap. 7: Estructura 3—Describing ongoing and habitual actions in the past (imperfect tense) (pág. 236-237); ¡A leer! (pág. 242-243) De biblioteca/SLIS’: usando el imperfecto</td>
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<td>AND Mar. 12</td>
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<td>Mar. 12 5:30pm PDT</td>
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<td>8</td>
<td>Mar. 17</td>
<td>Repaso… (attend either review session)</td>
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<td>Mar 20 OR 21</td>
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<td>EXAM 1 (mainly Cap. 6-7, and basic concepts from all previous; 2-hour exam)</td>
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<tr>
<td>Break</td>
<td>Mar. 24-28</td>
<td>Spring Recess (no classes)</td>
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<tr>
<td>Break</td>
<td>NO CLASS</td>
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<td>9</td>
<td>Mar. 31</td>
<td>Libro de texto: Cap. 8: Vocabulario 1—Fiestas y celebraciones (pág. 250-251); ¡Así se dice!—Interrogative words (pág. 256); Estructura 1—Communicating about past events and activities/preterit vs. imperfect (pág. 258-259) Cultura: Encuentro cultural—Guatemala y El Salvador (pág. 262-263) De biblioteca/SLIS’: El empleo; dónde trabajaba y qué hacía/dónde trabajé y qué hice</td>
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<td>10</td>
<td>Apr. 7</td>
<td>Libro de texto: Cap. 8: Vocabulario 2—La playa y el campo (pág. 264-265); Estructura 2—Stating affirmative and negative ideas (pág. 268-269); Estructura 3—Talking about periods of time since an event took place/ Hace + period of time + que (pág. 272) Cultura: El cumpleaños / TBD De biblioteca/SLIS’: Lo que hay y lo que no hay (affirmative and negative statements), etc. / TBD</td>
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<td>AND Apr. 9</td>
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<td>11</td>
<td>Apr. 14</td>
<td>Libro de texto: Cap. 9: Vocabulario 1—Viajar en avión (pág. 284-285); Estructura 1—Simplifying expressions (1)/Indirect object pronoun (pág. 290-291); Estructura 2—Simplifying expressions (ii)/double object pronouns (pág. 294) Cultura: Encuentro cultural—Cuba, Puerto Rico y la República Dominicana (pág. 296-297) De biblioteca/SLIS’: Práctica c/ objetos directos e indirectos / TBD</td>
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<td>12</td>
<td>Apr. 21</td>
<td>Libro de texto: Cap. 9: Vocabulario 2—El hotel (pág. 298-299); Cap. 9: ¡Así se dice!—Giving directions (pág. 302-303); Estructura 3—Telling someone to do something [Formal command only]</td>
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<td></td>
<td>AND Apr. 23</td>
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<td>@ 5:30pm PDT</td>
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<tr>
<td>Week</td>
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<td>Grammar topics, Readings, Assignments, Deadlines</td>
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<td><strong>Cultura:</strong> (No hay sección de cultura programada)</td>
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<td><strong>De biblioteca/SLIS:</strong> Affirmative and negative formal commands (commands that go with the ‘usted’ formality; direct/indirect object pronouns) / TBD</td>
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<td>13</td>
<td>Apr. 28 @ 5:30pm <strong>OR</strong> Apr. 30 @ 5:30pm</td>
<td>Repaso… (attend either review session)</td>
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<td></td>
<td>May 1 <strong>OR</strong> May 2 (@ anytime)</td>
<td><strong>EXAM 2</strong> (mainly Cap. 8, 9, and basic concepts from all previous chapters; 2-hour exam)</td>
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<td>14</td>
<td>May 5 @ 5:30pm PDT <strong>AND</strong> May 7 @ 5:30pm PDT</td>
<td>Libro de texto: Cap. 10: Estructura 1—Describing recent actions, events, and conditions (pág. 326-327); ¡Así se dice! – Describing reciprocal actions (pág. 330-331)</td>
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<td></td>
<td>Cultura: Encuentro cultural—Cuba, Puerto Rico y la República Dominicana (pág. 296-297)</td>
<td>De biblioteca/SLIS: “(Esto) ya está <em>(participio pasado)</em>.” -TBD</td>
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<td>15</td>
<td>May 12 @5:30pm PDT <strong>OR</strong> May 14 @5:30pm PDT</td>
<td>Repaso… (attend either review session)</td>
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<tr>
<td>16</td>
<td>May 17, 18, <strong>OR</strong> 19 @ anytime</td>
<td>Final exam (comprehensive; 3-hour exam; take the exam at anytime, between May 17th and May 19th, inclusive)</td>
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