Instructor: Cristina Tarazona  
Office hours: W 1:00-2:00; Th 12:30-1:30 & by appt.  
Office: Humanities Hall 109B  
e-mail: cristina.tarazona@emory.edu

Course materials:  
2) Additional material posted in Canvas (articles, podcasts, videos, and short stories)

Course Description: This course is a continuation of Spanish 201 and is designed to further develop students' Spanish skills. Students refine their grammar usage through continued review of basic structures and study of complex structures, and they expand their spoken Spanish skills through discussion and analysis of cultural topics.

This section of SPN 202 is a TPSL course, a service learning course requiring face-to-face service in the local community of Spanish speakers. The coursework in SPN 202 and students’ sustained work in and critical reflection on local Spanish-speaking communities in Oxford / Covington area are naturally complimentary and mutually illuminating. Please note that service learning involves collaborating with community members and working within a larger organization dedicated to promoting richer lives for Hispanic immigrants in the area. Past students have commented that TPSL courses have been one of the most rewarding and meaningful experiences of their academic careers, and I hope you will say the same at the end of our semester together.

Course Objectives  
As a result of SPN 202, students will be able to:  
_____ 1. refine their grammar usage through continued review of basic structures and study of complex structures;  
_____ 2. expand their spoken and written Spanish skills through discussion and analysis of cultural topics studied in class;  
_____ 3. state (orally and in writing) the main facts and opinions from oral or written texts in Spanish;  
_____ 4. critically state and support their opinions about the issues presented in class.

Additionally, as a result of SPN 202 TPSL, students will be able to:  
_____ 5. learn about various solidarity projects carried out locally and around the world, and their impact to their communities;  
_____ 6. actively participate in projects at various local partner communities;  
_____ 7. discuss orally and in writing their opinions on solidarity projects, as they understand them through community contact and related readings;  
_____ 8. share their experiences working with our partner communities; and,  
_____ 9. synthesize and evaluate what they have learned through their community service experiences.

Evaluation & Grading: The final grade in Spanish 202 will be determined in accordance with the following criteria:  

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Hours of service</td>
<td>10%</td>
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<tr>
<td>Compositions (3)</td>
<td>10%</td>
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<tr>
<td>Participation/Homework</td>
<td>10%</td>
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<tr>
<td>Project</td>
<td>15%</td>
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<tr>
<td>Exams (2)</td>
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<tr>
<td>Final Exam</td>
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<td>Foros</td>
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Grading scale:
A = 94-100      B = 83-86      C = 73-76      D = 63-66
A- = 90-93.9   B- = 80-82      C- = 70-72      F = 0-62
B+ = 87-89.9   C+ = 77-79      D+ = 67-69

COURSE SET-UP - The course has several components, both in class and out of class:

IN CLASS

We meet as a class 3 days per week (MWF). In class, we practice the assigned material for the session (see calendar). To prepare each week, students should begin with logging into our Canvas course site. Weekly detailed assignments will be posted each Friday afternoon for the following week. To prepare, you should:

- Study and learn the new points featured in the assigned textbook sections and any additional texts.
- Attempt the exercises in those sections.
- Review recent previously-assigned material and consider the links between old and new.

Participation:
Your participation grade reflects your preparation and active participation in class. Again, study the pages assigned for the day before you come to class so that you will be able to ask and answer questions and participate in all activities. Active participation means always speaking Spanish in the classroom, contributing significantly to group work, and volunteering as much as possible without dominating the class.

Attendance:
Students are required to attend all classes. You are allowed a maximum of 3 unexcused absences, not to occur on days of tests, compositions, or any other graded assignments. Each unexcused absence beyond these limits will result in the lowering of one point from the final course grade. You must arrive on time. Three late arrivals will constitute an absence.

Absences may be excused due to major illness, religious holidays, or other extreme or unusual circumstances defined by the University. It is the student’s responsibility to notify the instructor and to give a written excuse in these cases.

Reflection Days:
During the course of the semester, you and your classmates will have the opportunity to reflect on your service learning experience as well as the course content. You will complete a written reflection as an individual prior to meeting with your classmates for a critical discussion of your work as related to course materials.

Compositions:
You will write three compositions in class and one outside of class. The topic will relate in some way to your TPSL experience and will connect to the curriculum at each juncture of the course. General instructions on the composition will be available on the course Canvas site.

Exams:
There will be two exams during the semester and a final exam on the dates indicated on the syllabus. Before each test, your instructor will indicate specific materials to be examined. NO MAKE-UPS are allowed on exams unless you directly notify and present a valid excuse to your instructor beforehand.
OUT OF CLASS

Three hours of class per week are not enough for developing proficiency in a language, and there are other important components for this course that you will do outside of class:

**Successful completion of required service hours:**
Students in TPSL courses are required to work approximately 2 hours per week for a minimum of 18 hours over the course of the semester. Students will receive a mid-term grade as well as a final grade that reflects active engagement while serving in their community placement. This grade is assigned by the community partner, not your instructor.

**El foro / Discussion Group:**
You are required to make substantial contributions in Spanish over the course of the semester to the class electronic discussion group on Canvas. The goal is to encourage dynamic conversation between all the members of our group. Minimum participation in each foro is defined as 3 posts: 1 post that you compose that answers the questions posed by the professor and 2 comments to fellow classmates. This results in an average grade of 75. If you want a higher grade, further sustained dialogue between classmates is required. Posts that count towards higher grades will extend beyond ‘I agree with you’ or ‘You make a good point’.

**Homework / Quizzes:**
You are responsible for preparing all assigned material BEFORE each class. All homework assigned by the instructor will be posted on Canvas and must be completed on time. Late work will be assessed a penalty of ten points per day (including weekends and holidays). Work submitted the same day after class will be considered late and will be marked down 10 points. Your instructor may also give announced quizzes, which will count as homework assignments, to review specific grammar, vocabulary and/or culture.

**Project:**
The topic of this assignment will be directly linked to the theme of our course “Imagining a better world.” Students will develop a project that meets one of the needs of the community partner they are serving. Some ideas include a fundraiser, an event for the people served, or an educational video. This project will be done in small groups and presented in class. Your instructor will post instructions on Canvas.

IMPORTANT INFORMATION

**Additional resources.** If you need additional practice with the grammar and vocabulary presented in Fuentes, you should use the multiple resources included in the eBook, i.e. grammar tutorials, flashcards, self-tests, etc. Furthermore, you should consider purchasing a Harper Collins or Oxford Spanish Dictionary and exploring the following websites:

- [www.wordreference.com](http://www.wordreference.com)
- [http://languagecenter.emory.edu/home/self-learning/spanish.html](http://languagecenter.emory.edu/home/self-learning/spanish.html)

**Academic Support.** Spanish tutors are available to provide academic support to students on campus. Their schedule will be posted on Canvas.

**Access and Disability Resources.** Students with medical/health conditions that might impact academic success should visit Access, Disability Services and Resources (ADSR) to determine eligibility for appropriate accommodations. Students who receive accommodations must present the Accommodation Letter from ADSR to your professor at the beginning of the semester, or when the letter is received. For further information, please see: [http://oxford.emory.edu/life-at-oxford/disability-services/](http://oxford.emory.edu/life-at-oxford/disability-services/)
Oxford College Honor Code.
http://oxford.emory.edu/academics/student-services/student-honor-code/
Be advised that this code governs your academic conduct in Spanish 202, and your compliance is expected on all assignments for this class. Examples of violations of the Honor Code include the following:

(a) Seeking, acquiring, receiving, or giving information about the conduct of an examination, knowing that the release of such information has not been authorized.

(b) Plagiarizing: any work with your name on it must be yours, not that of some other person.

(c) Seeking, using, giving, or obtaining unauthorized assistance or information in any academic assignment or examination. This includes having another person correct your Spanish grammar in any assignment or composition, using an online translator or having a more advanced student complete your eSam assignments.

(d) Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage.

Extra credit. Attend up to three Hispanic related events sponsored by groups on campus and approved by your instructor, and write a summary in Spanish about that event and your impressions (it needs to be at least 120-150 words, typed and double- spaced). Your summary needs to be submitted on Canvas no later than one week after the event.

Lastly – Please consult with me the minute you have problems with the course material. In Spanish, problems tend to multiply if you wait too long to ask questions regarding grammar or usage. Office hours are posted and you can e-mail for an appointment if you are in class during my office hours.

***Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.***
### ESPAÑOL 202 – PROGRAMA DEL CURSO

<table>
<thead>
<tr>
<th>SEMANA</th>
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<th>CAPÍTULO</th>
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<td><strong>MÓDULO 1 – BUSCANDO SOLUCIONES A LOS PROBLEMAS ECOLÓGICOS Y SOCIOECONÓMICOS (Capítulos 7 y 8)</strong></td>
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**CAPÍTULO 7: Nuestro medio ambiente / La crisis ecológica**

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<tr>
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<th>Presentación del curso; Capítulo 7: El medio ambiente</th>
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<tr>
<td></td>
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**CAPÍTULO 8: Hablemos de trabajo / En busca de seguridad económica**

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<td><strong>EXAMEN I</strong></td>
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**MÓDULO 2 – EL ARTE Y SU PODER PARA TRANSFORMAR EL MUNDO (Capítulos 9-10)**

**CAPÍTULO 9: Es una obra de arte / Arte, identidad y realidad**

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<thead>
<tr>
<th>7</th>
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**CAPÍTULO 10: Las relaciones humanas / Lo femenino y lo masculino**

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<td></td>
<td>V</td>
<td>6</td>
<td>Capítulo 10: Las relaciones humanas; Condicional</td>
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Del 9 al 13 de marzo -- NO HAY CLASE: Vacaciones de primavera

9  L  16  Capítulo 10: “Hombre y mujer en el mundo hispano contemporáneo”
X  18  Capítulo 10: Cláusulas condicionales (Parte I)
V  20  Capítulo 10: “Las Fallas como motor de igualdad y diversidad”

10  L  23  Reflexiones #3
X  25  Composición III (en clase)
V  27  Repaso de los capítulos 9 y 10

11  L  30  EXAMEN II

MÓDULO 3 – POR UNA SOCIEDAD MÁS JUSTA (Capítulo 11)

CAPÍTULO 11: Sociedad y justicia

X  1 abril  Capítulo 11: La justicia
V  3  Capítulo 11: Futuro y el condicional perfecto; Protección animal

12  L  6  Clase virtual: Documental La felicidad según Vicente Ferrer
X  8  Capítulo 11: Pluscuamperfecto de subjuntivo
V  10  Capítulo 11: Oraciones condicionales (Parte II)

13  L  13  Presentación de los proyectos
X  15  Presentación de los proyectos
V  17  Presentación de los proyectos

14  L  20  Capítulo 11: Latinos comprometidos socialmente
X  22  Reflexiones #4 (Conclusiones)
V  24  Capítulo 11: Cuento “Usted estuvo en San Diego” (Eduardo González Viaña)

15  L  27  Repaso general

EXAMEN FINAL:
Viernes, 1 de mayo, a las 9:00 de la mañana

NOTE: This exam day/time has been set by the College Office and cannot be changed by instructors.