



Intermediate Spanish | Level II

(SPAN 202 | Section I | Hybrid Course)

Spring 2021

"La verdad es lo que es,
y sigue siendo verdad
aunque se piense al revés."
-Antonio Machado

Instructor: Dr. Brian Cope email: bcope@wooster.edu TA: Cammy Bly email: cbly22@wooster.edu TA: Morgan Malone email: mmalone23@wooster.edu	Office Hours on Teams: <i>By appointment</i> Room (for in-person sessions): Kauke 135
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Day	Time
Mon, Wed, and Fri	11:45 am – 12:35 pm

Learning Objectives and Outcomes

Objectives: (1) Increased control of the language (toward the low-advanced range) in the following areas of linguistic competency: reading comprehension, oral communication, written composition, and listening comprehension; (2) strengthened command of vocabulary for general everyday communication; (3) continued acquisition of *basic* knowledge about the history and culture(s) of the Spanish-speaking world. These objectives will be met through a series of assignments and activities that integrate the study of grammar with the study of culture, literature, art, and history.

Outcomes: The expectation is that the student will be able to: (1) understand main ideas and most details of connected discourse on a variety of topics; (2) converse in a clearly participatory fashion by initiating, sustaining, and bringing to closure a variety of communicative tasks; (3) read, understand, and interpret complex prose; (4) write argumentative papers of approximately one paragraph to two pages in length on familiar topics demonstrating the ability to integrate grammar, vocabulary, style, content, and organization; (5) possess a demonstrable understanding of the fundamentals of Spanish grammar; (6) use a broad range of Spanish vocabulary; (7) demonstrate cultural literacy by engaging thoughtfully with the assigned cultural topics. **Note:** The learning objectives and outcomes for this course align closely with the following [*Graduate Qualities*](#) of the College of Wooster: *Independent Thinking*; *Integrative and Collaborative Inquiry*; *Effective Communication*; and *Global Engagement*.

Course Structure and Design

This hybrid course is designed to accommodate in-person and remote learning. In-person instruction will occur at the discretion of the professor for as long as the college deems that it is safe to do so. Any student not wishing to physically attend any or all of the in-person sessions *will not be required to do so*. Those who do physically attend will be required to practice the college's mandatory safety protocols at all times (mask wearing, 6-foot distancing, etc.). Under no circumstances should anyone who is not feeling well attend in-

person class sessions. The delivery method for this course will alternate between remote and in-person instruction.

SPAN 202 is geared toward mid-intermediate language learners whose goal is to become fluent in Spanish. In the Spanish 201-202 sequence, students review and practice the full range of Spanish grammar and hone their skills in reading, speaking, writing, and listening while also engaging with cultural topics. Immersion is the methodology used in the course, meaning that class is conducted entirely in Spanish and culturally authentic materials are always utilized. The cultural component of the course is designed to expose students to: (1) a selection of iconic figures of the Spanish-speaking world; (2) a selection of key historical events pertaining to the Spanish-speaking world; (3) a selection of cultural artifacts of enduring significance. The intended outcome of the cultural component is for students to leave the course with an *emerging* foundation of cultural literacy on which they can continue to build through their future course work and/or personal initiative. The interrelated topics selected for this course will challenge you to think critically and develop knowledge of the Spanish-speaking world. The topics for this semester include: artistic and literary reflections on themes related to crisis and division (Spain); popular music from the past fifty years (Spain and Latin America).

Student Responsibilities

1. To prepare all assignments thoroughly;
2. to attend all classes;
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, reviewing Spanish grammar independently, and utilizing the resources made available to you via the course website.

Note: *Students planning to continue with Spanish after this course should be aware that subsequent courses in the curricular sequence do not include a review of grammar. Therefore, it is imperative to use this course to gain a solid foundation in Spanish grammar and to develop the verbal and written proficiency needed to succeed in advanced courses, which focus on particular subject areas and emphasize higher order reasoning and critical thinking in Spanish. This course is designed to prepare students for Spanish 223/224 and beyond, and those students who are planning to continue should proactively use this course to develop the study habits that will serve them well in later courses. These habits include: maintaining vocabulary lists; reviewing vocabulary; doing verb conjugation drills; using the dictionary and other online tools in appropriate and effective ways; and living the language by listening to music, watching programs with Spanish subtitles (or no subtitles), conversing with peers in Spanish outside of class in planned or impromptu situations, reading out loud in Spanish for fifteen minutes (or more) every day, and thinking in Spanish.*

**Doing these things will help you make the transition to advanced courses and/or study abroad in a Spanish speaking country.*

Required Materials

1. *Manual de Gramática: Version en español.* By Zulma Iguina and Eleanor Dozier. Heinle (Second Edition). ***Note:** *if you are planning to continue to take Spanish courses beyond 202 at The College of Wooster, you should keep this book for future reference.*
2. All other materials required for this course are available to you via the course website.

Evaluation Criteria

Active Participation / Preparation / Attendance	20%
<i>Pruebas y tareas</i> (quizzes and homework).....	30%
Compositions.....	10%
Exams.....	30%
Final Exam.....	10%
Extra Credit:	up to 4% (added to final percentage)

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:

- ❖ Students may drop one course, up to 1.25 credits, at any time through the last day of classes (Tuesday, April 27 by 4:00PM), as long as their total remaining credits are above 3.0. This may be done without documentation of extenuating circumstances.

Class Dynamic

Whether we meet remotely or in person, 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 will usually give a short review and/or presentation (5-10 min) in order to clarify doubts and/or provide contextualized information needed for group discussion. During remote classes, the students will be divided into breakout rooms to work collaboratively on the task at hand. During in-person classes, one physically present student will be paired with one or two remote students for class discussion. It is required that all students who attend class in-person wear their masks, keep social distance, and *bring their laptop and earphones*. After 15-20 minutes of group discussion each group will report out to the class.

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 try, and 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 and critical thinking, 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 sit down with you 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 20th-century philosophy, literature, 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. This is my 16th 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 in the classroom and actively engaged for the entire fifty minutes. 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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

o-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. Due to Covid, in-person attendance is not required. Remote synchronous attendance is required for students living on campus and for those living off-campus in Pacific, Central or Eastern time zones.

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 NINE unexcused 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* four, which means that **FOUR absences** will be automatically forgiven at the end of the semester. I recommend being judicious about the way you use these absences. If you miss a day for a co-curricular activity or a religious observance, or because you are ill or didn't hear the alarm clock, this absence is subtracted from your allotted four. The 4 permitted absences are meant to cover eventualities, such as common illnesses. If you become ill and the illness persists for such a length of time as to cause you to miss more than nine 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

3 exams will be given over the course of the semester. Each will contain two components: 1) An online open-book exam; 2) A 5-minute oral exam with the professor on the morning of the scheduled exam.

Note: If you anticipate that you will not be able to complete an exam on or by the designated date and time because of your involvement in an official co-curricular activity, you must consult with me at least 72 hours ahead of time in order to reschedule the exam. If you miss your scheduled oral exam without conferring with

the professor in advance, you will not be allowed to make it up unless you can provide documentation of a medical extenuating circumstance.

Compositions

Students will complete two compositions (750+ 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 failing the assignment. 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 750 words, with the word count appearing at the end. Students will submit a completed rough draft of the paper for peer editing (25% of grade) and a final version at a later date that incorporates the feedback received from peers (75% of grade). The criteria used to grade the final paper can be found on Moodle. 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.

Pruebas y tareas

Learning a foreign language requires practice. Therefore, you will be required to complete numerous online quizzes and short writing assignments (~100 words) via Moodle. These assigned activities are synced with the readings and are designed to help you prepare both for class and for the exams. **All assignments must be completed by the beginning of the class for which these are assigned.** In order to provide you with plenty of practice opportunities to achieve your best work, **students have between 1 and 3 attempts to complete a specific quiz.**

Note: The policies regarding quizzes and homework cannot be waived for any reason. Alternative assignments will not be given for students who do not complete them.

Extra Credit

Students can receive extra credit worth up to 4 percentage points added to the final grade by completing a third composition on a film or Netflix series from the list (above) or chosen in consultation with the professor. Papers submitted for extra credit must represent original work *done only for this course* and must follow the instructions for the two required compositions. This assignment will be graded the same as the required two compositions. **Note:** Students become eligible for extra credit only once they have submitted, on time, the two required compositions. This extra credit assignment is **due by 3pm on April 27.**

Additional Resources

You are encouraged to take full advantage of the additional resources available to you:

- 1) Course page on Moodle with links to practice exercises, online cultural content, and news outlets.

- 2) Scheduled consultations with the teaching apprentices, Morgan Malone and Cammy Bly.
- 3) Tutoring by a Peer Learning Assistant: This information will be provided early on in the semester.
- 4) 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 receiving or giving help on any of the assigned writing tasks: It is not permitted to receive or give help with writing assignments for this class without prior permission from the professor—no exceptions. Nor is it permitted to write your papers in English and translate them into Spanish using an electronic translator. If it is evident to me that what I am reading is not your writing, I will deduct points from the grade in proportion to the severity of the infraction after discussing your paper with you during office hours. Cases of deliberate cheating will receive an automatic **F** and will be referred to the Committee on Academic Standards. This policy is designed to ensure fairness and to foster resourcefulness and effective work habits. If you have questions about what is permissible and impermissible, or why this policy exists, please see me during office hours.

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. College classrooms are places to test out new ideas, challenge assumptions, and engage timely and sometimes sensitive issues. Students who enter this space should be able to do so with the assurance that their comments will not be shared beyond the classroom.

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
- 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.

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). 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) The **SPANISH SUITE** will organize virtual activities open to the campus community throughout the semester. You are encouraged to attend and consider applying to live in the Suite next year if you plan to continue with Spanish.
- 4) 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.
- 5) As a college-level Spanish course, it is expected that each student will devote a **minimum of 8 hours** per week outside of class to studying for the course. The schedule has been organized with this workload in mind.
- 6) 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.
- 7) **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.
- 8) **OFFICE HOURS:** Please email me with your available weekday afternoon times up to 5:30 pm. We will find a time that is practical for both of us. I am extremely flexible with availability. Do not hesitate to write to me. I can also make time to meet during the weekend if necessary.
- 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 201/202

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. *Assigned Activities*
 - 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!***