

SPN 368.02 CONVERSATIONAL SPANISH I
3 CREDIT HOURS=20 130-MINUTE MEETINGS
SUMMER II 08
EVANS 313
M-F 10-11:50 AM

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Office hrs.: 2-2:30 and by appt; PLEASE EMAIL FOR APPOINTMENT

**GENERAL COLLEGE OF HUMANITIES & SOCIAL SCIENCES AND DEPARTMENT
OF FOREIGN LANGUAGES POLICIES**

AMERICANS WITH DISABILITIES ACT

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. The students should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. **NOTE: No accommodation can be made until the student registers with the counseling Center.**

RELIGIOUS HOLIDAYS

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

“Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

VISITORS IN THE CLASSROOM

Unannounced visitors to class must present a current official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor’s discretion whether or not the visitor will be allowed to remain in the classroom.

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not

regular, and it should in no way constitute interference with registered members of the class or the educational process.

CLASSROOM RULES OF CONDUCT

Please refer to <https://www.shsu.edu/students/guide/dean/codeofconduct.html>

ACADEMIC DISHONESTY

Please refer to Academic Policy Statement 810213.

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of f resource materials.

YOUR ENROLLMENT IN THIS CLASS CONSTITUTES YOUR LEGAL AND MORAL OBLIGATION TO THE HONOR CODE. Because this course is a listening, speaking, reading, and writing one, I encourage you to work together. **HOWEVER, plagiarism--copying others' work with out crediting them for it--is legally and ethically unacceptable--AND GROUNDS FOR FAILURE, NOT JUST IN THE ASSIGNMENT, BUT IN THE CLASS.** Paraphrases, as well quotes, must be documented. See the article, *Plagiarism*, posted in documents in Blackboard.

PHILOSOPHY

This is an UNIVERSITY-LEVEL ACADEMIC COURSE WITH APPROPRIATE ACADEMIC REQUIREMENTS. You earn your grade on that basis. You do not receive university credit for "ethnic consciousness" or language ability per se. Academic credit is based upon your intellectual and academic efforts, willingness and ability to reflect upon and respond to requirements of the class.

INTERACTION

RESPECT FOR OTHERS' VIEWS AND SPACE, not necessarily in agreement with one's own, is required on the part of every participant, including what is expressed, shared, etc., in the course of class interaction.

RESPECT FOR OTHERS IN GENERAL, particularly in the case of disagreement about class management issues, is required on the part of every participant. Presentation style is important. Treat others as you would have them treat you!

PERFORMANCE CONCERNS

Faculty are committed to facilitating each student's performance. Students must be committed to maximizing their own performance. This is a dual responsibility.

Please evaluate your personal class progress at least weekly, beginning at the first of the semester, and particularly after your first grade. Take responsibility and action right away! Do not wait until mid-semester and certainly do not wait until late in the semester to act on your concerns.

If you are concerned about your progress, please follow this chronological format:

1. Are you personally spending (minimum) equal time in outside-class preparation as you spend in the classroom itself? (Very many students need more preparation time for language acquisition classes; you may personally need more and you may need study-strategy assistance! Ask for help!)
2. Have you contacted the SAM Center about study-skills suggestions/workshops in general?
3. Are you following the suggested syllabus scenarios to incorporate the target language into your life and maximize your experience?
4. Have you contacted your professor via personal appointment to discuss specific actions which will help you improve your performance?
5. Have you arranged study sessions with other students in the class?
6. Have you contacted the Writing Center and scheduled personal tutoring (free)?

CELL PHONES & PAGERS

Please refer to Section 5.2.22 of the Code of Conduct.

CELL PHONES AND PAGERS must be on vibrate during class time except in pre-arranged-with-the-professor possibility of medical emergency to avoid grade sanctions.

GENERAL STUDENT RESPONSIBILITIES

YOU ARE RESPONSIBLE FOR ALL MATERIAL, in books, presented in class, etc., whether you are listening or not.

YOU ARE PERSONALLY & SOLELY RESPONSIBLE FOR YOUR ACTIVITIES (ASKING QUESTIONS OR DOING HOMEWORK) IN ORDER TO MEET YOUR PERSONAL EXPECTATIONS AND DESIRE FOR SUCCESS/GRADE. Probable daily time needed for homework outside class will be a minimum of one to two hours per hour spent in class (3-6 hours per week). "Homework" is largely left to your discretion--you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, book or said in class. You are expected to highlight reading and take notes in class. You are expected to keep in contact with the professor and other students as personally needed.

All papers must include a heading in this format:

(sample)

Student name

Class: SPN 361, summer II 08

Assignment title

If essay, Word count: # (10% variation under/over the assigned is acceptable)

GENERAL FACULTY RESPONSIBILITIES

I INTEND TO BE AVAILABLE TO DISCUSS, ADVISE, ETC., DURING AND OUTSIDE OF CLASS AS MUCH AS POSSIBLE but please set prior appointment times via email.

Drop-in visits welcome when my office door is open, although once in a while, I may not be available then due to other appointments/commitments. If so, I will leave a note as to my return.

If the door is closed, I am not available. Please email for an appointment.

Please also either honor your appointment or call to cancel. I will afford you the same courtesy if I have an unavoidable conflict.

Email is always better than telephoning.

I INTEND TO RETURN ASSIGNMENTS WITH COMMENTARY AND/OR GRADES AS SOON AS POSSIBLE, usually within a week.

INSTRUCTOR EVALUATIONS

Students will be asked to

- complete a short anonymous informal course/instructor evaluation to questions after the first and second thirds of the semester
- complete an anonymous formal course/instructor evaluation form towards the end of the semester.

ATTENDANCE POLICY: BE IN CLASS, BARRING CONTAGION OR CATASTROPHY!!!

ATTENDANCE IS REQUIRED for every SINGLE minute of every SINGLE class meeting. If you are absent without making arrangements with the professor, with or without justification, your grade will be affected.

Students are encouraged to “buddy” with other students to get class notes/assignments. Always refer to your syllabus on Blackboard.

It is the student’s responsibility to request and turn in make-up work, which normally must be completed within one week after returning. Permitting make-up work, granting full or partial credit, etc. are at the discretion of the professor according to university guidelines.

Student Absence Notification Policy

The student is responsible for communicating directly with his or her instructor(s) when he or she is going to miss or has missed class. If possible, students should notify instructors and make arrangements for missed assignments before the absence occurs. Excusing the student is at the sole discretion of the faculty member.

http://www.shsu.edu/students/StudentGuidelines2007_2008.pdf (SHSU Student Guidelines)

The term “**excused absence**” is discretionary and solely up to the professor of record. The status “excused absence” refers to the allowance of makeup or late work and will not erase a physical absence from the lab. A student who has missed lab cannot be counted present.

http://www.shsu.edu/students/StudentGuidelines2007_2008.pdf (SHSU Student Guidelines)

DEADLINES

Syllabus assignments will be performed or handed in at the corresponding class.

Daily grades will be assigned at the professor's discretion. In case of serious illness or death in the family, advance or concurrent notice of your absence is required. Call or email and leave a message and, if possible, send your corresponding assignment with another student.

NO LATE PAPERS OR EXAMS WITHOUT WRITTEN EXCUSE (DOCTOR, HOUSEMOTHER, MORTICIAN, ETC.) AND USUALLY MUST BE MADE UP AS SOON AS POSSIBLE AFTER ABSENCE.

**SAM HOUSTON STATE UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGES**

CONVERSATIONAL SPANISH I
SPN 368.02 CID: 8088 Summer II 2008
M to F 10 – 11:50 EV 313

Instructor: Silvia A. Huntsman
Office: EV 209 **Phone:** 294-1442
E-mail: fol_sja@shsu.edu
Office hours: 2-2:30 and by appointment.
Please e-mail.

COURSE DESCRIPTION: This class requires to speak, and converse in Spanish. Reading materials from the textbook will provide the basis for conversation and composition. Emphasis is placed on extemporaneous speaking and conversation. This course cannot be taken for credit by native Spanish speakers. Prerequisite: SPN 264, or equivalent.

GOALS OF THE COURSE: Part of the student's success will depend on arriving at class well prepared and able to respond quickly when called on. Communication with other students and class participation will be emphasized. SPN 368 is also designed to further expand the student's proficiency in a variety of situations.

TEXTBOOK: Joan Brown and Carmen Martín Gaité; Conversaciones creadoras; Third edition (2006), Houghton Mifflin. ISBN: 0-618-48107-9.

COMPUTATION OF YOUR GRADE:

4 Scenarios	20%	3 Writing Assignments	5%
1 Oral presentation	5%	5 !Qué pasa! (cultural activities)	10%
Quizzes	15%	Participation	5%
Midterm Oral Interview	10%	Attendance	10%
Final Oral Interview	20%		

EVALUATION OF YOUR ORAL PERFORMANCE: The key areas for the evaluation of your oral performance and proficiency will be the following:

1. How well you make yourself understood (Comprehensibility)
2. How fluently you speak (Fluency)
3. How much information you communicate (Vocabulary/Structure)
4. How grammatically correct your speech is (Structure)
5. How much effort you make to communicate (Fluency/comprehensibility)
6. How believable your words and actions are in their cultural setting (Vocabulary/Structure/Content)

SCENARIOS: Each student will be required to participate in 4 orally performed scenarios (**ESCENAS, see textbook and syllabus**). For grading rubrics please see document on Blackboard under Course Information. Dates: July 11, July 16, July 21, July 30, and August 4.

ORAL PRESENTATION: An individual oral presentation is required. The student will present a topic related to one of the chapters covered in class or one of those suggested in the 'Conexión Internet' section or 'Proyectos para grupos' section found in each chapter. Other culturally related topics of your choice with instructor approval are also possible. These presentations must be about 5 minutes long, followed by group questions/discussion hopefully moderated by student. Dates: Any of the dates for Scenarios plus August 5.

QUIZZES: There will be short quizzes covering the basic vocabulary of each chapter, cultural information presented in the **Notas Culturales** section, and the grammatical point reviewed in each chapter. (True/False, fill-in, translation, writing original sentences, definitions)

ORAL INTERVIEWS: Both interviews will have the same format. They will consist of 3 parts:

1. **Student's Monologue (34%).** The student prepares a 90 second monologue about a subject covered in class or of his/her choice.
2. **Answering questions on Monologue (26%).** The instructor asks questions about the topic of your monologue.
3. **Interview (40%).** The student converses with instructor. The student is required to ask at least 4 questions to instructor.

WRITING ASSIGNMENTS (Composiciones): There will be 3 writing assignments covering some of the most important communicative goals for the course: Description, Expressing likes and dislikes, Narration, Comparison, Future and Hypothesizing. These assignments need to be about 100 words long, and double spaced (see p. 4 of this document for topics). They are required to be turned in by the due dates. Deductions will apply for late assignments. These assignments can also be the basis for your Individual Oral Presentations or Oral Interview Monologues.

¡QUÉ PASA! (Cultural Activities). In order to get you used to starting a conversation in Spanish, each student is required to present to the class one topic of conversation per week, for a total of 5 (2% each). This activity lends itself well for a class warm-up, so the best times are at the beginning of class, maybe also after a break. There is a wide range of topics you can choose depending on what you like.

- In the news. Current events (weather, politics, economy, law, sports, fashion, music, movies, etc.)
- Personal experience (cultural, academic, work related; shopping, family, jokes, made up stories, etc)

Share this orally in class and turn in a brief summary with the date, and answer to the questions Who, What, When, Where, Why, How.

PARTICIPATION: Participation will be taken every class day. The student is expected to use only Spanish and to participate in every class both in smaller discussion groups and in general class discussions. Be present in class, having previously prepared each assignment on the schedule portion of the syllabus.

-Suggestions: Reflect afterwards and make notes of questions/observations.

ATTENDANCE

-Each unexcused absence -1% per hour (one class day = 2 hours). Each excused absence -0.2%.

-Regardless of the reason for your absence, you are required to complete any in-class work, and be informed of any due assignments.

BLACKBOARD: Blackboard will be used to post your grades, course documents, and give important updates and reminders from your instructor. Don't forget to check it periodically. You may submit your assignments as attachments to e-mail.

OVERALL AND OFFICIAL ESSENTIAL COURSE (IDEA) OBJECTIVES

- **GAINING FACTUAL KNOWLEDGE (TERMINOLOGY, CLASSIFICATIONS, METHODS, TRENDS)**
- **LEARNING FUNDAMENTAL PRINCIPLES, GENERALIZATIONS, OR THEORIES**
- **GAINING A BROADER UNDERSTANDING AND APPRECIATION OF INTELLECTUAL/CULTURAL ACTIVITY (MUSIC, SCIENCE, LITERATURE, ETC.)**
- **DEVELOPING SKILL IN EXPRESSING ONESELF ORALLY OR IN WRITING**

WEEK 1

- Tue July 8 Introducción. Evaluación. Mapas, el diccionario bilingüe, estrategias de lectura.
- Wed July 9 **Capítulo 1.** Notas Culturales (*El turismo y los hoteles*) p.11-16. Preguntas de comprensión y discusión general. Vocabulario básico, p. 17-20.
- Thu July 10 **Capítulo 1. PRUEBA 1 (Vocabulario).** Conversación creadora, p. 21-24. Enlace gramatical (SER/ESTAR), p.25-27. Vocabulario útil, p. 35-37. Actividad B, C p. 30-31.
- Fri July 11 **Capítulo 1.** Otras actividades: A, D, E p. 29, 31. **ESCENAS #1**, p. 27-28.

WEEK 2

- Mon July 14 **Capítulo 2.** Notas Culturales (*Los aeropuertos y el transporte*), p.39-43. Preguntas y discusión. Vocabulario básico, p.44-49.
- Tue July 15 **Capítulo 2.** Conversación creadora, p. 50-53. Enlace gramatical (Gustar y otros verbos similares), p. 54-56. Vocabulario útil, p.61-62, 64. Actividad B, C p.59-60. Due **PRUEBA 2.**
- Wed July 16 **Capítulo 2.** Otras actividades: A, D, p. 58-61. **ESCENAS #2**, 56-57 o **PRESENTACIONES ORALES.** Due **Composición 1: Descripción.**
- Thu July 17 **Capítulo 3.** Notas Culturales (*Los restaurantes y la vida social*), p.67-71. Preguntas y discusión. Vocabulario básico, p.72-75.
- Fri July 18 **Capítulo 3.** Conversación creadora, p.76-79. Enlace gramatical (Pronombres de complemento), p. 80-82. Vocabulario útil, p. 91-92. Actividad B, C p. 85-86. Otras actividades: A, p. 84, D, p. 86. **PRUEBA 3.**

WEEK 3

- Mon July 21 **Capítulo 3. ESCENAS #3**, p. 82-83 o **PRESENTACIONES ORALES.**
Capítulo 4. Notas Culturales (*El comercio y la seguridad ciudadana*), p.94-97. Preguntas y discusión. Vocabulario básico, p.98-101.
- Tue July 22 **Capítulo 4.** Conversación creadora, p.102-105. Enlace gramatical (Pretérito/Imperfecto), p. 106-108. Vocabulario útil, p. 115-117. Actividad A, p.110. **PRUEBA 4.** Otras actividades: C, D p. 111-113.
- Wed July 23 **Midterm Oral Interviews. (individual appointments). Due Composition 2** (Narration).
- Thu July 24 **Midterm Oral Interviews. Due Composition 2** (Narration).
- Fri July 25 NO CLASSES MEET

WEEK 4

- Mon July 28 **Capítulo 7.** Notas Culturales (*La educación y las profesiones*), p.172-176. Preguntas de comprensión y discusión. Vocabulario básico, p.177-180.
- Tue July 29 **Capítulo 7. PRUEBA 5.** Conversación creadora, p.181-183. Enlace gramatical (El Subjuntivo I), p.185-189. Vocabulario útil, p. 194-197. Actividad C, D p.192-193.
- Wed July 30 **Capítulo 7.** Otras actividades: B, E, G, p. 192-194. **ESCENAS #4**, p.189-190 o **Presentaciones Orales.**
Capítulo 9. Vocabulario básico, p. 233-237. Conversación creadora, p. 238-241.
- Thu July 31 **Capítulo 9. PRUEBA 6.** Enlace gramatical (El Subjuntivo II), p. 242-245. Notas (*El entretenimiento y las amistades*), p. 228-232. Preguntas y discusión. Vocabulario útil, p. 252-254. Otras actividades, p. 249-250. **Due Composition 3** (Futuro/Condicional o Recomendaciones)
- Fri Aug 1 NO CLASSES MEET

WEEK 5

Mon Aug 4	ESCENAS #5 (if by now you do not have 4 scenarios completed, find a partner and chose from Chapter 4, p. 108-109, Chapter 9 or any other chapter) and/or Individual Oral Presentations
Tue Aug 5	Individual Oral Presentations
Wed Aug 6	FINAL ORAL INTERVIEWS
Thu Aug 7	FINAL ORAL INTERVIEWS

POSSIBLE TOPICS FOR WRITING ASSIGNMENTS:**1. Descripción (Capítulos 1 y 2)**

- (a) Describir un lugar. Describa dónde está, cómo es, cómo es el clima allí, por qué le gusta o le parece a Ud. ideal/interesante, etc.
- (b) Una experiencia buena/mala en un hotel. Describa cómo era cada hotel, amenidades, etc., por qué fue una buena/mala experiencia.

2. Narración en el Pasado. (Capítulos 1, 2, 4). Describir una experiencia que Ud. ha tenido, o un viaje que Ud. hizo.

3. Hipótesis/Futuro.

- (a) Planes para el futuro. ¿Qué hará Ud. cuando se gradúe? ¿Qué tipo de trabajo le gustaría tener?
- (b) Posibles viajes a países diferentes. ¿Si pudiera visitar o vivir por un año en otro país o estado, ¿adónde le gustaría ir? ¿Por qué? ¿Qué hará/haría Ud. allí?

OR Recomendaciones. (Capítulos 2, 3, 8, 9).

- (a) Recomiende a un turista hispano (o un estudiante que quiere pasar un año aquí) qué puede hacer en Tejas o los EEUU, qué lugares le recomienda visitar, qué fiestas/celebraciones le sugeriría que conociera, qué medios de transporte puede usar, qué otras recomendaciones le haría.
- (b) Recomiende a una persona lo que debe hacer para mantener una buena salud.
- (c) Recomiende una película o un lugar de entretenimiento.

Otros temas para las Presentaciones:

- 1. Gustos y preferencias.** Presente sus gustos y preferencias sobre uno de estos temas: C-1 El turismo, C-2 El transporte, C-3 Los restaurantes y la comida, C-4 El comercio/las compras, C-9 El entretenimiento.
- 2. Comparaciones culturales.** Haga una comparación entre los EEUU y los países hispanos sobre uno de estos temas: C-3 La vida social, las comidas, C-7 la educación, C-8 el sistema de salud.
-