

SPN 142.04 ELEMENTARY SPANISH II
4 CREDIT HOURS=3-50-MINUTE CLASS MEETINGS (3 CLASS HOURS) & 2 LAB HOURS WEEKLY
SPRING 08
EVANS 320
MWF 11-11:50 AM

Professor SILVIA A. HUNTSMAN

Evans 209

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Office hrs.: MW 2-3pm drop-in appointments

Other days & times by appt only; PLEASE EMAIL FOR APPOINTMENT

SPECIFIC COURSE SYLLABUS. Please read the COLLEGE OF HUMANITIES AND SOCIAL SCIENCES AND DEPARTMENT OF FOREIGN LANGUAGES POLICIES posted on Blackboard (Course Information)

DESCRIPTION OF COURSE:

A class for students with minimal previous instruction in Spanish (the equivalent of 141, one semester) and who are non-native and non-heritage speakers. (Native speakers and heritage speakers should take the CLEP or register for 264.) Continuing emphasis on pronunciation, vocabulary and basic language codes stressing an oral approach. Special emphasis on conversation & oral drill. Two one-hour lab periods required weekly. Pre-requisite: 141 (first semester) or equivalent

STYLE

This course has two delivery methods: an on-line BLACKBOARD for information outside class meetings and a SEMINAR-STYLE, student-centered, format in class meetings with a minimum of professor lecture. Spanish will be the preferred language in both in the majority of cases but code-switching will be practiced when necessary. Since language is a social skill and activity, this is the only way to effectively learn. In either language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

NOTICE – The prerequisite for enrolling in SPN 142 is the completion of SPN 141 with a grade of C or higher or appropriate scores on the CLEP or AP examinations. The prerequisite for enrolling in SPN 263 is the completion of SPN 142 with a grade of C or higher or appropriate scores on the CLEP or AP examinations.

REQUIRED TEXTS AND REFERENCE/READING LIST

Zayas-Bazán, et al. *Arriba* and ancillaries as posted in the Bookstore. 5th Ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2008.

IMPORTANT DATES

Jan 21 – Holiday. MLK

Jan 24 – Last day to add

Feb 1 – 12th class day

March 7 – Last day to drop

March 10-14 – Spring Recess

March 21 – Holiday. Good Friday

Apr 18 – Last day for

resignations

REQUIRED SUPPLIES

-something with pockets or binder for class materials (handouts, notes, etc.) with lined notebook paper for your own use plus journal entries

-personal skills and attitudes: enthusiasm and interest; listening skills, willingness to speak and open-mindedness; time every day outside of class for reading and reflection, awareness that this class is an academic experience which requires intellectual efforts and results

GENERAL GOALS (Optimal results)

1. increased **AWARENESS** of and **APPRECIATION** for Hispanic language and culture
2. more than minimal **VOCABULARY** in Spanish, especially of cognates (and false cognates) and the ability to make educated guesses about unknown words based on context as well as to identify unknown cognates
3. ability to **CONSTRUCT** simple communications, both oral and written, including verb conjugations, word order, etc.
4. ability to carry on more than minimal **LIFE-SUPPORT CONVERSATIONS** related to visiting/living in a Spanish-speaking country, e.g., arrange and execute transportation, accommodations, meals, etc.
5. ability to carry on more than minimal **SOCIAL CONVERSATIONS**, adapting to unexpected questions or responses

COURSE OBJECTIVES (Optimal activities)

1. To **LISTEN** to and comprehend a more than survival percentage of standard Spanish spoken at average native speed by concentrating on major words known (with the help of cognates) and by making educated guesses at the rest
2. To **SPEAK** without notes (or read aloud) a more than survival percentage of standard Spanish with few enough pronunciation errors (speed secondary) to be comprehended by a native speaker
3. To **READ** and comprehend a more than survival percentage of standard Spanish by concentrating on major words known (with the help of cognates) and by making educated guesses at the rest. With the further help of a dictionary, to be able to comprehend a high percentage of standard Spanish
4. To **WRITE** at a more than survival level in standard Spanish with few enough grammar errors to be comprehended by a native speaker

EVALUATION/GRADES (Assessment)

(100-89.6 =A, 89.5-79.6=B, 79.5-69.6=C, 69.6-59.6=D)

Attendance=10 %

Homework=10%

Lab=10%

5 Oral Exams=15%

6 Written Exams=30%

Final exam=15%

5 Cultural Activities= 5%

2 Service/Learning activities= 5%

COMPONENTS OF WRITTEN GRADE (30%) (in order of importance)

1. Mechanics (grammar & spelling)
2. Vocabulary & style
3. Content
4. Organization
5. Investigation/research

There is no make-up provision for any exam. With a *well documented* and *well justified* reason, the student may request a make-up from Instructor *within 24 hours*. An exam missed counts "0" (to be added to the other four and, then, divided by five to obtain the average).

IT IS MANDATORY THAT EVERY STUDENT TAKE THE FINAL EXAM. ALL FINAL EXAMS ARE COMPREHENSIVE!

COMPONENTS OF ORAL GRADE/PRESENTATION (15%) (in order of importance)

1. Pronunciation
2. Style of presentation (eye contact, intonation, etc.)
3. Vocabulary
4. Grammar accuracy

KEEP THE RUNNING TOTAL SECTION OF THIS SYLLABUS CURRENT IN ORDER TO KNOW YOUR GRADE STANDING PRIOR TO FINAL EXAMS, AND FINAL GRADE CALCULATION. CHECK BLACKBOARD.

ASSIGNMENTS

COMPONENTS/EXPLANATIONS OF ASSIGNMENTS/GRADES AS APPLICABLE TO UNDERGRADUATE

PRESENCE & PARTICIPATION IN CLASS (Attendance 10%):

Each unexcused absence -1%

Each excused absence -0.2 %

Be present in class, having previously prepared each assignment on the schedule portion of the syllabus before coming to the class when that assignment will be discussed. You may study the assignments as much as you wish or have time for, incidentally. Suggestions: Reflect afterwards and make notes of questions/observations.

HOMEWORK (10%) may include

Worksheets: Perform activity, either on own or in group during class, fill out sheet, turn in on due date

Quizzes, finding Internet sources: find one on the topic, write down the address and a synopsis of what the site contains

Other unspecified assignments. You may work together or alone on homework. **DO NOT COPY.**

MYSpanishLAB (10%)

Total attendance/access=6%

One attendance per week in lab=3%

One additional attendance (access) per week in or out of lab=3%

Concurrent chapters with classroom textbook chapter schedule

Completion of assigned activities (see lab syllabus) for chapters 6-10=4%

Percentage (Average score) of activities

CULTURAL ACTIVITIES (10%)

Attend an approved cultural activity outside of class. You may see videos, visit museums or have other experiences pre-approved by professor such as concerts, theatre, dance, etc.

Write a 5-sentence description (who, what, why, where, when) in Spanish

Must be turned in within a week of occurrence

None accepted after second-to-last week of class

MAY NOT BE "MADE-UP" IF YOU ARE ABSENT OR FORGET

One of these required cultural activities could be Service Learning/Civic Engagement: Charla/Chat, Tutoring, Houston Hispanic Forum Career & Education Day. Other on an individually-negotiated basis.

EXTRA CREDIT

You may earn up to .5% per additional cultural activity/experience. You may have 5 experiences (beyond the five required). Write a 5-sentence description (who, what, why, where, when)

Required experiences must be fulfilled first. Only one per week; must be turned in within a week of occurrence.

None accepted after second-to-last week of class. **MAY NOT BE "MADE-UP" IF YOU ARE ABSENT OR FORGET**

BLACKBOARD: The lecture section for this course on Blackboard will be used to post your GRADES, course documents (handouts, reviews, class transparencies), assignments, and other important information from your instructor. Please check often for important updates and reminders.

TESTING GUIDELINES

Exams will test all five skills (some suggested techniques following) :

1. LISTENING

DICTATION

DICTATED COMPREHENSION WITH DICTATED QUESTIONS

OTHER

2. SPEAKING

READING, SHOW-AND-TELL, NEWS BITE, INTERVIEWS (STUDENT/PROFESSOR, INTRA-STUDENT, ETC.), SITUATIONS

3. READING

WRITTEN COMPREHENSION WITH QUESTIONS

OTHER

4. WRITING

ESSAY

GRAMMAR

OTHER

5. CULTURE

TRUE/FALSE

MULTIPLE CHOICE

OTHER

WRITTEN EXAM FORMAT

Dictation

professor dictates in target language: twice at regular speed to listen, twice in phrases at regular speed but with pauses for students to write in target language, twice at regular speed to check

10%

Oral Comprehension

professor asks short cultural questions twice each in the target language, pausing for students to answer

Student writes short answers in target language to the aforementioned oral questions
5%

professor reads a short paragraph aloud in the target language twice at regular speed
professor asks several questions twice aloud in the target language about the aforementioned paragraph, pausing between questions for the students to write short answers in the target language
Professor reads the short paragraph aloud in the target language once at regular speed
10%

Oral translation

Professor dictates sentences in the target language twice each, pausing for students to write
Student writes best translations to English (messages, not necessarily words) 5%

Professor dictates sentences in English twice each, pausing for students to write
Student writes best translations to target language (messages, not necessarily words) 5%

Written Comprehension

Students read a short paragraph written in the target language
Students write answers in complete sentences in the target language to written questions in the target language about the aforementioned paragraph
10%

Specific points

Vocabulary
synonyms, antonyms, usage, fill-in blank, transformation, question/answer, multiple choice, true/false, etc. 10%

Grammar

fill-in blank, transformation, question/answer, multiple choice, true/false, etc. 15%

Culture

visuals, including maps, by various methods: fill-in blank, transformation, question/answer, multiple choice, true/false, etc. 10%

Manipulation/imagination

Student writes a short one-paragraph essay of specified number of words (100 more or less) in the target language about an included picture 10%

Student writes a short directed-topic one-paragraph essay of a specified number of words (100 more or less) in the target language 10%

ORAL EXAM FORMATS

All errors cost points (no help from the professor).

RESTAURANT DAY (pronunciation): You will be given reading selections of restaurant skits ahead of time for the oral exam. You will act out/read the selections aloud for the professor on the date on the syllabus.

HOBBY SHOW & TELL: You will choose an object somehow related to a hobby (e.g., book=reading; ingredient=cooking, soccer ball=sport) and prepare a memorized five-sentence, 50-word "show and tell" presentation for the class on the day on the syllabus. Include "who, what, why, where, when, and how."

SHOPPING "NEWS": You will find a current ad for product from a Hispanic world source and prepare a memorized ten-sentence, 100-word presentation for the class on the day on the syllabus. Include "who, what, why, where, when and how."

TRAVEL INTERVIEW: You are a travel agent and will ask another student elementary questions in Spanish which s/he must answer in Spanish. Repetitions and errors cost points. You will also be given a description of situations in English, along with items of related information which you must ask the other student about in Spanish.

MEDICAL SITUATIONS: You will be given a series of potential situations in English ahead of time for this exam. You will deal with the situation verbally in Spanish.

STUDY TIPS

MODERN LANGUAGE LEARNING STRATEGIES: SPANISH

GENERAL RULE OF THUMB: TRY TO INCORPORATE SPANISH INTO YOUR REGULAR, EVERYDAY LIFE AS MUCH AS POSSIBLE.

Practice listening and speaking:

- make a friend who speaks Spanish (either as a student or as a native:
- attend Charla or Tertulia (to be scheduled)
- attend Spanish Club

Practice listening:

- watch television: news reports on SIN, anything on SIN
- listen to the radio
- go to movies or rent videos in Spanish: children's level

Practice reading:

- Buy or borrow books or articles in Spanish: children's level, your particular interest: cookbooks, medical studies, etc.
- Subscribe to, buy or borrow a newspaper or magazine: AMERICAS, VANIDADES, BUEN HOGAR, COSMO

Practice writing:

- find a pen pal: write and receive letters in Spanish
- keep a journal/diary in Spanish
- write your notes in Spanish
- write creatively (stories) in Spanish
- Use computer programs

SPECIFIC STUDY STRATEGIES

Study with other students

- get a tutor

Buy or borrow a workbook or a text by another author:

- write out exercises

Review your text:

- table of contents (write all you know and check)
- exercises (redo)

Make note cards:

- use ink colors to indicate gender of nouns, etc.
- make visualization/collage cards

Listen to your text tapes extra times or get other tapes

- repeat
- do exercises in accompanying workbooks

Use computer programs:

- Language Lab
- Library
- Personal software available

USE YOUR RESOURCES:

WRITING CENTER (tutoring)

SAM CENTER

LIBRARY: live chat, website, research database, workshops, tours, research services

SAM HOUSTON STATE UNIVERSITY – DEPARTMENT OF FOREIGN LANGUAGES

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SPN142 - SPRING 2008

TENTATIVE SYLLABUS

SAM ACTIVITIES

Wed Jan 16	Introduction. Syllabus. REVIEW*	See suggested SAM activities for review Ch 1-5 at the bottom**
Fri Jan 18	REVIEW Chapters 1-5 Text and Lab. (HANDOUT)	
Mon Jan 21	Holiday. Martin Luther King Day.	
Wed Jan 23	REVIEW. Oral Practice (Entrevista).	
Fri Jan 25	EXAM 1 (Chapters 1-5)	
Mon Jan 28	C-6 Vocabulary: Las comidas, p. 190-194. Review direct objects. Verbs DAR, DECIR and Indirect objects, p. 195-197	SAM: 6-1 to 6-5, 6-9 to 6-16 6-18 to 6-21 R 6-23 to 6-25 6-27 to 6-31, 6-37 to 6-41
Wed Jan 30	C-6 Vocabulary review (food). Gustar and similar verbs, p.198-200	
Fri Feb 1	C-6 Expresiones adverbiales, utensilios y aparatos, p.203 Preterit of regular verbs, p. 206-209. (12 th class day)	
Mon Feb 4	C-6 Past Tense: Regular and irregular verbs I, p. 210-212	6-44 to 6-48
Wed Feb 6	C-6 Cultural Activity 1 Due. PANORAMAS, p. 214-216	R 6-50 to 6-52
Fri Feb 8	C-6 ORAL EXAM 1 (RESTAURANT DAY)	
Mon Feb 11	CHAPTER 6 EXAM	
Wed Feb 13	C-7 Vocabulary: El tiempo libre, p. 224-228	7-01 to 7-07
Fri Feb 15	C-7 Preterit irregular II, p. 229-231	7-09 to 7-12
Mon Feb 18	C-7 Indefinite expressions, p. 231-234. Los deportes, p. 236-240	7-14, 7-15, 7-17, R 7-19 to 7-21 7-23 to 7-28
Wed Feb 20	C-7 Preterit irregular III, p. 241-243.	7-32 to 7-35
Fri Feb 22	C-7 Cultural Activity 2 due. Double object pronouns, p. 244-46	7-37 to 7-41
Mon Feb 25	C-7 Panoramas p. 248-250. Review.	R 7-42 to 7-44
Wed Feb 27	ORAL EXAM 2 (HOBBY SITUATIONS)	
Fri Feb 29	CHAPTER 7 EXAM	
Mon Mar 3	C-8 Vocabulary: En el almacén, p. 258-262	8-01, 8-03 to 8-07
Wed Mar 5	C-8 The Imperfect tense of regular and irregular verbs, p. 262-266	8-09 to 8-15
Fri Mar 7	C-8 Cultural Activity 3 Due. Ordinal numbers, p. 266-268	8-17 to 8-19, R 8-20 to 8-22
Mon-Fri March 10-14 SPRING RECESS		
Mon Mar 17	C-8 Vocabulary: Las tiendas, p. 270-274	8-24 to 8-27
Wed Mar 19	C-8 Preterit vs. Imperfect , p. 274-278	8-31 to 8-36
Fri Mar 21	Holiday. Good Friday	
Mon Mar 24	C-8 Impersonal SE, p. 278-280. Panoramas, p. 282-284. 8-53, p.286.	8-38 to 8-41
Wed Mar 26	ORAL EXAM 3 (SHOPPING SITUATIONS)	R 8-43 to 8-46
Fri Mar 28	CHAPTER 8 EXAM	
Mon Mar 31	C-9 Vocabulary: El aeropuerto, p. 294-297.	9-01 to 9-05
Wed Apr 2	C-9 POR/PARA, p. 297-301. Adverbs in <i>-mente</i> , p. 302-304	9-08 to 9-12 and 9-14 to 9-17
Fri Apr 4	C-9 Vocabulary: Los viajes, p. 305-310. Cultural Activity 4 due.	R 9-18 to 9-20, 9-22 to 9-26
Mon Apr 7	C-9 The Subjunctive Verb conjugation, p. 311-314 An introduction to the Subjunctive (WEIRDO), p. 313-314	9-29 to 9-33, 9-35
Wed Apr 9	C-9 The Subjunctive with VOLITION. p. 314-318	9-37
Fri Apr 11	C-9 Panoramas, p. 320-322	R 9-39 to 9-41

Mon Apr 14	ORAL EXAM 4 (TRAVEL SITUATIONS)	
Wed Apr 16	CHAPTER 9 EXAM	
Fri Apr 18	C-10 Vocabulary: Las partes del cuerpo, p. 330-334	10-01 to 10-07
Mon Apr 21	C-10 Nosotros Commands, p. 334-336. Indirect Commands, p. 337-338	10-8 to 10-16
Wed Apr 23	C-10 Vocabulary: Los alimentos y la salud, p. 341-344	R 10-18 to 20, 10-22 to 10-26
Fri Apr 25	C-10 The Subjunctive with feelings and emotions, p. 345-347. Cultural Activity 5 Due.	10-31 to 10-35
Mon Apr 28	C-10 The Subjunctive with Doubt and Denial, p. 347-350	10-38 to 10-43
Wed Apr 30	C-10 Panoramas. Review	R 10-45 to 10-47
Fri May 2	CHAPTER 10 EXAM	
Mon May 5	ORAL EXAM 5 (MEDICAL SITUATIONS)	
Wed May 7	Last class day. FINAL REVIEW	
May 12-15	FINAL EXAM (official final date). Comprehensive Chapters 1-10 with emphasis on 6-10.	

* **FIRST DAYS REVIEW TEXTBOOK PAGES:** Interrogative words (p. 50-51). SER/ESTAR (p. 97-101), and adjective agreement (p. 22-26). Present tense of verbs (p. 57-58, 60-61, 63, 95, 128) and stem changing verbs (p.119-121). Reflexive verbs (p.159-160).

****SUGGESTED MySpanishLab SAM ACTIVITIES FOR REVIEW CHAPTERS 1-5**

Chapter 1: Verb SER/Agreement 1-61, 1-62

Chapter 2: Agreement 2-7. Question Words 2-17, 2-19. Present Tense 2-36, 2-41, 2-42. Verb Tener 2-46. Conjugation 2-52, 2-53

Chapter 3: Possessives 3-13, HACER/IR 3-33, 3-35, 3-53. Estar 3-43, 3-44. SER/ESTAR 3-47, 3-49, 3-54.

Chapter 4: Stem changing verbs 4-7, 4-10. Direct object pronouns

personal 'a' 4-16 to 4-18, 4-30. PONER/SALIR/TRAER 4-31

Saber vs Conocer 4-47, 4-54

Chapter 5: Reflexive verbs 5-10 to 5-12, 5-28. Comparisons 5-21, 5-29.

Progressive 5-45, 5-51. Superlative 5-50.