

## SHSU - Spanish 263.03

**3 CREDIT HOURS: 3 CLASS HOURS, WEEKLY**

**Spring, 2008 EVANS 313**

**M-W-F 1:-00-1:50 PM**

**Prof. Maria José Rico**

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\*Office hrs.: W-F 3-4 PM; \*Other days & times by appt.

### **\*DESCRIPTION OF COURSE:**

A class for students with SPN.141,142 previous instruction in Spanish and are non-native speakers. (Native speakers should take the CLEP or register for 264.) Intro to pronunciation, vocabulary and basic language codes stressing an oral approach. Special emphasis on conversation & oral drill. This course does not have a formal lab but there is a requisite to do an online lab manual and workbook.

**TEXTBOOK:** “¡Arriba! “ Fourth edition..(2004) Eduardo Zayas-Bazán and SusanM. Bacon. This book is a continuation from Spanish 142. Both the workbook and the lab. are available through Blackboard via Quia.

**NOTICE – 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. The prerequisite for enrolling in SPN 264 is the completion of SPN 263 with a grade of C or higher or appropriate scores on the CLEP or AP examinations.**

**EVALUATIONS:** Your final grade will be based on the following:

50% 5 chapter exams  
20% Comprehensive final exam  
10% Quizzes no make up for quizzes two lowest grades will be dropped  
10% Oral Interview  
10% Quia online lab manual 5%-Workbook% 5% lab manualAll exercises of the online lab manual have to be completed to get credit. Workbook specific exercises are listed in the schedule

### **\*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. English 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."

### **\*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 make educated guesses about unknown words based on context as well as to identify unknown cognates

3. ability to **CONJUGATE** regular, stem-changing, and many irregular verbs in present indicative, present subjunctive, preterite, imperfect indicative, imperfect subjunctive, future, conditional, progressives and perfects in both indicative and subjunctive
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

**\*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 "gender and/or 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.

### **\*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. No text messaging allowed in class.

### **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.

### **GENERAL FACULTY RESPONSIBILITIES**

I INTEND TO BE AVAILABLE TO DISCUSS, ADVISE, ETC., DURING AND OUTSIDE OF CLASS AS MUCH AS POSSIBLE. Please set prior appointment times. Once in a while I may not be available. If so, I will leave a note as to my return. 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.

### **RESOURCES FOR THIS CLASS**

### **\*INSTRUCTOR EVALUATIONS**

\*Students will be asked to complete a course/instructor evaluation form towards the end of the semester.

### **\*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 holyday” 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.

#### **\*ATTENDANCE POLICY**

**ATTENDANCE IS REQUIRED** for every SINGLE class meeting. If you are absent without making arrangements, with justification, before or during with the professor, your grade will be lowered at least 10% per occurrence. Incompletes beyond the August 15, 2007 deadline for final projects will given only for cases of emergency when a student is unavoidably unable to complete the course, must be requested, and are at the discretion of the professor according to university 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.**

#### **\*REQUIRED TEXTS AND REFERENCE/READING LIST**

“¡Arriba! “ Fourth edition..(2004) Eduardo Zayas-Bazán and Susan M. Bacon. This course covers chapters 11-15 and the corresponding online material from QUIA.

### **\*REQUIRED SUPPLIES**

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

### **\*OPTIONAL TEXTS, REFERENCES OR SUPPLIES**

- one three-ring notebook binder
- colored highlighters for marking passages

EXTRA CREDIT: You will be presented with opportunities during the semester for extra credit activities.

### **COMPONENTS OF WRITTEN GRADE** (in order of importance)

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

### **COMPONENTS OF ORAL GRADE/PRESENTATION:** (in order of importance)

1. Pronunciation
2. Style of presentation (eye contact, intonation, etc.)

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

### **\*ASSIGNMENTS**

COMPONENTS/EXPLANATIONS OF ASSIGNMENTS/GRADES AS APPLICABLE TO UNDERGRADUATE

**PRESENCE & PARTICIPATION IN CLASS:** 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** may include

Workbook

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

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.

**\*EXAMS: Every exam will have a listening, grammar, vocabulary, translation and writing section.**

### **ACTIVITIES FOR EXTRA CREDIT**

Attend an approved activity outside of class. If you would like immediate feedback, write a maximum 5-sentence, 50-word summary of who, what, why, when, where and how, which you will hand to the professor immediately before presenting your synopsis to the class. However, your only grade will be on the oral presentation. **DO NOT READ WHAT YOU HAVE WRITTEN ALOUD.**

**MAXIMUM 1 MINUTE.**

**MAY NOT BE "MADE-UP"**

### **SOME EXAMPLES OF EXTRA CREDIT ACTIVITIES**

You may earn up to 10 points per activity. You may have up to 5 experiences. 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), typed and double-spaced to discussion board; be prepared to present in class.

#### **\*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 Univision, Telemundo, Galavision, etc.
- 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: TV y Novelas, VANIDADES, BUEN HOGAR, COSMOPOLITAN, People in Spanish.

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

**Spring 08 SPN 263 MWF (TENTATIVE SCHEDULE)**

<b>WEEK/ DATE</b>		<b>DESCRIPTION</b>
WED	JAN 16	Introducción y Repaso. Review Preterite and Imperfect tense
FRI	JAN 18	Review the subjunctive in Ch. 9 & 10
MON	JAN 21	Martín Luther King Holiday
WED	JAN 23 <b>CH.11</b>	¿Para qué profesión te preparas? Vocabulario, Pp. 360-366, Wkb. 11-2, 3
FRI	JAN 25	Subj. w/ impersonal express, Pp. 367-370, Wkb. 11-7, 8
MON	JAN 28	Segunde parte, vocabulario, Pp. 371-375, Wkb. 11-19, 20
WED	JAN 30	Formal commands, Pp. 376-378, Wkb. 11-28
FRI	FEB 01	Subj. & Indic. w/ adverb. Conjunctions Pp. 379-384, Wkb. 11-19, 20 <b>12<sup>TH</sup>. CLASS</b>
<b>DAY LAS DAY TO DROP WITHOUT GETTING A Q AND GET FULL REFUND</b>		
MON	FEB 04	Observaciones Pp. 385-395, Wkb. 11-22
WED	FEB 06	Repaso Wkb. 11-28, 29, 30
FRI	FEB 08	<b>EXAMEN CH. 11</b>
MON	FEB 11 <b>CH. 12</b>	“El futuro es tuyo” vocab. Pp. 397-402, 12-1, 12-2, & 12-5
WED	FEB 13	Pres. / Perf. Indica. Pp. 403-408, Wkb. 12-6, 12-7, & 12-9
FRI	FEB 15	Future & Fut. / probab. Pp. 409-414. Segunda Parte, vocab. Pp. 415-418
MON	FEB 18	Wkb. 12-10, 11, 12, 13, & 15; Cond. & cond./probab. Pp. 419-421
WED	FEB 20	Tú commands Pp.422-424 Wkb. 12-19, 20, 21, 24, 25, & 26
FRI	FEB 22	Observaciones Pp. 425-433, Wkb. 12-27
MON	FEB 25	Repaso Wkb. 12-35, 36, 37
WED	FEB 27	<b>EXAMEN CH. 12</b>
FRI	FEB 29 <b>CH. 13</b>	¿Oíst las noticias? Vocab. Pp. 434-440, Wkb. 13-1, 2, 3;
MON	MAR 03	The Imperfect subjunctive pp. 441-445, Wkb. 398-400
WED	MAR 05	Poss. Adj./ pronoun Pp. 446-449, Wkb. 13-5, 6, 7, 8, 13, & 14
FRI	MAR 07	Segunda parte vocab. Pp. 483-487, Wkb. 13-13 Si clauses Pp. 455-457, Wkb. 420 – Fut. & Cond. Perf. Pp. 458-460, Wkb. 13-15, 17, 18, & 19
MON	MAR 10	SPRING BREAK WEEK
WED	MAR 12	SPRING BREAK
FRI	MAR 14	
MON	MAR 17	Observaciones Pp. 461-469, Wkb. 13-21, Repaso Wkb. 13-26 thru 29
WED	MAR 19	<b>EXAMEN CH. 13</b>
FRI	MAR 21	GOOD FRIDAY HOLIDAY
MON	MAR 24 <b>CH. 14</b>	Seamos cultos vocab. Pp. 472-475, Wkb. 14-1, 2, 3 & 5
WED	MAR 26	Hacer in time Express Pp. 476-478, Wkb. 14-7, 8, 9
FRI	MAR 28	Segunda Parte vocab. Pp. 483-487
MON	MAR 31	Plu-Perf. Cond. Perf. Pp. 487-490, Wkb. 14-10, 16 & 17
WED	APR 02	Observaciones Pp. 491-499
FRI	APR 04	Repaso Wkb. 14-24, 25 & 26
MON	APR 07	<b>EXAMEN CH. 14</b>
WED	APR 09 <b>CH. 15</b>	¿Te gusta la política? Vocab. Pp. 500-505, Wkb. 15-1
FRI	APR 11	Subj. vs. Idefi. Antecedent Pp. 506-508, Wkb. 15-5, 6 & 7
MON	APR 14	Relative pronoun Pp. 509-518, Wkb. 15-1, 2
WED	APR 16	Segunde parte, vocab. Pp. 514-517, Wkb. 15-5, & 7
FRI	APR 18	“Se” unplanned occurances Pp. 518-520, Wkb. 15-9
MON	APR 21	Passive voice pp. 520-522, Wkb. 15-13, 16 & 17
WED	APR 23	Pero or sino Pp. 522-524, Wkb. 15-20, Observaciones Pp. 525-535
FRI	APR 25	<b>EXAMEN CH. 15</b>



MON	APR 28	Repaso, Wkb. 15-27 thru 31
WED	APR 30	ORALES
FRI	MAY 02	ORALES
MON	MAY 05	ORALES
WED	MAY 07	REVIEW- LAST CLASS DAY
THU	MAY 08	LAST CLASS DAY-SHSU <b><u>LAST DAY TO DROP CLASS W/O F</u></b>
FRI	MAY 09	STUDY DAY
MON	MAY 12	FINALS BEGIN

MONDAY MAY. 19<sup>TH</sup>. 9 A.M. DEADLINE FOR FILING GRADES