

¡Arriba! 5e Integrated Syllabus

Syllabus D: Three-semester program: 5 chapters per semester (15 chapters, total). Two 75-minute class meetings per week (days per chapter; days per semester).

Semester 2

Day	Objective	Textbook	Student Activities Manual
1-17	Intros Syllabus	Review chapters 1-3	
1-22	Oral exam 1: situations from chapters 1-5	Review chapters 3-5	
1-24	Review exam: chapters 1-5		
1-29	Discussing food, eating preferences, and ordering meals	Chapter 6: <i>Las comidas</i> , pp. 190–194	6-1 through 6-8
	Talking about things and expressing to or for whom	The verbs <i>decir</i> and <i>dar</i> ; Indirect objects and indirect object pronouns, pp. 195–197	6-9 through 6-16
1-31	Expressing likes and dislikes	<i>Gustar</i> and similar verbs, pp. 198–200	6-17 through 6-22
	Discussing cooking and recipes	<i>En la cocina</i> , pp. 202–206	6-27 through 6-32
	Cultural activity 1 due	Sequences <i>s, z, ce, ci</i> , p. 204	6-33 through 6-36
2-5	Talking about events in the past	The preterit of regular verbs, pp. 207–210 Preterit verbs with orthographic changes, pp. 207–210	6-37 through 6-43
	Talking about events in the past	Verbs with irregular forms in the preterit (I), pp. 210–212	6-44 through 6-49
7	Reviewing for the test	Review of material from <i>Primera Parte</i>	6-23 through 6-26

8	Reviewing for the test Oral exam: restaurant day	Review of material from <i>Segunda Parte</i>	6-50 through 6-53
2-12	Chapter 6 Test		
2-14	Talking about activities you like to do in your free time Making plans to do something	Chapter 7: <i>El tiempo libre</i> , pp. 224–228	7-1 through 7-8
	Reporting past events and activities	Irregular verbs in the preterit (II), pp. 229–231	7-9 through 7-13
2-19	Talking about indefinite people and things, and people and things that do not exist	Indefinite and negative expressions, pp. 231–234	7-14 through 7-18
	Talking about sports Cultural activity 2 due	<i>Los deportes</i> , pp. 236–240 Sequences <i>ca, co, cu, que, qui, k</i> , p. 238	7-23 through 7-29 7-30 through 7-31
2-21	Reporting past events and activities	Irregular verbs in the preterit (III), pp. 241–243 Verbs with different connotations in the preterit, p. 242	7-32 through 7-36
	Taking short-cuts in conversation	Double object pronouns, pp. 244–246	7-37 through 7-41
2-26	Reviewing for the test	Review of material from <i>Primera Parte</i>	7-19 through 7-22
	Reviewing for the test Oral exam: hobbies	Review of material from <i>Segunda Parte</i>	7-42 through 7-45
2-28	Chapter 7 Test		
3-5	Shopping at a department store	Chapter 8: <i>Las compras y la ropa</i> , pp. 258-262	8-1 through 8-8
	Talking about what used to happen and what you used to do in the past Describing a scene in the past	The imperfect tense of regular and irregular verbs, pp. 262-266	8-9 through 8-16
3-7	Describing a scene in the past	Ordinal numbers, pp. 266-268	8-17 through 8-19

	Reading and responding to advertisements Describing a product Cultural activity 3 due	<i>Tiendas y artículos personales</i> , pp. 270-274 Sequences j, x, ge, gi, pp. 272	8-24 through 8-28 8-29 through 8-30
3-19	Contrasting what happened in the past with something else that was going on	Preterit versus imperfect, pp. 274-278	8-31 through 8-37
	Making general statements about what people do	The impersonal and passive se, pp. 278-280	8-38 through 8-42
3-21	Reviewing for the test	Review of material from <i>Primera Parte</i>	8-20 through 8-23
	Reviewing for the test Oral exam: shopping	Review of material from <i>Segunda Parte</i>	8-43 through 8-46
3-26	Chapter 8 Test		
3-28	Requesting travel-related information Making travel arrangements	Chapter 9: <i>En el aeropuerto</i> , pp. 294-297	9-1 through 9-7
	Requesting travel-related information Making travel arrangements	<i>Por or para</i> , pp. 297-301 Adverbs ending in <i>-mente</i> , pp. 302-304	9-8 through 9-13 9-14 through 9-17
4-2	Describing travel experiences	<i>Los viajes</i> , pp. 306-310 The letter g in sequences other than ge, gi, pp. 308	9-22 through 9-26 9-27 through 9-28
	Trying to influence another person Giving advice	The Spanish subjunctive: An introduction, pp. 311-314	9-29
4-4	Trying to influence another person Giving advice	The subjunctive in noun clauses, pp. 313-314	9-30 through 9-36
	Trying to influence another person Giving advice Cultural activity 4 due	The subjunctive to express volition, pp. 314-318	9-37 through 9-38
4-9	Reviewing for the test	Review of material from <i>Primera Parte</i>	9-18 through 9-21
	Reviewing for the test Oral exam: travel	Review of material from <i>Segunda Parte</i>	9-39 through 9-42

4-11	Chapter 9 Test		
4-16	Talking about your health and explaining which part of your body hurts	Chapter 10: <i>Las partes del cuerpo humano</i> , pp. 330-333	10-1 through 10-7
	Inviting others to do something	<i>Nosotros</i> commands, pp. 334-336	10-8 through 10-13
4-18	Making indirect suggestions	Indirect commands, pp. 337-338	10-14 through 10-17
	Talking about how to stay fit	<i>Los alimentos</i> , pp. 340-344 Consonants <i>r</i> and <i>rr</i> , pp. 342	10-22 through 10-28 10-29 through 10-30
4-23	Expressing emotions	The subjunctive to express feelings and emotions, pp. 344-346	10-31 through 10-37
	Giving your opinion about something	The subjunctive to express doubt and denial, pp. 347-350	10-38 through 10-44
4-25	Reviewing for the test Cultural activity 5 due	Review of material from <i>Primera Parte</i>	10-18 through 10-21
4-30	Reviewing for the test Oral exam: medical	Review of material from <i>Segunda Parte</i>	10-45 through 10-48
5-2	Chapter 10 Test		

5-7 review 1-10, emphasis
On 6-10

FINAL EXAM: COMPREHENSIVE 1-10, EMPHASIS ON 6-10

SPN 142.09 ELEMENTARY SPANISH II
4 CREDIT HOURS=2-75-MINUTE CLASS MEETINGS (3 CLASS HOURS) & 2 LAB HOURS WEEKLY
SPRING 08
EVANS 315
TT 9:30-11 AM

DR. DEBRA D. ANDRIST

Evans 310
936-294-1414; andrist@shsu.edu; FAX 936-294-1406
Office hrs.: TT 3-5pm drop-in appointments
Other days & times by appt only; 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.

I use *Turn-It-In*; so should you! Avoid any misunderstandings, send your papers through *Turn-It-In* before you turn it in! If you don't know how to do this, make an appointment and I'll show you how.

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 142, spring 08

Assignment title

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

GENERAL FACULTY RESPONSABILITIES

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, TT 3-5 only, 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 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 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.

LAB

YOU MUST PARTICIPATE IN LAB, ATTENDING IN THE LAB AT LEAST ONCE A WEEK AS ENROLLED, AND ACCESSING LAB CONTENT AT LEAST ONE ADDITIONAL TIME PER WEEK FROM YOUR CHOICE OF VENUE.

LAB WORK IS CONCURRENT WITH TEXTBOOK WORK IN TERMS OF CHAPTERS.

**BEGIN EACH CHAPTER BY VIEWING THE VIDEO WHICH CORRESPONDS
DO ALL EXERCISES ASSIGNED**

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.

NOTICE – The Department of Foreign Languages does not grant automatic waivers for grade prerequisites.

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

For more information, please contact

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SPECIFIC COURSE SYLLABUS

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."

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.

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

- English/Spanish/Spanish/English dictionary

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

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 **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)

UNDERGRADUATE = 1000 PTS.

(1000-934=A, 933-900=A-, 899-867=B+, 866-834=B, 833-800=B-, 799-767=C+, 766-734=C, 733-700=C-, 699-667=D+, 666-600=D)

Attendance=100

Homework=100

Lab=100

6 Oral Exams@25=125

6 Written Exams@50=300

Final exam=175

5 cultural activities@10=50

2 service learning experiences@25=50

EXTRA CREDIT: up to 5 points per cultural experience for up to 5 extra such experiences (5 are required; see above). You may visit sites or have other experiences pre-approved by professor. 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

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. CHECK BLACKBOARD.

ASSIGNMENTS

COMPONENTS/EXPLANATIONS OF ASSIGNMENTS/GRADES AS APPLICABLE TO UNDERGRADUATE

PRESENCE & PARTICIPATION IN CLASS:

Each unexcused absence -10 points

Each excused absence -2 points

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 (simple percentage) may include

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.**

MYPANISHLAB

Attendance/access=60 points

One attendance per week in lab=30 points

One additional attendance (access) per week in or out of lab=30 points

Concurrent chapters with classroom textbook chapter schedule

Completion of activities for chapters 1-5=40 points

Percentage of activities attempted

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 (10% 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 (10% 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 reading 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.

ACTIVITIES

Attend an approved cultural activity outside of class. 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

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 points per additional experience. You may have 5 experiences (beyond the five required). You may see videos, visit museums or have other experiences pre-approved by professor such as concerts, theatre, dance, etc. 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

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

ACCESS CODE: CRSWENY-19213

SPN142 – SPRING 2008

TENTATIVE LAB SYLLABUS – SAM Required Activities

WEEK 1 Jan 22-25	REVIEW CHAPTERS 1-5	
WEEK 2 Jan 28-Feb 1	CHAPTER 6:	Vocabulary 6-1 to 6-5. Dar/Decir and Indirect objects 6-9 to 6-16. Gustar 6-18- to 6-21. Review Primera Parte 6-23 to 6-25. Vocabulary 6-27 to 6-31
WEEK 3 Feb 4-8	CHAPTER 6	Preterite of regular verbs 6-37 to 6-41. Irregulars 6-44 to 6-49. Review Segunda Parte 6-50 to 6-53. WatchVideo Pura Vida, and do activities 6-54 to 6-57. Panoramas 6-58, 6-59 Review for Chapter 6 Written Exam: Practice tests, games, flashcards Review for Oral Exam: Oral practice. Work on Cultural Activity Watch cultural video VISTAS for chapter 6
WEEK 4 Feb 11-15	CHAPTER 7	Vocabulary 7-01 to 7-07. Preterit irregular 7-09 to 7-12. Indefinite expressions 7-14 to 7-17
WEEK 5 Feb 18-22	CHAPTER 7	Review Primera Parte 7-19 to 7-21. Vocabulary 7-23 to 7-28. Preterit irregular 7-32 to 7-35. Double Object pronouns 7-37 to 7-41 Review Segunda Parte 7-42 to 7-44 Video Pura Vida 7-46 to 7-49 Panoramas 7-50, 7-51 Review for Chapter 7 Written Exam: Practice tests, games, flashcards Review for Oral Exam: Oral practice. Work on Cultural Activity Watch cultural video VISTAS for chapter 7
WEEK 6 Feb 25-29	REVIEW	
WEEK 7 Mar 3-7	CHAPTER 8	Vocabulary 8-01, 8-03 to 8-07. Imperfect 8-09 to 8-15. Ordinal numbers 8-17 to 8-19. Review Primera Parte 8-20 to 8-22
WEEK 8 Mar 17-21	CHAPTER 8	Vocabulary 8-24 to 8-27. Preterit vs Imperfect 8-31 to 8-36. Review Segunda Parte 8-43 to 8-46 Video Pura Vida 8-47 to 7-50 Panoramas 8-52, 8-53 Review for Chapter 8 Written Exam: Practice tests, games, flashcards Review for Oral Exam: Oral practice. Work on Cultural Activity Watch cultural video VISTAS for chapter 8

WEEK 9 Mar 24-28	REVIEW	
WEEK 10 Mar 31-Apr 4	CHAPTER 9	Vocabulary 9-01 to 9-05. Por/Para 9-08 to 9-12. Adverbs in –mente 9-14 to 9-17 Review Primera Parte 9-18 to 9-20
WEEK 11 Apr 7-11	CHAPTER 9	Vocabulary 9-22 to 9-26. Subjunctive 9-29, 9-30 to 9-33, 9-35. Subjunctive (Volition) 9-37. Review Segunda Parte 9-39 to 9-41 Video Pura Vida 9-43 to 9-46 Panoramas 9-47, 9-48 Review for Chapter 9 Written Exam: Practice tests, games, flashcards Review for Oral Exam: Oral practice. Work on Cultural Activity Watch cultural video VISTAS for chapter 9
WEEK 12 Apr 14-18	REVIEW	
WEEK 13 Apr 21-25	CHAPTER 10	Vocabulary 10-01 to 10-07. Commands 10-08 to 10-16. Review Primera Parte 10-18 to 10-20. Vocabulary 10-22 to 10-27
WEEK 14 Apr 28-May 2	CHAPTER 10	Subjunctive (Emotions) 10-31 to 10-35. Subjunctive (Doubt and Denial) 10-38 to 10-43 Review Segunda Parte 10-45 to 10-47 Video Pura Vida 10-49 to 9-53 Panoramas 10-54, 10-55 Review for Chapter 10 Written Exam: Practice tests, games, flashcards Review for Oral Exam: Oral practice. Work on Cultural Activity Watch cultural video VISTAS for chapter 10