

SPN 142.07 ELEMENTARY SPANISH II
4 CREDIT HOURS=2-75-MINUTE CLASS MEETINGS (3 CLASS HOURS) & 2
LAB HOURS WEEKLY
SPRING 08
EVANS 315
MW 4:30-5:50

SHEILA BOYDSTUN-JONES

Evans 211

936-294-1410; fol_sbj@shsu.ed

Office hrs.: MW 2-3pm usually

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, MW 2-3 and earlier on MWF as posted on my door EV211, 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, knock and wait for a response, if none, 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 works, but not as well as telephoning: (936) 294-1410 . I will answer as soon as possible.

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 NO MAKE-UP EXAMS WITHOUT MY APPROVAL BY PERHAPS A WRITTEN EXCUSE (DOCTOR, HOUSEMOTHER, MORTICIAN, ETC.) AND USUALLY MUST BE MADE UP AS SOON AS POSSIBLE AFTER ABSENCE.

¡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-	Discussing food, eating preferences, and ordering meals	Chapter 6: <i>Las comidas</i>, pp. 190–194	6-1 through 6-8

2	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
3	Expressing likes and dislikes	<i>Gustar</i> and similar verbs, pp. 198–200	6-17 through 6-22
4	Discussing cooking and recipes	<i>En la cocina</i> , pp. 202–206 Sequences <i>s, z, ce, ci</i> , p. 204	6-27 through 6-32 6-33 through 6-36
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
6	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	Review of material from <i>Segunda Parte</i>	6-50 through 6-53
9	Chapter 6 Test		
10	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
11	Reporting past events and activities	Irregular verbs in the preterit (II), pp. 229–231	7-9 through 7-13
12	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
13	Talking about sports	<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
14	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

15	Taking short-cuts in conversation	Double object pronouns, pp. 244–246	7-37 through 7-41
16	Reviewing for the test	Review of material from <i>Primera Parte</i>	7-19 through 7-22
17	Reviewing for the test	Review of material from <i>Segunda Parte</i>	7-42 through 7-45
18	Chapter 7 Test		
19	Shopping at a department store	Chapter 8: <i>Las compras y la ropa</i> , pp. 258-262	8-1 through 8-8
20	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
21	Describing a scene in the past	Ordinal numbers, pp. 266-268	8-17 through 8-19
22	Reading and responding to advertisements Describing a product	<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
23	Contrasting what happened in the past with something else that was going on	Preterit versus imperfect, pp. 274-278	8-31 through 8-37
24	Making general statements about what people do	The impersonal and passive se, pp. 278-280	8-38 through 8-42
25	Reviewing for the test	Review of material from <i>Primera Parte</i>	8-20 through 8-23
26	Reviewing for the test	Review of material from <i>Segunda Parte</i>	8-43 through 8-46
27	Chapter 8 Test		
28	Requesting travel-related information Making travel arrangements	Chapter 9: <i>En el aeropuerto</i> , pp. 294-297	9-1 through 9-7

29	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
30	Describing travel experiences	<i>Los viajes</i> , pp. 306-310 The letter <i>g</i> in sequences other than <i>ge, gi</i> , pp. 308	9-22 through 9-26 9-27 through 9-28
31	Trying to influence another person Giving advice	The Spanish subjunctive: An introduction, pp. 311-314	9-29
32	Trying to influence another person Giving advice	The subjunctive in noun clauses, pp. 313-314	9-30 through 9-36
33	Trying to influence another person Giving advice	The subjunctive to express volition, pp. 314-318	9-37 through 9-38
34	Reviewing for the test	Review of material from <i>Primera Parte</i>	9-18 through 9-21
35	Reviewing for the test	Review of material from <i>Segunda Parte</i>	9-39 through 9-42
36	Chapter 9 Test		
37	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
38	Inviting others to do something	<i>Nosotros commands</i> , pp. 334-336	10-8 through 10-13
39	Making indirect suggestions	Indirect commands, pp. 337-338	10-14 through 10-17
40	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
41	Expressing emotions	The subjunctive to express feelings and emotions, pp. 344-346	10-31 through 10-37
42	Giving your opinion about something	The subjunctive to express doubt and denial, pp. 347-350	10-38 through 10-44

43	Reviewing for the test	Review of material from <i>Primera Parte</i>	10-18 through 10-21
44	Reviewing for the test	Review of material from <i>Segunda Parte</i>	10-45 through 10-48
45	Chapter 10 Test		