

Syllabus Spanish 141.04 PART I

***SPN 141.04 ELEMENTARY SPANISH I *4 CREDIT HOURS: 3 CLASS HOURS, 2 LAB HOURS WEEKLY**

***Spring 2008 *Evans 318 *Mon Wed Fri 1-2:00 PM *Mrs. Norma Williamson *Evans 211**

***936-295-1410; fol_nbw@shsu.edu**

***Office hrs.: Mon Wed Fri 2:00-3:00 PM;**

***Other days & times by appt.**

***DESCRIPTION OF COURSE:**

A class for students with no previous instruction in Spanish and who 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. Two one-hour lab periods required weekly. No pre-requisites.

***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 learn effectively . 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 progressive

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 BE HONEST. 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 as 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.

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) I will not grade a paper that lacks the proper heading.

Student name: Susie Q. Student

Class: SPN 141.07, fall 07

Assignment: Lesson 1 p 24 Date: 22 de enero , 2008

GENERAL FACULTY RESPONSIBILITIES

I INTEND TO BE AVAILABLE TO DISCUSS, ADVISE, ETC., DURING AND OUTSIDE OF CLASS AS MUCH AS POSSIBLE. Please set 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.

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 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. Any visitor who disturbs the classroom must leave and may not return.**

SPANISH 141.04 SPRING 2008 MRS. WILLIAMSON

COURSE OUTLINE/SCHEDULE

SUBJECT TO ADAPTATION FOR INSTRUCTIONAL PURPOSES

¡Arriba! 5e

Integrated Syllabus D: Three-semester program: 5 chapters per semester (15 chapters, total).

Three 50-minute class meetings per week. (6 days per chapter; 31 days per semester).

Semester 1

Day	Objective	Textbook	Student Activities Manual
1-16	Intros syllabus		
1-18	Meeting and greeting others in Spanish	Chapter 1: <i>Saludos y despedidas</i> , pp. 4–5	1-1 through 1-8
1-23	Spelling your name Performing simple math problems	Vowels and Alphabet pp.7–9 Numbers 0–100 pp. 10–11	1-9 through 1-20
1-28	Talking about the calendar and dates Responding to classroom instructions	Days of the week, months, and seasons, pp. 13–16	1-21 through 1-27
1-30	Describing your classroom Identifying colors	<i>En la clase</i> , pp. 18–21	1-32 through 1-39
2-1	Talking about yourself and others	Nouns and articles, pp. 22–24 Adjective form, position, and agreement, pp. pp. 24–25	1-40 through 1-53
2-4	Talking about yourself and others	Subject pronouns and the present tense of <i>ser</i> , pp. 26–28	1-54 through 1-60

2-6	Reviewing for the test	Review of material from <i>Primera Parte</i>	1-28 through 1-31
2-8	Reviewing for the test Oral exam 1: Pronunciation test/ reading aloud	Review of material from <i>Segunda Parte</i>	1-61 through 1-64
2-11	Chapter 1 Test		
2-13	Describing yourself, other people, and things	Chapter 2: Adjetivos descriptivos y adjetivos de nacionalidad, pp. 40-43	2-1 through 2-7
2-15	Asking for and telling time	Telling time, pp. 44-48	2-8 through 2-11
2-18	Asking and responding to simple questions; Asking and responding to simple questions	Formation of yes/no questions and negation, pp. 48-49 Interrogative words, pp. 50-52	2-12 through 2-16 2-17 through 2-22
2-20	Talking about what you like to do	¿Qué haces? ¿Qué te gusta hacer?, pp. 54-56 More on vowels, p. 57	2-27 through 2-33 2-34 through 2-35
2-22	Talking about what you like to do	The present tense of regular -ar verbs, pp. 57-58 The present tense of regular -er and -ir verbs, pp. 60-63	2-36 through 2-40 2-41 through 2-45
	Talking about what you have and what you have to do	The present tense of tener, p. 63 Tener que + infinitive, pp. 64	2-46 through 2-48 2-49 through 2-50
2-25	Reviewing for the test	Review of material from <i>Primera Parte</i>	2-23 through 2-26
2-27	Reviewing for the test oral exam 2: show & tell	Review of material from <i>Segunda Parte</i>	2-51 through 2-54
2-29	Chapter 2 Test		
3-3	Exchanging information about classes	Chapter 3: Materias académicas y la vida estudiantil, pp. 76-77	3-1 through 3-7

3-6	Exchanging information about classes	The numbers 101–3,000,000, pp. 81–83	3-8 through 3-12
3-8	Talking about things that belong to you; Talking about how you and others feel	Possessive Adjectives, pp. 83–84 Other expressions with tener, pp. 85–86	3-13 through 3-17 3-18 through 3-20
	Describing yourself and others	Actividades y edificios, pp. 90–91 Syllabification, p. 92	3-25 through 3-30 3-31 through 3-32
3-19	Asking for and giving simple directions	The present tense of ir and hacer, pp. 95-96	3-33 through 3-41
	Asking for and giving simple directions Describing yourself and others	The present tense of estar, pp. 97-99 Summary of uses of ser and estar, p. 100	3-42 through 3-46 3-47 through 3-52
3-21	Reviewing for the test	Review of material from Primera Parte	3-21 through 3-24
	Reviewing for the test Oral exam	Review of material from Segunda Parte	3-53 through 3-56
3-26	Chapter 3 Test		
3-28	Talking about your family	Chapter 4: Miembros de la familia, pp. 116-119	4-1 through 4-6
	Expressing desires and preferences	The present tense of stem-changing verbs: e:ie, o:ue, e:i, pp. 119-123	4-7 through 4-15
4-2	Planning activities	Direct objects, the personal a, and direct object pronouns, pp. 125–128	4-16 through 4-24
	Planning activities	The present tense of poner, salir, and traer, pp. 128–130	4-25 through 4-29
	Extending invitations	Lugares de ocio, pp. 132–135 Word stress and written accent marks, p. 136	4-34 through 4-38 4-39 through 4-40
4-4	Making spatial references Discussing things you	Demonstrative adjectives and pronouns, pp. 137–139 Saber and conocer, pp.	4-41 through 4-46 4-47 through 4-51

	know	139–141	
	Reviewing for the test Cultural activity 4 due	Review of material from <i>Primera Parte</i>	4-30 through 4-33
	Reviewing for the test Question & answer oral test	Review of material from <i>Segunda Parte</i>	4-52 through 4-55
4-11	Chapter 4 Test		
4-16	Describing your daily routine and habits Reviewing the syllabus	Chapter 5: <i>Las actividades diarias</i> , pp. 156–159	5-1 through 5-8
	Describing your daily routine and habits Expressing needs related to personal care	Reflexive constructions, pp. 159– 162	5-9 through 5-12, 5-14 and 5-15, 5-18 and 5-19
4-18	Expressing emotional states Describing your daily routine and habits	Reflexive constructions, pp. 159– 162; Reciprocal constructions, pp. 161– 162	5-13, 5-16 and 5-17
4-23	Comparing objects and people	Comparisons of equality and inequality, pp. 163–166	5-20 through 5-26
	Talking about what you do around the house	<i>Los quehaceres domésticos</i> , pp. 168– 173 Consonants <i>h, ch</i> , p. 170	5-31 through 5-39 5-40 through 5-41
4-25	Describing people or things using superlatives Describing what is happening at the moment	The superlative, pp. 173–176; The Present progressive, pp. 176– 178	5-42 through 5-44 5-45 through 5-48
4-30	Reviewing for the test Cultural activity 5 due	Review of material from <i>Primera Parte</i>	5-27 through 5-30
	Reviewing for the test Situation oral test	Review of material from <i>Segunda Parte</i>	5-49 through 5-52
5-2	Chapter 5 Test		

5-7 review for final exam 1-5

FINAL EXAM: COMPREHENSIVE 1-5
FINAL EXAM IS ON WEDNESDAY MAY 14 2-4 PM