

**SAM HOUSTON STATE UNIVERSITY
SPN 141 SPRING 2008 ELEMENTARY SPANISH
4 CREDIT HOURS**

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COURSE DESCRIPTION: SPN 141 is for students who have had no previous instruction in Spanish. It is an introduction to Spanish pronunciation, vocabulary, and basic language codes stressing an oral approach to the language with special emphasis on conversation and oral drill. One-hour language laboratory weekly is required in addition to the 3 contact hours with your professor.

GOALS OF THE COURSE: At the end of SPN 141, successful students will be able to speak and understand some high-frequency phrases. They will have acquired vocabulary related to the classroom, the home, the family, colors, seasons, numbers, time and the calendar. Successful students will be able to relate fairly simple narratives, such as routine activities, as well as express likes and dislikes.

PLACEMENT EXAM: If you have previous experience with the Spanish language, you should take the CLEP exam to determine your level and to gain credit by examination. Those wanting to take the CLEP exam should sign up with Ms. Terri Harvey, Testing Center, Tel 294-1221. She will schedule a time for you to take the exam.

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.

TEXTBOOK: Eduardo Zayas-Bazán and Susan M. Bacon; ¡Arriba! Comunicación y cultura; Fifth Edition (2004). Along with your textbook, you will be purchasing an access code which will allow you to use the online version of the workbook and lab manuals. The access code will be in a sealed, cardboard envelope. Do not misplace it. Take the access code to the first day of lab.

GRADING

7 exams = 70%*

Lab/Workbook = 10%

*Homework points will be added to exams.

1 Comprehensive final exam = 15%

Oral Presentation/Interview = 5%

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

ATTENDANCE IS MANDATORY: A total of THREE HOURS (whether justified or not) of absences are permitted. After 3 hours of absences, each subsequent hour will deduct **ONE POINT** from the semester grade. TWO absences from the lab = one from the classroom. Please note that this reflects SHSU's current attendance policy as stated in the Student Handbook. Regardless of the reason for your absence, you are required to complete any in-class work. Obtain the information regarding what you missed from the instructor.

ACADEMIC HONESTY: Students are responsible for doing their own work in a manner that is above reproach. They must maintain complete honesty and integrity on all assignments, whether in- or out-of-class, for this course. Students who cheat on assignments or exams, who provide other students with materials that help them to cheat, who plagiarize, or who abuse resource materials will be held accountable for their actions. Academic dishonesty is grounds for failing the course and for disciplinary action on the part of Sam Houston State University. Students are advised to consult the SHSU Student Guidelines for the University's complete statement concerning Academic Honesty.

Americans with Disabilities Act. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center. Please contact the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY 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. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

VISITORS IN THE CLASSROOM: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

COURSE OUTLINE/SCHEDULE

Day	Objective	Textbook
1-16	Intros syllabus	
1-18	Meeting and greeting others in Spanish	Chapter 1: <i>Saludos y despedidas</i> , pp. 4–5
1-23	Spelling your name Performing simple math problems	Vowels and Alphabet pp.7–9 Numbers 0–100 pp. 10–11
1-25	Talking about the calendar and dates Responding to classroom instructions	Days of the week, months, and seasons, pp. 13–16 <i>En la clase</i> , pp. 18–21
1-28	Describing your classroom Identifying colors	<i>En la clase</i> , pp. 18–21
1-30	Talking about yourself and others	Nouns and articles, pp. 22–24 Adjective form, position, and agreement, pp. pp. 24–25
2-1	Talking about yourself and others Cultural activity 1 due	Subject pronouns and the present tense of <i>ser</i> , pp. 26–28
2-4	Reviewing for the test	Review of material from Primera y Segunda parte
2-6	Chapter 1 Test	
2-8	Describing yourself, other people, and things	Chapter 2: Adjetivos descriptivos y adjetivos de nacionalidad, pp. 40-43
2-11	Asking for and telling time	Telling time, pp.44- 48
2-13	Asking and responding to simple questions;	Formation of yes/no questions and negation, pp. Interrogative words, pp 48-52.

2-15	Talking about what you like to do	¿Qué haces? ¿Qué te gusta hacer?, pp. 54-56 More on vowels, pp.57
2-18	Talking about what you like to do	The present tense of regular –ar verbs, pp. 57-60 The present tense of regular –er and –ir verbs, pp.60-63
2-21	Talking about what you have and what you have to do	The present tense of tener, pp. 63 Tener que + infinitive, pp. 63-64
2-23	Reviewing for the test	Review of material from Primera y Segunda parte
2-25	Chapter 2 Test	
2-27	Exchanging information about classes	Chapter 3: Materias académicas y la vida estudiantil, pp. 74–81
2-29	Exchanging information about classes	The numbers 101–3,000,000, pp. 81–83
3-3	Talking about things that belong to you; Talking about how you and others feel	Possessive Adjectives, pp. 83–85 Other expressions with tener, pp. 85–88
3-5	Describing yourself and others	Actividades y edificios, pp. 90–91 Syllabification, pp. 92-95
3-7	Asking for and giving simple directions	The present tense of ir and hacer, pp. 95-96.
3-17	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, pp. 100–102
3-19	Reviewing for the test	Review of material from Primera y Segunda parte
3-21	Reviewing for the test. NO CLASES.	
3-24	Chapter 3 Test	
3-26	Talking about your family	Chapter 4: Miembros de la familia, pp. 114–119
3-28	Expressing desires and preferences	The present tense of stem-changing verbs: e:ie, o:ue, e:i, pp. 119–124

3-31	Planning activities	Direct objects, the personal a, and direct object pronouns, pp. 125–128
04-02	Planning activities	The present tense of poner, salir, and traer, pp. 128–130
04-04	Extending invitations	Lugares de ocio, pp. 132–135 Word stress and written accent marks, pp. 136
04-07	Making spatial references Discussing things you know	Demonstrative adjectives and pronouns, pp. 137–139 Saber and conocer, pp. 139–142
04-09	Reviewing for the test	Review of material from Primera y Segunda parte
04-11	Chapter 4 Test	
04-14	Describing your daily routine and habits Reviewing the syllabus	Chapter 5: <i>Las actividades diarias</i> , pp. 154–159
04-16	Describing your daily routine and habits Expressing needs related to personal care	Reflexive constructions, pp. 159–162
04-18	Expressing emotional states Describing your daily routine and habits	Reflexive constructions, pp. 159–162; Reciprocal constructions, pp. 161–162
04-21	Comparing objects and people	Comparisons of equality and inequality, pp. 163–166
04-23	Talking about what you do around the house	<i>Los quehaceres domésticos</i> , pp. 168–173 Consonants <i>h, ch</i> , p. 170
04-25	Describing people or things using superlatives Describing what is happening at the moment	The superlative, pp. 173–176; The Present progressive, pp. 176–178
04-28	Reviewing for the test	Review of material from Primera y Segunda parte.
04-30	Chapter 5 Test	

05-0 AND 05-07: ORAL EXAMS.

FINAL EXAM: COMPREHENSIVE 1-5