

SPA 132 – Elementary Spanish II Fall 2013
Department of Literature and Languages
Texas A&M University-Commerce

Course: Spa 132.001

Instructor: Rafael Fernández Mata

Office: HL 318

Office Hours: 10-12 am Mondays & Wednesdays, 11-12 am Tuesdays (or by appointment via e-mail)

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COURSE DESCRIPTION: This is a second semester Spanish course and focuses on the language and cultures of the Spanish-Speaking world, specifically on Central America. This course is conducted mainly in Spanish.

REQUIRED TEXTS:

Knorre, M, Dorwick, T., Pérez-Gironés, A, Glass, W, and Villareal, H. *Puntos de Partida*. 9th edition. New York: McGraw Hill, 2007.

Connect Electronic workbook and lab manual.

Recommended: a good Spanish/English dictionary (not a pocket edition), such as *HarperCollins Spanish Concise Dictionary*, the latest edition, New York: Harper Collins, recent edition).

COURSE OBJECTIVES: At the end of this course, students should have the tools to effectively discuss situations in the present, past and future in Spanish, including simple conversations, asking questions, and formulating descriptions. Students should also be able to express the above functions in formal written Spanish. Furthermore, students will be expected to recognize grammatical terms in English and Spanish as provided in Appendix I of *Puntos*.

STUDENT LEARNING OUTCOME:

Students will demonstrate the ability to use vocabulary and grammar items (seen through this semester) by means of filling the gaps in a Spanish text. This outcome will be demonstrated by a question in the final exam.

COURSE REQUIREMENTS: Students are expected to attend class every day and participate effectively; prepare assignments for the date indicated **prior to coming to class that day**; do the exercises in the book, workbook and lab manual; turn in homework on time; use the language skills outside the classroom (i.e. speaking to native speakers, watching Spanish TV or movies, reading Spanish language magazines or newspapers) in order to successfully pass the final exam. **Students must bring their textbook to class every day.**

PARTICIPATION: Students are expected to come to class prepared to actively participate in all class activities and discussions.

ATTENDANCE: Your presence in class is imperative. In order to be able to participate in class, you must be present! Roll will be taken every day, and attendance is mandatory. If you are absent more than three times, **for each absence beyond the three allowed your final grade will be lowered by 1% up to a maximum of 10%**. After the sixth absence, you may be dropped from the course. Absences due to illness or unexpected situations count as absences. The only absences that do not count beyond the three allowed are those resulting from required participation in university events, hospitalization, or family emergencies of which your instructor has been notified by university officials. Late work is not accepted. Make-up quizzes or exams must be arranged **before** the date of the absence. A tardy or leaving class early equals 1/3 of an absence. **During the summer semester, an absence for a whole class accounts as two absences. One hour period corresponds to one absence in the regular semester.**

CONNECT WORKBOOK AND LAB MANUAL: Homework is assigned to provide students with additional practice and review of material. The Workbook exercises are essential to understanding the material presented in the textbook and in the class. The Lab Manual will help practicing listening, speaking, reading and writing, so improving the four language skills. Both. Students are responsible for completing assignments listed in the syllabus by the dates indicated.

QUIZZES: Vocabulary and reading comprehension quizzes are given for each chapter. You can expect twelve quizzes throughout the semester. The two lowest quiz grades are dropped. No makeup quizzes are given due to routine absences.

COMPOSITIONS: There will be two assignments requiring you to write an in-class composition. The instructor will announce ahead of time the possible topics to write about. You will be provided a writing sheet to complete the task. You can use the book and dictionary. Compositions will be graded on accuracy of grammatical forms, use of diverse vocabulary, and quality of content.

ORAL PROFICIENCY EXAMS: Two oral proficiency exams are conducted in my office and consist of a conversation / interview about one of the topics covered in class. More information will be provided later.

EXAMS: Each exam consists of listening, reading, writing, grammar, and vocabulary sections. Make up exams are not given unless arrangements have been made in advance of the absence from a scheduled exam. Students may not take the final exam early. If you are not present for the final exam, you will receive a zero. No make up exams are allowed for the final exam.

Exam 1 – Chapters 8 and 9

Exam 2 – Chapters 10 and 11

Exam 3 – Chapters 12 and 13

TUTOR INTERVIEWS: A series of five interviews to be held with the departmental tutor. Students must visit the tutors on at least five times during the semester. The meetings will take place in the tutoring office, and should last no less than 10 minutes. Topics depend on the material covered in class, focusing in the chapters studied previously to each interview. The tutor will have sign-up sheets for students to set up an appointment for each one of the five interviews. The first three interviews are just to practice oral communication; the last two will take into account your performance also. Tutors' office and hours will be announced by instructor the first day of class.

GRADING

Chapter exams 45%	A = 100-90
Oral exam 20%	B = 89-80
Quizzes 10%	C = 79-70 D
Workbook + Lab Manual 10%	= 69-60
In-class composition 5%	F = 59-
Tutor interviews 10%	

Tutoring and Advising:

Your Instructor: I am your first resource and want to make your experience as positive as possible. Please talk to me if you are having any problems in the course and I will do my best to assist you.

Trio Program: Another chance of tutoring to improve your skills.

Advising: To declare a major, second major, or minor in Spanish, or to get further information on our program, please make an appointment with Ms. Dottie McIntyre at Dottie.McIntyre@tamuc.edu, or Dr. Inma Lyons at Inma.Lyons@tamuc.edu

Notice to those seeking Teacher Certification: Students who plan to teach English, Spanish, or English as a Second Language in Texas public schools must pass the appropriate state certification tests. The Department of Literature and Languages grants approval to take the content-area tests.

Placement Exam: If you have taken *any* Spanish in the past, or if you speak Spanish, you should take the Spanish placement exam. It is offered every day at the One-Stop-Shop. You may possibly place out of lower-division classes and receive up to 6 hours of credit!

Study Abroad: We encourage students to pursue an immersion experience in Spanish by participating in our study abroad programs. Anytime you receive credit for courses taken abroad, you must have them approved by the Spanish faculty and advisor BEFORE you leave. Please speak to your professor if you are interested in taking Spanish in Spain or Mexico. As a bilingual student, you can benefit enormously from a study-abroad experience. Financial aid will apply to most destinations and the Office of International Studies offers travel stipends for almost all

interested students to travel to a variety of countries. For more information contact Dr. Kenneth Clinton in Ferguson Social Sciences 220,(903) 468-6034.

E-Culture Policy: When dealing with faculty over e-mail, it is important that students keep the following in mind:

- Always use the Tamu-c e-mail account to communicate with your instructor. Messages from any other e-mail accounts may not be considered.
- Always use salutations and signatures. Be courteous. Add a recognizable subject to your e-mail.
- For serious matters use e-mails to facilitate a mutually agreeable time to meet. E-mail should not be used to avoid personal interaction.

Statements to students required by the University and the Department of Literature and Languages:

Retention statement for 1st Year Students: Grades for students in freshmen level classes will be reported to the Registrar's Office during the middle of the semester. The Registrar's Office will report grades to students, Advising Services, Academic Departments (faculty advisors) and mentors. This procedure will allow students to be knowledgeable about their academic progress early in the semester. The university, through Advising Services, faculty advisors and mentors, will take steps to assist students who may be experiencing difficulty to focus on improvement and course completion. Early intervention for freshman students is designed to communicate to students the University's interest in their success and willingness to participate fully to help students accomplish their objectives.

Behavior: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct)

Americans with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library, Room 132; phone (903) 886-5150 or (903) 886-5835; fax (903) 468-8148; e-mail: <StudentDisabilityServices@tamuc.edu>.

Academic Honesty: *Plagiarism* is borrowing the work of others and not giving credit where credit is due. It is unethical and reflects very poorly on a person's character. Copying someone else's work, or asking a friend or tutor to write your compositions constitutes a violation of academic honesty policy. Likewise, the use of electronic media to translate your work to Spanish is also unacceptable. Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M

University-Commerce Code of Student Conduct 5.b[1,2,3]) Students who engage in plagiarism and copying acts that deserve official disciplinary actions are subject to academic sanctions.

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Finally, a piece of advice: Talk to yourself, talk to friends, don't be afraid of making mistakes!

Obvious, but very true: the best way to get better at a language is to speak it! Even if there is no one around to speak to, talk to yourself. Name things as you pass them in your house – *'chair, television, cat'*... Name things as you pass them in the car – *'automobile, tree, school'*... Read license plates aloud, translate street names etc. Learn basic phrases like – *'it is cold today'* or *'it is sunny today'*, and use whichever is appropriate when you first look out the window.

Even if they don't speak the language, talk to the people you know in your new language. Warn them in advance that you are practicing your new knowledge and they'll know what's coming. Even a simple *'good morning'* or *'see you later'* in your new language will make those phrases more natural to you. Your friends may even start to pick up a few phrases as well!

The easiest language learning tip to try! Go ahead and speak and write and don't be afraid to make mistakes, because I guarantee you will! How will you ever get to be fluent or even comfortable with a language without speaking to anyone? If fear of mistakes held us back, no one would ever open their mouths. So go ahead, blab away in your new language. The more you speak the better you will get and the sooner you will be comfortable and even fluent. Source: www.language-learning-advisor.com

**PROGRAMA DE CLASES
OTOÑO DEL 2013
ACTIVIDADES DE CLASE Y TAREAS
SPA 132**

Fecha	Temas	Tarea
Agosto: 26	Introducción al curso. Explicar Connect. Actividad de Repaso de 131.	
28	Capítulo 8 – De viaje Práctica de vocabulario (230-9).	
30	Prueba 1 de vocabulario. Indirect Object Pronouns; Dar and Decir (238-242).	Prueba 1 - Vocabulario
Septiembre: 2	Día de Fiesta: Labor Day – No hay clase	
Septiembre: 4	Cont. Indirect Object Pronouns.	
6	Gustar: Expressing likes and dislikes (243-247).	
9	The Preterite I (248-255) (El pretérito).	
11	Un poco de todo; Videoteca. Perspectivas culturales: República Dominicana. Prueba 2 – Reading Comprehension	1ª entrevista con el tutor – hoy. Prueba 2 – Comprensión de lectura.
13	Capítulo 9- Los días festivos Explicación de composición 1. Práctica de vocabulario (266-270)	
16	Prueba 3 de vocabulario. The Preterite 2 (271-274).	Prueba 3 – Vocabulario.
18	The Preterite 3 (275-278)- Double Object Pronouns (279-281).	
20	Cont. Double Object Pronouns (279-81).	
23	Lectura: Nota cultural (268-69). Prueba 4 – Reading comprehension.	Prueba 4 – Comprensión de lectura.
25	In-class composition 1.	Composición 1 – in clase.
27	Repaso del examen 1.	Connect electronic Workbook y Lab Manual – cap. 8 & 9 hoy.
30	EXAMEN 1 – Caps. 8 y 9	Examen 1
Octubre: 2	Capítulo 10 – El tiempo libre Práctica de vocabulario (294-98).	2ª entrevista con el tutor – hoy.
4	Prueba 5 de vocabulario The imperfect of regular and irregular verbs (299-304).	Prueba 5 – Vocabulario.
7	Cont. The imperfect (299-304). Summary of interrogative words (305- 06).	
9	Superlatives (307-309).	
11	Un poco de todo; Videoteca.	

14	Prueba 6 – Reading Comprehension. Perspectiva culturales: Puerto Rico (314-15).	Prueba 6 – Comprensión de lectura.
16	Capítulo 11 – La salud Práctica de vocabulario (322-326).	
18	Prueba 7 de vocabulario Uses of the preterite and the imperfect (327-334).	Prueba 7 – Vocabulario.
21	Cont. the preterite and the imperfect.	
23	Relative .pronouns (335-338)	
25	Examen Oral 1	Examen Oral 1.
28	Cont. Relative pronouns (335-338). Reciprocal actions wit reflexive verbs (338-341).	
30	Cont. Reciprocal actions. Perspectivas culturales: Venezuela (344-5). Asignar composición 2.	
Noviembre: 1	Repaso del examen 2. Un poco de todo; Videoteca (340-41) Prueba 8 – Reading Comprehension.	Prueba 8 – Comprensión de lectura. 3ª entrevista con el tutor – hoy.
4	EXAMEN 2 – Caps. 10 y 11	
6	Capítulo 12 - ¡Conectados! Práctica de vocabulario (352-356).	
8	Prueba 9 de vocabulario. Tú (informal) commands (357-362).	Prueba 9 – Vocabulario.
11	Present subjunctive: An Introducion (362-67).	
13	Subjunctive of Influence (368-371).	
15	In-class composition 2	Composición 2 – en clase.
18	Prueba 10 – Reading Comprehension. Un poco de todo; Videoteca (372-73). Perpectivas culturales: Colombia (376-77).	Prueba 10 – Comprensión de lectura.
20	Capítulo 13 – El arte y la cultura Práctica de vocabulario (384-388). 4th tutor interview due today.	4ª entrevista con el tutor.
22	Prueba 11 de vocabulario. Present Subjunctive: Emotion, doubt, denial-summary (389-401).	Prueba 11 – Vocabulario.
25	Cont. Present Subjunctive.	
27	Un poco de todo; Videoteca (402-5).	
29	No hay clase. Día de acción de gracias.	
Diciembre: 2	Repaso y práctica para el examen oral 2.	

4	Examen Oral 2 – In class.	Examen oral 2 – en clase.
6	Repaso para el examen 3. 5th tutor interview due today.	5ª y última entrevista con el tutor hoy.
9 de diciembre	Examen 3	Examen 3.