

**SPA 231- Intermediate Spanish I  
Summer I 2014**

**Department of Literature and Languages  
Texas A & M University-Commerce**

**Course:** Spa 231.001 – MTWTH 11:00am-12:50pm- HL306

**Professor:** Ruddy Mendoza

**Office:** 319 Hall of Languages

**Office Hours:** Tuesdays and Wednesdays 1:00-2:00 p.m.

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Spa. 231.001 is a web-enhanced course through eCollege, the learning management system used by Texas A & M University-Commerce. To use the eCollege features associated with this course go to: <https://leo.tamuc.edu/>

You will need your CWID (Campus Wide I.D.) and password to log in to the course. If you do not know your CWID or have forgotten your password, contact technology services at 903-468-6000 or [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org)

**eCollege features used by Spa 231/ Intermediate Spanish I**

Spa 231 is a face-to-face course; however, we will take advantage of computer technology to enhance the benefits of the course. Through eCollege, students will be able to do the following:

- ✓ Obtain and print a copy of the syllabus.
- ✓ Obtain other course documents through doc. Sharing.
- ✓ Check their grades online through the eCollege gradebook.
- ✓ Talk to other students through the Virtual Lounge.

**Course Technology Requirements**

Our campus is optimized to work in a Microsoft Windows environment. This means this course will work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

The course will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports Firefox browser (3.0) on both Windows and Mac operating systems.

-Internet access/connection- high speed recommended (not dial-up).

-Word processor (Microsoft Word).

It is strongly recommended that you perform a “Browser test” prior to the start of the course. To launch a browser test, login to eCollege, click on ‘myCourses’ tab, and then select the “Brower test” link under Support Services.

**Technical Support**

Texas A & M University-Commerce provides students technical support in the use of eCollege.

The student help desk may be reached by the following means 24 hours a day, seven days a week:

- Chat support: Click on ‘Live support’ on the tool bar with the course to chat with an eCollege representative.
- Phone: 1-866-656-5511 (Toll free) to speak with eCollege technical support representative.

- E-mail: [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege technical support representative.
- Help: Click on the 'help' button on the toolbar for information regarding working with eCollege (i.e. how to submit to dropbox, how to post to discussion, etc.)

Spanish 231 continues the introduction to Spanish language begun in Spa 131 and Spa 132 focusing on the four language skills necessary for communication: listening, reading, writing and speaking. Spa 231 completes the introduction to Spanish grammatical structures while expanding communicative skills and cultural knowledge obtained in previous courses. The concept of the subjunctive and its practical use in communication, constitute the grammar core for this course. This course is conducted primarily in Spanish.

### **Course Objectives**

At the end of this course students should have the tools to perform the following language tasks:

1. Communicate in Spanish at the intermediate-low level (ACTFL guidelines) utilizing a variety of language constructions from simple to advanced grammar structures.
2. Follow essential points of written discourse at an intermediate level with the ability to discuss main ideas of written texts.
3. Write social correspondence, take notes, and write cohesive summaries, narratives and descriptions of factual nature.
4. Handle common social situations in Spanish.
5. Students are expected to recognize grammatical terms in English and Spanish as provided in Appendix I of *Puntos de Partida*.

### **Student Learning Outcomes**

Students will demonstrate their ability to understand the main idea and supporting details of authentic narrative and descriptive written texts, as measured by a reading comprehension exercise in the final exam.

### **Required Texts**

- Knorre, M., Dorwick, T., Pérez-Gironés, A., Glass, W., and Villareal, H. *Puntos de Partida*. 8th or 9th edition. New York: McGraw Hill, 2007.
- *Connect Electronic Workbook and Lab Manual* to accompany *Puntos de Partida*. 9<sup>th</sup> ed.

### **RECOMMENDED**

Invest in a good Spanish/English dictionary (not a pocket edition), such as *Harper Collins Spanish Concise Dictionary*. 2<sup>nd</sup> ed. (or later) New York: Harper Collings, 2000 or *Bantam Diccionario Inglés- Español/ Español- Inglés*.

### **COURSE REQUIREMENTS**

Students enrolled in this class have had to pass Spa 131 and Spa 132, or have received the required score in the Spanish Placement Exam.

Students are expected to do the following: prepare the assignments for the date indicated **prior to coming to class that day**; do the assignments and online work, and turn them in on the date indicated on the schedule; use the language skills inside and outside the classroom (i.e. speaking to native speakers, watching Spanish lang. TV or movies, reading Spanish lang. Magazines or newspapers). **Students are required to bring their textbooks to class every day.**

## **GRADING**

Students earn their grade on an objective grading scale based upon 100 points.

Exam 1	10%	
Exam 2	15%	
Exam 3	25%	A= 100-90
Oral exam	10%	B= 89-80
In-class compositions	10%	C= 79-70
Workbook + Lab Manual	10%	D= 69-60
Tutor interviews	10%	F= 59-
Quizzes	5%	
Cultural presentation	5%	

## **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, you will be given a warning. After six absences, you may be dropped from the course, depending on circumstances, 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 the instructor has been notified by university officials. Arriving to class late or leaving class early equals 1/3 of an absence. Please note that there is no participation grade given in this course; however, after three unexcused absences, your final grade will be reduced by 2% per absence.

**Late work is not accepted. Exams and quizzes cannot be made up.**

## **CONNECT ELECTRONIC WORKBOOK AND LAB MANUAL**

Homework is assigned to provide students with additional practice and review of the material. The workbook exercises are essential to understanding the material presented in the textbook and in class. The Lab Manual will help practicing listening, speaking, reading and writing, thus improving the four language skills. Both workbook and lab manual are to be completed following the electronic versions provided by Connect. Students are responsible for completing the assignments by the dates indicated. The system will not accept late work for credit; a student still may do it for the practice, however.

- Read the attached sheet to follow Connect registration instructions.

## **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 will be given.

### **CULTURAL PRESENTATION**

The cultural presentation is an oral report based on cultural topics related to a Hispanic country found in each chapter of the textbook. Students are required to build up a presentation using pictures, presentation boards, or Power Point. Graphic material should be accompanied by an oral explanation of the topic the student chose. The oral explanation is not to be written. Presentations will take place in front of the class. Grading is based upon quality of the material presented, oral ability, grammar accuracy, and depth of content. Topics are assigned to students on the first day of class.

### **COMPOSITIONS**

There will be three 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.

### **TUTOR INTERVIEWS**

A series of five interviews (last two are evaluated) are to be held with the departmental tutor. Students must visit the tutor on the periods allotted on the syllabus and maintain a conversation of no less than 15 minutes. Topics depend on the material covered in class; the focus will be on the chapters studied previously to each interview. Any other topics that students may want to bring in are more than welcome. Students will have to carry the weight of the conversation. Tutors will have sign-up sheets for students to set up an appointment for each one of the five interviews. Tutors' office and hours will be announced by instructor the first day of class.

### **ORAL PROFICIENCY EXAM**

There will be two oral proficiency exams which consist of a conversation/ interview about topics covered in class. Sign up for the oral exam is available a week prior to the exam.

### **EXAMS**

Each written exam consists of listening, reading, grammar, and vocabulary sections. Make up exams are not given unless arrangements have been made in advance of the absence from a scheduled exam.

- Exam 1- Chapters 13 and 14
- Exam 2- Chapters 15 and 16
- Exam 3- Chapters 17 and 18

Students may not take the final exam early. If you are not present for the Exam 3, you will receive a zero. No makeup exams are allowed.

### 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.
- **Tutorials:** In addition to the required tutorial conversations for this course, tutoring is available in HL 119. Tutorials are free of charge and are offered daily. A sign-up sheet is on the door.
- **Advising:** To declare a major, second major, or minor in Spanish, or to get further information on our program, please contact Dr. Inma Lyons at [Inma.Lyons@tamuc.edu](mailto:Inma.Lyons@tamuc.edu) or Ms. Dr. Dottie McIntyre at [Dottie.McIntyre@tamuc.edu](mailto:Dottie.McIntyre@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. Additional information about the examinations and the internship is available at the Educator Certification office in Ed North 204 (ext. 5182).
- **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 Testing Center in the One Stop Shop. You may possibly place out of lower- division classes and receive up to 12 hours of credit! This exam is to help you finish our language requirement sooner, or get you into upper-level classes without repeating work you have already done in the past.
- **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 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.
- **I will be sending you communications to your Leo e-mail. Please check it regularly.**

**Statements to student required by the University and  
the Department of Literature and Languages**

- **Retention statement for 1<sup>st</sup> Year Students:** Grades for students in freshmen level classes will be reported to the Registrar's Office at the end of the fifth week of class during the fall and spring semesters. 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).

- **Students 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**  
[StudentDisabilityServices@tamuc.edu](mailto: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.

### CALENDARIO DE CLASES

FECHA	ACTIVIDADES DE CLASE Y TAREAS
Junio 1 <sup>a</sup> semana	
Lunes 2	Primer día de clase: Introducción y presentación del curso Assign oral presentation topics. Repaso del semestre anterior: el subjuntivo: capítulo 12 <b>Capítulo 13: <i>El arte y la cultura</i></b> Vocabulario, pgs. 384-388
Martes 3	<b>**Prueba/ Quiz de vocabulario (1)</b> Gramática: el subjuntivo de emoción y frases de <i>ojalá</i> , pgs. 389-393 Subjuntivo de duda y negación, pgs. 394-398 Resumen: el subjuntivo de emoción, influencia y duda, pgs. 398-403 Información sobre la Composición 1
Miércoles 4	<b>**Lectura Cultural: Quiz- Comprensión pg. 406-407 (2)</b> La profesora modela la presentación sobre Cuba <b>**Composición 1 en clase- La profesora provee el tema y el material</b>
Jueves 5	<b>Capítulo 14: <i>Las presiones de la vida moderna</i></b> Presentación cultural: Bolivia Vocabulario- presentación y práctica, pg. 414-419 Gramática: Expresando “how long something has been happening”, pg. 420-422 Expresando “unplanned or unexpected events” Otro uso de “se”, pg. 423-427 <b>Hoy acaba el plazo para la 1<sup>a</sup> entrevista con el tutor</b>
2 <sup>a</sup> semana	
Lunes 9	<b>**Prueba/quiz de vocabulario (3)</b> Presentación cultural: Ecuador Por vs. Para, pg. 427-431 <b>**Lectura Cultural: Quiz- Comprensión pg. 436-437 (4)</b> Presentación cultural: Perú
Martes 10	<b>Examen 1- Capítulos 13 y 14</b> <u>Connect exercises for chapters 13 and 14 are due now.</u> <b>Capítulo 15: <i>La naturaleza y el medio ambiente</i></b> Vocabulario- presentación y práctica, pg. 444-450

Miércoles 11	<p><b>**Prueba/quiz de vocabulario (5)</b>  Gramática: Past participles used as Adjectives, pg. 451-454  El presente perfecto de indicativo y de subjuntivo, pg. 455-459  El pluscuamperfecto, pg. 459  Información sobre el Examen Oral  Información sobre la Composición 2</p>
Jueves 12	<p><b>**Lectura Cultural: Quiz-Comprensión (6) pg. 464-465</b>  Presentaciones culturales: la Argentina y el Uruguay  <b>Hoy acaba el plazo para la 2ª entrevista con el tutor</b></p>
3ª semana	
Lunes 16	<p><b>**Composición 2 en clase- la profesora provee el tema y el material</b>  Oral Exam (conducted in pairs in instructor's office) HL 3</p>
Martes 17	<p><b>Capítulo 16: La vida social y afectiva</b>  Vocabulario-presentación y práctica, pg. 472-475  Gramática: The subjunctive after nonexistent and indefinite antecedents, pg. 476-479</p>
Miércoles 18	<p><b>**Prueba/ quiz de vocabulario (7)</b>  Gramática: The subjunctive after conjunctions of contingency and purpose, pg. 480-482  ¿Para qué? Vs. ¿Por qué?, pg. 482-483</p>
Jueves 19	<p><b>**Lectura Cultural: Quiz- Comprensión (8) pg. 488-489</b>  Presentación Cultural: Paraguay  Repaso de contenidos gramaticales para el Examen 2  <b>Hoy acaba el plazo para la 3ª entrevista con el tutor</b></p>
4ª semana	
Lunes 23	<p><b>Examen 2- Capítulo 15 y 16</b>  <u>Connect exercises for chapters 15 and 16 are due now.</u>  <b>Capítulo 17: ¿Trabajar para vivir o para trabajar?</b>  Vocabulario- presentación y práctica, pg. 496-501  Información sobre el tema de Composición 3</p>
Martes 24	<p><b>**Prueba/quiz de vocabulario (9)</b>  Gramática: Talking about the future, pg. 502-507  The subjunctive to express future and pending actions.</p>
Miércoles 25	<p><b>**Lectura Cultural: Quiz-Comprensión (10) pg. 516-517</b>  Presentación cultural: Chile  <b>**Composición 3 en clase- la profesora provee el tema y el material</b></p>
Jueves 26	<p><b>Capítulo 18: La actualidad</b>  Vocabulario: preparación y práctica, pg. 524-528  Gramática: The past subjunctive, pg.529-535  <b>Hoy acaba el plazo para la 4ª entrevista con el tutor</b></p>
Julio 5ª semana	
Lunes 30	<p><b>**Prueba/ quiz de vocabulario (11)</b>  Gramática: The conditional tense, pg. 536-539  Use of the past subjunctive and the conditional to hypothesize, pg. 539-541</p>

	Presentación cultural: España **Lectura Cultural: Quiz-Comprensión (12) pg. 546-547
Martes 1	Catch-up day.
Miércoles 2	Respaso para el examen final- Practicar para el examen oral <b>Oral exam:</b> individually conducted in office HL
Jueves 3	<b>Examen 3- Capítulos 17 y 18</b> <u>Connect exercises for chapters 17 and 18 are due now.</u> <b>Hoy acaba el plazo para la 5a y última entrevista con el tutor.</b>