



**SPA 132.001 & 003 (Elementary Spanish II)
Fall 2014
(Section 001 MWF 12-12:50pm, HL306)
(Section 003 MWF 2:00-2:50pm, HL306)**



Instructor: Elisa Gironzetti
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

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* to accompany *Puntos de Partida*. 9th ed.
- Connect Electronic Laboratory Manual* to accompany *Puntos de Partida*. 9th ed.

Recommended:

A good Spanish/English dictionary (not a pocket edition), such as Harper Collins Spanish Concise Dictionary. 2nd ed. (or later) New York: Harper Collins, 2000 (or later edition).

Additional materials will be available through the eCollege course site and in class.

Course Description:

Catalogue Description:

This course is a continuation of SPA 131 with emphasis on reading and comprehension, as well as on spoken language skills.

Description for this semester:

This course is a continuation of SPA 131 and focuses on the language and cultures of the Spanish-Speaking world. Students will improve their communication skills in the language and become more familiar with cultural aspects of the Spanish-speaking world.

This course is conducted in Spanish.

Course Objectives:

At the end of this course students should be able to:

1. Communicate in Spanish at the novice high / intermediate low level (ACTFL guidelines) utilizing a variety of language structures.
2. Understand essential points of Spanish written discourse at the novice high / intermediate low level.
3. Understand main ideas in general oral discourse relying also on contextual or extralinguistic support.
4. Meet basic practical writing needs at the novice high / intermediate low level.
6. Recognize and identify cultural perspectives, products and practices of the Hispanic world.
7. Recognize grammatical terms in English and Spanish as provided in Appendix I of Puntos de Partida.

Student Learning Outcomes:

Students will demonstrate the ability to talk in Spanish about past events according to the following guidelines:

- Use of core vocabulary related to vacations/ travel and celebrations
- Use of frequent verbs in the preterit and imperfect tenses, with emphasis on the use of 'ser', 'estar', 'tener', and frequent modal verbs ('querer'/'tener que'/'necesitar', etc.)
- Use of temporal markers to indicate reference to past events

This learning outcome will be measured during the final oral individual interview. Student responses will demonstrate listening and speaking skills at the advance-novice/ pre-intermediate levels (ACTFL guidelines), evaluated according to the following: lexical development, grammar accuracy, fluency and response coherence appropriate to the level.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives of this course and instructional units/modules.

Students must bring their textbook to class every day.

Chapter exams	45% (3x15%)
Oral exam	11%
Vocabulary quizzes	12% (6x2%)
Homework	10%
Cultural essay	10%
Interviews w/ tutors	12% (3x4%)

Grading

A=100-90 B=89-80 C=79-70 D=69-60 F=59-0

EXAMS (45% of the final grade)

Tentative dates are indicated in the course schedule and may be modified as needed. Students requiring special testing accommodations must provide documentation to the Instructor during the first week of class. Each exam consists of listening, reading, writing, grammar, and vocabulary sections (each section worth 20% of the exam grade). **Makeup exams are not given** unless arrangements have been made in advance of the absence from a scheduled exam.

Exam 1 – Chapters 7 and 8

Exam 2 – Chapters 9 and 10

Exam 3 – Chapters 11 and 12

ORAL PROFICIENCY EXAM (11% of the final grade)

An oral proficiency exam will be conducted at the end of the semester to measure students' speaking level. The oral exam will consist of an interview on topics presented in class. Students will prepare by actively participating in all class sessions and attending the conversation meeting with the tutors. The oral exam will be conducted in the instructor's office hours. Please sign in at your earliest convenience.

VOCABULARY QUIZZES (12% of the final grade, 2% each)

Lexical knowledge is an essential step in acquiring a second language. In every chapter you will learn new words and review those you already know. There will be six quizzes focused on this linguistic component to measure how well you know the words; these short tests will include new and already known lexical items.

HOMEWORK (10% of the final grade)

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 the four language skills. Workbook and Lab manual activities are to be completed online using the Puntos de Partida- Connect system. Students are responsible for completing the assignments by the due dates. The system will not accept late work for credit; a student still may do it for extra practice, however. See the 'Registration in Connect' for more information.

INTERVIEW W/ TUTORS (12% of the final grade)

A series of three interviews will be held with any of the departmental Spanish tutors. Students must visit the tutors before each deadline at their offices 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 welcome. Students will have to carry the weight of the conversation. Tutors will have signup sheets for students to set up an appointment for each one of the six interviews. Tutors' office: HL 119.

CULTURAL ESSAY (10% of the final grade)

A short one-page essay to be handed in during the second week of November, in which students will critically analyze, discuss and communicate information about cultural perspective, practices and products of the Hispanic world. The topic of the essay should be based on one of the Hispanic Films (see next section).

Hispanic Film Showcase attendance

Attendance to the film showings is considered an extra-credit activity. Besides of expanding cultural and personal enrichment, you may help your Spanish course (or courses) grade. Students may earn 2 points per attendance to each of the four films (8 points total). These points will be added up to the grade of the first exam following to each film showing. Your instructor will provide the dates/times and dates of the showings. **One of these films will be used as a central topic for the cultural essay.**

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of **academic dishonesty**. Conduct that violates generally-accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. 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]). Cheating, including plagiarizing papers in whole or part, will result in a grade of zero (0) on the assignment for the first offense and failure of the course for any subsequent offenses.

More details regarding academic honesty: Any student who commits plagiarism or violates any other tenet of academic honesty will receive a grade of zero for the first offense; a second violation will result in automatic failure of the course. Upon any infraction of academic honesty, I will provide the student with written notice of the infraction, will require a face-to-face meeting in my office to discuss the matter, and I will also notify the dean of the student's college.

Attendance Policy

- Participation and attendance are fundamental to succeed in this course. **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 justified absences 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. 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 points per absence. Late work is not accepted. Exams and quizzes cannot be made up.**

- You should arrive on time. **Two late arrivals or early departures by more than 10 minutes equal one absence.** If a student arrives late, s/he needs to talk to the professor at the end of class to make sure that a tardy mark was registered in the class book instead of an absence. If a student misses 3 consecutive sessions and does not contact the instructor, s/he may be dropped from class.
- **You should not make travel/family /employment plans that interfere with classes or exams** since make up exams cannot be made in order to accommodate such plans.
- Student athletes, band members and members of other university sanctions should bring a letter from their supervisor or specific department during the first week of class indicating the dates they will miss class.
- Students who require special accommodations for religious holidays should make arrangements with their instructor during the first week of class.
- Behavior: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

eCollege

Spa 132 is a web-enhanced course through eCollege, the learning management system used by Texas A & M University-Commerce. Use of eCollege allows students:

- Obtain and print a copy of the course syllabus and schedule.
- Obtain different course documents through doc. sharing.
- Receive updates and communications.
- Check their grades through the eCollege gradebook.
- Talk to other students through the Virtual Lounge.

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. It is strongly recommended the performance of 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 "Browser test" link under Support Services.

Assignment Policy

I will provide specific details during class meetings and possibly by email. Students must stay current with all readings. Students are responsible for completing and submitting all assignments by their respective due dates.

Late Work

I will not accept any assignment after its due date. Assignments submitted after the due date may receive a score of zero (0).

Drop a Course

A student may drop a course by logging into his/her myLEO account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLeo section of the Web page.

Incompletes

Incompletes (grade of "X") are granted only under rare and extraordinary circumstances.

Administrative Withdrawal

I reserve the right to drop a student from the course administratively for excessive absences or violations of student conduct codes.

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.

Tutors: Spanish tutoring is available in HL 119. This service is free of charge and is offered daily. Sign up is on the door.

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

Advising: Dr. Inma Lyons is the Spanish undergraduate adviser. To declare a major, second major, or minor in Spanish, or to get further information on the Spanish program, please make an appointment with Dr. Lyons. You may contact her at the following e-mail address: 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 in McDowell Administration Building, 315A. 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 Tamuc 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 email.
- For serious matters use e-mails to facilitate a mutually agreeable time to meet. E-mail should not be used to avoid personal interaction.

Some rules of the class

- Cellular phones and other electronic devices are to be turned off and stored away.
- No food is allowed in class.
- If you have special learning needs, please contact your instructor.

NOTE: if during a session you decide to use your cell phone, you will be asked to leave the classroom and you will receive an 'absent' for the session.

University Specific Procedures:

ADA Statement

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

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

Class-Specific Notes on Student Conduct: I expect all students to treat all members of the class community with respect, including respect to differences of opinion, cultural background, and other matters. Although I encourage students to debate issues, it is important to note that there are effective and logical ways of conducting such debates.

COURSE OUTLINE / CALENDAR

The following course schedule is subject to revisions and other modifications as the instructor deems necessary for the course.

Semana 1	Lunes 25 de agosto	Introducción: curso, programa, libro.
	Miércoles 27 de agosto	Actividades de repaso de SPA 131: - Interacción: presentaciones (nacionalidad, apariencia física, edad, residencia, gustos, familia, etc.)
	Viernes 29 de agosto	Capítulo 7 “¡A comer!” - Vocabulario: comida, comidas - Gramática: el verbo gustar - Interacción: ¿Qué te gusta comer/tomar?
Semana 2	Lunes 1 de septiembre	LABOR DAY – NO HAY CLASE
	Miércoles 3 de septiembre	Capítulo 7 “¡A comer!” - Lectura/cultura: la comida en el mundo hispano - Interacción: costumbres alimenticias
	Viernes 5 de septiembre	Capítulo 7 “¡A comer!” - Gramática: saber y conocer - Vocabulario: talentos e intereses - Interacción: ¿Qué sabes hacer? ¿Qué conoces?
Semana 3	Lunes 8 de septiembre	Capítulo 7 “¡A comer!” - Gramática: palabras indefinidas y negativas/doble negativa - Lectura: El restaurante Mundo Latino
	Miércoles 10 de septiembre	Capítulo 7 “¡A comer!” - Gramática: complemento directo - Interacción: ¿qué es? (comida y bebida)
	Viernes 12 de septiembre	Capítulo 7 “¡A comer!” - Comprensión oral/cultura: vídeo TelePuntos 7 “¡Qué rico!”
Semana 4	Lunes 15 de septiembre	Capítulo 8: “De viaje” - Interacción: de viaje juntos - Vocabulario: en el aeropuerto/en la playa Quiz 1 (cap 7)
	Miércoles 17 de septiembre	Capítulo 8: “De viaje” - Gramática: se impersonal - Gramática: objeto directo e indirecto

	Viernes 19 de septiembre	Capítulo 8: "De viaje" - Vocabulario: dar, decir y otros verbos - Interacción: a mí me gusta, a ellos les gusta... - De dos en dos: gustar
Semana 5	Lunes 22 de septiembre	Capítulo 8: "De viaje" - Gramática: el pasado (pretérito, verbos regulares) - Lectura: mi viaje a...
	Miércoles 24 de septiembre	Capítulo 8: "De viaje" - Gramática: el pasado (pretérito, verbos regulares e irregulares) - Interacción: ¿Qué hiciste?
	Viernes 26 de septiembre	Capítulo 8: "De viaje" - Gramática: el pasado (pretérito, verbos irregulares y reflexivos) - Lectura/escritura: biografías de famosos Deadline 1st interview w/ tutors
Semana 6	Lunes 29 de septiembre	Capítulo 8: "De viaje" - Cultura/comprensión: TelePuntos
	Miércoles 1 de octubre	Repaso Cap. 7 y 8
	Viernes 3 de octubre	Examen 1: Cap. 7 y 8
Semana 7	Lunes 6 de octubre	Capítulo 9 "Los días festivos" - Lectura: los día festivos en el mundo hispano - Vocabulario: fiestas del mundo hispano - Interacción: busca a alguien quien... Quiz 2 (cap. 8)
	Miércoles 8 de octubre	Capítulo 9 "Los días festivos" - Vocabulario: emociones - Interacción: me siento X cuando... - Gramática: superlativos (-ísimo)
	Viernes 10 de octubre	Capítulo 9 "Los días festivos" - Gramática: combinación de pronombres (se lo, me la...) - Interacción: ¡te lo regalo!
Semana 8	Lunes 13 de octubre	Capítulo 9 "Los días festivos" - Música/cultura: La historia de Juan - Gramática: pasado (pretérito)
	Miércoles 15 de octubre	Capítulo 9 "Los días festivos" - Interacción: ¿Cuándo fue la última vez que...? - Lectura/escritura (comic): ¿qué pasó?
	Viernes 17 de octubre	Capítulo 9: - Comprensión: TelePuntos 9 "De fiesta en fiesta"

Semana 9	Lunes 20 de octubre	Capítulo 9: - Comprensión/lectura: Viaje a Madrid
	Miércoles 22 de octubre	Capítulo 10: El tiempo libre - Vocabulario: pasatiempos y deportes - Lectura: los deportes en el mundo hispanohablante Quiz 3 (cap. 9)
	Viernes 24 de octubre	Capítulo 10: El tiempo libre - Interacción: tus pasatiempos favoritos de pequeño - Gramática: el imperfecto (pasado)
Semana 10	Lunes 27 de octubre	Capítulo 10: El tiempo libre - Vocabulario: los quehaceres domésticos - Gramática: expresar obligación
	Miércoles 29 de octubre	Capítulo 10: El tiempo libre - Interacción: experiencia laboral - Lectura/escritura: ¿cómo eras de pequeño? ¿Cómo eres ahora?
	Viernes 31 de octubre	Capítulo 10: El tiempo libre - Gramática: las palabras interrogativas - Interacción: datos personales Deadline 2nd interview w/tutors
Semana 11	Lunes 3 de noviembre	Capítulo 10: El tiempo libre - Gramática: superlativos y comparativos - Lectura/cultura
	Miércoles 5 de noviembre	Capítulo 10: El tiempo libre - Comprensión: TelePuntos 10 “Deportes que mueven masas”
	Viernes 7 de noviembre	Repaso Cap. 9 y 10
Semana 12	Lunes 10 de noviembre	Examen 2: Cap. 9 y 10
	Miércoles 12 de noviembre	Capítulo 11: “La salud” - Vocabulario: salud y bienestar (en el consultorio del médico) - Lectura: en la consulta del médico Quiz 4 (cap. 10)
	Viernes 14 de noviembre	Capítulo 11: “La salud” - Gramática: los dos pasados (pretérito e imperfecto) - Interacción: en la consulta del médico
Semana 13	Lunes 17 de noviembre	Capítulo 11: “La salud” - Gramática: pronombres relativos - Interacción: ¿Cuántos años tenías...? Deadline cultural essay

	Miércoles 19 de noviembre	Capítulo 11: “La salud” - Gramática/Vocabulario: acciones recíprocas - Lectura/escritura: un cuento en el pasado
	Viernes 21 de noviembre	Capítulo 11: “La salud” - Comprensión: TelePuntos 11 “Remedios para todos”
Semana 14	Lunes 24 de noviembre	Capítulo 12: “¡Conect@dos!” - Vocabulario: en la ciudad (viviendas y barrios) - Lectura: busco casa Quiz 5 (cap. 11)
	Miércoles 26 de noviembre	Capítulo 12: “¡Conect@dos!” - Lectura: le tecnología - Gramática: tengo, necesito, quiero
	Viernes 28 de noviembre	Día de Acción de Gracias – NO HAY CLASE
Semana 15	Lunes 1 de diciembre	“¡Conect@dos!” - Gramática: mandatos informales - Interacción: quehaceres de la casa Quiz 6 (cap. 12)
	Miércoles 3 de diciembre	Repaso final Deadline 3rd interview w/tutors
	Viernes 5 de diciembre	Examen 3: caps. 11 y 12
Finals week		Examen oral