

SUL ROSS STATE UNIVERSITY

Syllabus

Español 2311: Intermediate Spanish 1

Días de clase: lunes, miércoles y viernes de 10:00 a 10:50 a.m.

Aula de clase: MAB 101

Profesor: Filemón Zamora

Horas de oficina: 8:00 a 9:30 a.m. lunes, miércoles y viernes o por cita.

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Texto requerido: *Interacciones, Seventh Edition* por Emily Spinelli, Carmen García y Carol E. Galvin Flood

Se recomienda un buen diccionario de inglés-español, español-inglés

Descripción del curso: *For the non-native speaker of Spanish, this course is the continuation of Spanish 1401, 1402. Review of grammatical patterns, selected readings, brief compositions and oral presentations.*

NOTE: Those whose native language is Spanish, or those who have otherwise acquired a speaking knowledge of Spanish, should begin their study of Spanish with Spanish 2311. The course will meet the needs of those who have obtained a speaking knowledge of Spanish with little or no formal study. Successful completion of such a course will prepare the student to register for Span 2312.

GOALS: We are going to adhere to the goals of the national *Standards for Foreign Language Learning* which stresses the teaching of the four skills of listening, speaking, reading, and writing through diverse class activities. The emphasis here for the non-native speaker of Spanish is to increase fluency in the target language and for the native speaker of Spanish to make him/her conscious of the structure of the Spanish language and to make him/her more confident in the use of Spanish. Through the textbook and audio-visual materials –also- we will develop a sensitivity to and appreciation for the perspectives, practices, and products of Hispanic culture and we will be guided in cross-cultural comparisons.

Learning outcomes:

1. Students will review and gain an in-depth knowledge of grammatical structures.
2. Students will gain fluency in Spanish through total immersion method.
3. Students will increase their skills in writing in Spanish by writing two compositions and homework.
4. Students will increase vocabulary by learning about different situations and through reading.
5. Students who already know some Spanish, native speakers, will gain confidence in the use of Spanish by learning the grammar of the language they already speak.
6. Students will learn about the Hispanic world by reading about the culture, geography, etc. of the different countries.

Spanish Program Learning outcomes

Graduating Students will demonstrate that they can

- 1. Communicate orally in standard Spanish**
- 2. Construct effective written discourse in Spanish using a broad range of language structures**
- 3. Demonstrate knowledge of major authors in literary works from Spanish and Spanish American literature**
- 4. Determine the connections between language and culture, including those within different Spanish-language cultures**

COURSE GRADING SCALE:

Examen de capítulos (2) -----20%

Pruebas-----10%

Composiciones (2) -----10%

Presentaciones orales (2) -----10%

Participación-----20%

Tarea-----10%

Examen Final -----20%

Examen final va a incluir lo más relevante de todo el curso (comprehensive).

Pruebas: tendremos varias pruebas; algunas serán sin anunciar.

Examen de capítulos: Cada dos capítulos, más o menos, tendremos un examen.

Tarea: La tarea se entrega al inicio de la clase.

Presentación oral: Las presentaciones orales serán en forma de dramitas (skits) en grupos de 3 y se basarán en los temas de los capítulos.

Composiciones: Escribirán 2 composiciones sobre algún tema o situación que yo les daré a saber con al menos una semana de anticipación. Las composiciones se escribirán en clase

Asistencia (attendance): You are allowed 3 absences for whatever reasons, after that I will deduct 2.0 point of your final grade for every absence. If you have more than 5 absences we need to talk. Obviously for every absence you will lose points in participation.

If you have 0 absences I will add 2.0 point to your final grade, if you have 1 absence I will add 1.0, if you have 2 absences I will add .5.

Three late arrivals equal one absence.

Participación: You are expected to speak Spanish the entire time you are in the classroom. **If you speak English it will ruin the goal of this class which is total immersion in the target language.** If you cannot say something in Spanish ask for permission to ask in English (¿Puedo hablar inglés? ¿Puedo decirlo en inglés?).

In every class I will observe your participation and I will keep a record of it.

****Note that speaking English during small group work earns you an "F" in participation.**

A---Spoke Spanish exclusively. Contributed extra to each conversation to extend the conversation and to incorporate as much of the vocabulary that we have studied as possible. When "finishes" a task continues talking in the group **IN SPANISH**. Ask questions to lead others to extend the conversation. Helps others in the group. Consistently volunteers to answer questions in class. Shows enthusiasm.

B---Spoke Spanish exclusively. Extended conversations –said more than was required to complete activity. Occasionally volunteers to answer questions in class.

C---Did what was asked. Seems apathetic towards learning Spanish and participating. Is not listening and actively engaged in class.

F---Seemed to do as little as possible to complete each task. **Spoke English in group.**

Reglamentos en el salón de clase (**classroom etiquette**):

-You can bring beverages, but please **no food**

-Please TURN OFF and KEEP AWAY CELL PHONE. Do not put it on the desk. Your bag or backpack should be on the floor.

-Take care of your needs before class (go to bathroom, drink water, etc.) so that you don't interrupt class.

Important (but tentative) **dates**:

25 de agosto: Presentación del curso. Ejercicio: *¡a conocerse!*

27 de agosto a 10 de sept: **Capítulo uno: Temas culturales:** España, el horario español. **Tópicos y situaciones:** un día típico, la rutina diaria. **Metas comunicativas:** para hablar de actividades diarias (el tiempo presente de indicativo), para expresar frecuencia y secuencia de acciones, para describir la rutina diaria (los verbos reflexivos), para expresar falta de comprensión y para hacer preguntas.

12 de septiembre a 26 de septiembre: **capítulo dos: de vacaciones**

29 de sept : **examen #1** de capítulos 1 y 2.

1 a 17 de octubre: **capítulo tres: En familia**

22 de octubre: **composición #1**

24 de octubre: **presentación oral #1**

20 de octubre a 31 de octubre: **capítulo 4**

3 de noviembre: **examen #2** de capítulos 3 y 4.

5 a 14 de noviembre: **capítulo 5**

19 de noviembre: **composición #2**

17 de noviembre a 24 de noviembre: **capítulo 6**

21 de noviembre: **presentación oral #2**

EXAMEN FINAL: Lunes, 8 de diciembre: 10:15 am.

