

Sul Ross State University

Spanish 1412: Beginning Spanish II

Spring 2016 Syllabus

Meets: Monday-Thursday 1:00-1:50 p.m.

Instructor: Filemón Zamora

Office: MAB 103

Phone #: 837-8293

Office Hrs: 8:00-10:00 daily or by appointment

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Resource requirements:

Required text: ¡Hola, amigos! -8th edition –Authors: Ana C. Jarvis, Raquel Lebrede, Francisco Mena-Ayllón. **Publisher:** Heinle Cengage Learning.

Recommended: a good español-inglés; English-Spanish dictionary

GOAL: Students will learn the basic skills they need to create language for communication in several situations and they will gain knowledge and understanding of Spanish-speaking cultures. They will practice speaking (and reading) Spanish in the classroom in every class. They will learn Spanish grammar and will apply it. Students will learn accentuation rules and will apply them when writing in Spanish.

Objectives

Students will:

Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

Understand and interpret written and spoken language on a variety of topics.

Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Reinforce and further their knowledge of other disciplines through learning a foreign language.

Demonstrate understanding of the nature of language through comparisons of foreign language studied and their own.

Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Learning outcomes:

At the end of the course, students will have a good understanding of the written and oral Spanish language at the basic level. They should be able to discuss concepts and applications in order to get the required basics of life and subsistence.

SPANISH – BA 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 and 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:

Chapter exams (2): -grammatical, vocabulary, oral and written comprehension	----30%
Homework	-----10%
Participation	-----10%
Composition (2)	-----10%
Oral presentation (2)	-----10%
Final exam (comprehensive)	-----20%
Quizzes	-----10%

Homework: there will be homework daily, please turn it in at the beginning of class.

Participation and attendance: your consistent attendance is **extremely important**. I will allow only two absences, after that I will drop 1 percentage points for your third absence of your total grade, in addition you will lose points in participation. After the third absence we need to talk. If you don't miss a class I will add 2% to your final grade, if you miss only one class I will 1%. If you are late 3 times it will count as an absence. In regards to participation 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 (¿Cómo se dice en español "book"? [How do you say in Spanish "book"?] or ask for permission to ask in English (¿Puedo hablar inglés? Or ¿Puedo decirlo en inglés?).

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

*** Speaking English during small group exercises will make you earn an **F** in participation. Willingness and participation to cooperate in all activities will make you earn an **A** in participation. On the other hand reluctance and unwillingness will make you earn a bad grade in participation.

Compositions: you will write two in-class compositions. You will be given the theme/subject at least a week before so that you can practice. You will be graded for proper use of vocabulary, grammar, organization.

Oral presentations: You will present two oral presentations in groups of 3 or 4. They will be in the form of "skits" (dramitas). You will be given the themes/subject at least a week before so that you practice with your group.

Final Exam will be comprehensive from chapter 7 to chapter 14 and it will include listening, grammar, reading comprehension, dictation, etc.

Classroom etiquette (Comportamiento en el salón de clase):

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

Please turn off and keep away cell phone. Backpacks or any bag on the floor, please.

Take care of your needs before class time (go to bathroom, drink water, etc.). Leave classroom only at break time.

Do not chew gum in the classroom.

If you do not follow rules you will lose points in participation or I will call your attention.

The program and important (but tentative) dates:

19 de enero: Presentación del curso. Expresiones comunes en el salón de clase. ¡A conocerse!
Repaso de semestre anterior.

20 a 28 de enero: Lección 7: **Un fin de semana**. Discutir planes para un fin de semana. Hablar de cosas que te gustan y que no te gustan. Hablar de la rutina diaria. El pretérito. Pronombres de complemento indirecto. Las construcciones reflexivas.

Del primero al 11 de febrero: Lección 8: Las actividades al aire libre.

15 de febrero: Examen de lecciones 7 y 8.

16 a 29 de febrero: Lección 9: **De compras.**

Primero de marzo: Dramita (skit) #1

2 a 21 de marzo: Lección 10: **Haciendo diligencias**

14 a 18 de marzo: Spring Break

21 de marzo: Composición #1

22 de marzo: Examen de capítulos 9 y 10.

23 a 4 de abril: Lección 11: **¡Buen viaje!**

5 a 21 de abril: Lección 12: **¿Dónde nos hospedamos?**

25 de abril a 4 de mayo: Lección 13: **En la sala de emergencia**

25 de abril: composición #2

26 de abril: Presentación oral #2

5 a 6 de mayo: Días muertos (Dead Days).

9 de mayo: Examen final.