

Spanish 2020, Monday/Wednesday/Friday
Schedule of assignments
Fall 2020

Instructor: Maria-Cristina Humita

Office: 215 B Oakely Hall

Office Hours: MWF 8:30am-9:00pm,

MWF 11:30-12:00or by appointment on T/Th (online)

Email: mchumita@tntech.edu

Office Phone: (931) 372-3778

Course Description

Spanish 2020 is an intermediate level course that continues the development of students' speaking, reading, listening and writing skills. More advanced grammar concepts and cultural readings from the Spanish-speaking world are presented. Special emphasis is placed on oral production, listening and reading comprehension. Students are expected to communicate in Spanish in the classroom.

Required Textbook: Facetas Student 5th edition (textbook) + Supersite Plus code (Supersite + webSam + vText) The passcodes are included if you buy the text NEW. If you buy the text USED, your passcodes for WEBSAM are sold separately in the bookstore. You may also purchase access to WEB-SAM online by going to https://vistahigherlearning.com/store/tntech.htm/?_store=student_enus_usd&language=226

General Course Goals:

The mission of the department is for students to gain the skills and abilities to comprehend spoken Spanish, to speak and write meaningfully in Spanish, and to read and comprehend written Spanish. Students should also develop a cultural awareness of Spanish-speaking people through exposure to Hispanic society, politics, art, and literature. This awareness will provide the context for a correct understanding of the Spanish language.

Speaking: Given a basic communicative context, students will be able to handle a variety of uncomplicated communicative tasks and social situations. Students should be generally understood by native speakers used to non-native speech. Students will be expected to:

1. *describe self, daily activities and personal environment*
2. *ask and answer questions in present and future contexts*
3. *participate in simple conversations by initiating, sustaining and bringing to a close an uncomplicated situation using the present (and to a lesser degree) the future tense, for example requesting a hotel room or giving instructions*

Listening: Students will understand content from spoken discourse such as routine telephone conversations and messages, media announcements and advertisements related to personal background and needs, social relationships and leisure activities. Students will be expected to:

1. *recognize main ideas*
2. *identify specific information and discern details of spoken discourse*
3. *relate topics to personal experience and opinions*

Reading: Students will be exposed to a variety of texts of increasing complexity such as cultural readings, brief literary texts, (poems, essays or short stories), and newspaper/magazine articles or advertisements. Students will be expected to:

1. *recognize main ideas*
2. *identify specific information*
3. *relate reading topics to personal opinions or experiences*

Writing: Given a basic communicative context, students will be able to accomplish limited practical writing tasks that can be generally understood by native speakers used to non-native writing. Students will practice and utilize writing skills such as editing, building discourse, organizing, and elaborating on main ideas. Students will be expected to:

1. *compose short, simple narratives grounded in personal experience*
2. *describe and explain in the present time, but include references to other time frames*
3. *demonstrate organization, correct writing conventions, and detailed content*

Grammatical Knowledge: Manipulate and produce structures and statements, including using regular and irregular verbs in the present and past indicative. Emphasis will be placed on more complex grammatical structures such as the present subjunctive and the future tense.

Cultural Knowledge: Students will explore cultural practices in the Spanish-speaking world through exposure to Hispanic society, history, arts, literature, and pop culture.

Course Instruction.

*Class is conducted **almost exclusively** in Spanish through natural, though somewhat simplified, language that is tailored to the needs of the students' proficiency level. This allows students to further develop and improve their language skills.*

*Teaching techniques in SPN 2020 are student-centered and include communicative activities that will promote language development. The instructor typically acts as a "communication facilitator" who creates appropriate learning situations for students to communicate and experiment with language. The instructor does not assume the traditional role of transmitter of knowledge and will not provide extensive grammar or vocabulary instruction. Specific questions will be addressed as needed. **It is the student's responsibility** to have an active role in the learning process by accessing the lecture content outside of class, completing all the required assignments **BEFORE** coming to class and by participating in class. It is important to understand that learning a language is not about memorizing; it is about practicing and being exposed to the target language on a daily basis.*

Oral language is divided into communicative modes of interaction: interpersonal, interpretational and presentational. In this class, we will practice all three modes of interaction. We will interpret texts, communicate with partners in the language, and present information to the class. Students will communicate in Spanish at all times, practicing listening, speaking, reading and writing, with the primary emphasis on speaking. The class is designed to provide student interaction in pairs and small group format.

*This course will cover chapters 1-6 of the Facetas textbook. Students will be held responsible for preparing for class **DAILY**. This preparation will require students to study and/or complete the day's assignment **PRIOR TO** coming to class that day. This preparation will be included as a major part of the class participation grade.*

This is a demanding class, one that requires you to work consistently. In addition to completing the assigned homework, students are encouraged to take advantage of outside resources, such as accessing Internet sites featuring news from around the Spanish-speaking world.

Assessment: Direct Measures Grade Composition and Grading Scale

Your grade is based on the assignments below. You should save all returned graded assignments until you receive your final grade for the class. Extra credit will not be offered. **Grades will NOT be curved.**

- (2) Exams = 30%
- WEB-SAM online activities = 15%
- Miscellaneous (quizzes, ilearn assignments, ilearn quizzes)= 15%
- (2) Compositions = 10%
- Oral Interview = 10%
- Final exam = 20%

University Plagiarism Policy

“Plagiarism. When you use (for example, quote or even summarize or paraphrase) someone else’s media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line data bases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an “F” or a “0” for the assignment, or an “F” for the course” (TTU Student Handbook).

Attendance (does not apply this semester)

Attendance is mandatory. The student is allowed four (4) absences, whether they are excused or unexcused. After the fourth absence, one point will be deducted from the student’s final grade for each subsequent UNEXCUSED absence. Excessive tardiness will count as an unexcused absence.

ALL unexcused absences will count as a zero (0) for the day’s participation grade.

An excused absence is one that occurs due to illness, injury, or death in the student’s immediate family. The student must verify these circumstances with official letters as soon as they return to class. No excuses will be accepted one week after the circumstance occurred.

Please note: If you are participating in any university-sponsored event in which you must be absent from class, an official letter from a Tech faculty or staff member must list these dates and be presented to the professor at the beginning of the semester.

Special needs

“Students with a disability requiring academic adjustments and accommodations must contact the Accessible Education Center (AEC). AEC is located in the Roaden University Center, Room 112; phone 372-6119. For more information see Tennessee Tech Policy 340 (Services for Students with Disabilities) at www.tntech.edu/policies.”

Student Conduct

The Department of Foreign Languages aims to provide an optimum learning environment in its classes. Students must also be responsible to meet this end. Therefore, we require that:

1. All cellular phones be turned off during class,
2. Students be respectful of the professor and their fellow students,
3. And, finally, students must arrive on time and leave at the end of the class.

Any deviations from these minimum expectations will result in the lowering of your class participation grade, and, if irresponsible behavior should continue, your final grade may be affected.

Make-up Exams Policy

The professor will NOT create any exams for those students who missed an exam, whether the reason is excused or unexcused. For those students who have an excusable absence for the date of the missed exam, their final exam grade will replace their missed exam grade.

COVID – 19

1. *Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee Tech's webpage, building and facilities signage, and similar publications. The university's Return to Campus Student Handbook can be found at <https://www.tntech.edu/return/index.php>.*
2. *According to Tennessee Tech University's protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.*
3. *Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.*
4. *Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.*
5. *Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech's Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.*

Schedule of Assignments

Specific daily homework will be posted on www.vhlcentral.com. **You are responsible for reading and completing every exercise, assigned by your instructor, online before coming to class.** *The syllabus (including the schedule of assignments) is subject to additions, deletions, and/or other modifications.*

For additional grammar explanations go to: <http://www.bowdoin.edu/~eyepes/newgr/index.html> (click on the specific grammar point you are studying) For additional practice activities for the present indicative, preterite, imperfect, present perfect, present subjunctive, commands, conditional, future and Si clauses, go to: <http://personal.colby.edu/~bknelson/SLC/sitemap.html> These exercises are great to quiz yourself.

Remember to bring the text to each class session.

Lunes 8/24	Introducción al curso Express personal relationships and describe personalities and emotion	Syllabus / Course Policies. See iLearn Vocabulary (Contextos) pg. 2-5
Miércoles 8/26	Conversemos – practice speaking strategies	Vocabulary, pg. 2-5 Present Tense, pg. 14-17 Ser and Estar, pg. 18-19
Viernes , 8/28	Describe actions in progress	Present Progressive p.22-23
Lunes , 8/31	Leamos – practice interpretive reading skills Síntesis – Review and integrate functions and vocabulary learned this lesson	Lectura (assigned by instructor) Review Lesson 1
Miércoles, 9/2	Lección 2 Discuss free-time and leisure activities Escribamos – learn and practice writing skills Escuchemos – practice listening strategies	Vocabulary (Contextos), pg.42-45 Video (assigned by instructor)
Viernes , 9/4	Express personal likes and dislikes Express to whom or for whom something is done. Avoid repeating yourself when talking or writing	Vocabulary, pg. 42-43 Gustar and similar verbs, pg. 58-61 Object Pronouns**, pg. 54-55
Lunes, 9/7	No hay clase- Labor Day	
Miércoles, 9/9	Describe your daily routine and activities	Reflexive verbs, pg. 62-65
Viernes, 9/11	Síntesis – Review and integrate functions and vocabulary learned this lesson EXAMEN – Listening	Review Lesson 2 Vocabulary and grammar, Lessons 1-2
Lunes, 9/14	EXAMEN – LECCIONES 1 Y 2	

Miércoles, 9/16	Lección 3 Describe household chores and daily life	Vocabulary (Contextos), pg. 82-85
Viernes, 9/18	Describe the past and habitual activities in the past	Vocabulary, pg. 82-83 Imperfect, pg. 98-101
Lunes, 9/21	Discuss past activities	Preterite, pg. 94-97
Miércoles, 9/23	Narrate in the past	The preterite vs. the imperfect, pg. 102-105
Viernes, 9/25	Leamos – practice interpretive reading skills Síntesis – Review and integrate functions and vocabulary learned this lesson	Lectura (assigned by instructor) Review Lesson 3
Lunes, 9/28	Lección 4 Discuss health and well-being, common ailments & symptoms, and treatments Escuchemos – interpretive listening practice Conversemos – practice speaking strategies	Vocabulary (Contextos), pg. 122-125
Miércoles, 9/30	Express recommendations about health and well-being	Vocabulary, pg. 122-123
Viernes, 10/2	Composition #2 In Class	Rubric on iLearn
Lunes, 10/5		The subjunctive in noun clauses / verbs of will and influence / verbs of emotion, pg. 134-136
Miércoles, 10/7	Give instructions about health and well-being to patients and friends	Commands pg. 140-141
Viernes, 10/9	Describe purpose, goals, location Leamos – practice interpretive reading skills Lectura (assigned by instructor)	Uses of Por y Para pg.144-145
Lunes, 10/12	Fall Break- No class	
Miércoles, 10/14	Síntesis – Review and integrate functions and vocabulary learned this lesson EXAMEN – Reading	Review lesson 4
Viernes, 10/16	EXAMEN Lecciones 3 y 4	
Lunes, 10/19	Leccion 5 Discuss travel and tourism	Pg. 164-165
Miércoles, 10/21	Compare and contrast travel destinations	Comparatives and superlatives Pg. 176-177
Viernes, 10/23	Incorporate negative, affirmative and indefinite expressions to discuss topics related to travel	Negative, affirmative, and indefinite expressionsPg.180-181

Lunes, 10/26		Subj in adjective clauses pg. 184-185
Miércoles,10/28		Pres perfect and Past Perfect Pg. 188-189
Viernes, 10/30	Síntesis – Review and integrate functions and vocabulary learned this lesson Lectura	Review Lesson 5 Lectura (assigned by instructor)
Lunes, 11/2	Leccion 6 Discuss nature and the Pg.208-209 environment. Escribamos -Learn and practice writing skills.	
Miércoles, 11/4	Discuss the future of nature and the environment. Discuss what could occur in nature under certain circumstances.	The future and the conditional, pg. 220-221 Review Vocabulary (Contextos), pg. 208-209.
Viernes, 11/6 Last Day to drop with a “W”	Composition #2 In Class	Rubric on iLearn
Lunes, 11/9		Subj adverbial clauses pg. 224-225
Miércoles, 11/11		Past subjunctive pg. 228-229
Viernes, 11/13		Si Clauses pg. 232-233
Lunes, 11/16	EXAMENES ORALES	Exámenes Orales in my office (sign up sheet)
Miércoles, 11/18		Review :Subj adverbial clauses pg. 224-225
Viernes, 11/20		Review :Past subjunctive pg. 228-229
Lunes, 11/23		Review :Si Clauses pg. 232-233
Miércoles, 11/25	Thanksgiving Break-NO class	
Viernes, 11/27	Thanksgiving Break-NO class	
Lunes, 11/30	Leamos – practice interpretive reading skills Síntesis – Review and integrate functions and vocabulary learned this lesson	Adverbs pg. A38 Lectura (assigned by instructor) Review Lesson 6
Miércoles,12/2	Review for final exam EXAMEN - Listening portion of final exam during class	
Viernes, 12/4	REVIEW GRAMMAR L 1-6	

