

**Spanish 2020, Monday/Wednesday/Friday**  
**Schedule of assignments**  
**Spring 2020**

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MWF 11:30-12:00or by appointment on T/TH

**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 5<sup>th</sup> edition 2020 (textbook) + Supersite Plus code (Supersite + webSam + vText)

**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 (ex: 89.9 is a B).**

2 Chapter Exams	30%
1 Final Exam	20%
Oral interview	10%
Mini oral evaluations	5%
Class Participation	5%
3 Compositions	7%
Supersite Web-SAM Activities	10%
Miscellaneous	13% (Quizzes, additional homework, etc.)

### **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**

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 accommodations should contact the Office of Disability Services (ODS). An Academic Adjustment form should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119.”

### **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.

### Schedule of Assignments

Specific daily homework will be posted on [www.vhlcentral.com](http://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://www.trinity.edu/mstroud/grammar/comform.htm> These exercises are great to quiz yourself.

### Remember to bring the text to each class session.

Items marked with \*\* are for recognition only and will not be explicitly tested on the exams.

Date	Goal	Resources needed
<b>Enero</b> Miércoles, 1/22	Introducción al curso Express personal relationships and describe personalities and emotion	Syllabus / Course Policies. See iLearn Vocabulary (Contextos) pg. 2-5
Viernes, 1/24 <b>Lección 1</b>	Conversemos – practice speaking strategies	Vocabulary, pg. 2-5 Present Tense, pg. 14-17
Lunes, 1/27	Describe what people are like and how they feel Describe actions in progress	Vocabulary, pg. 2-3 Progressive forms, pg. 22-25 Ser and Estar, pg. 18-21
Miércoles, 1/29	Leamos – practice interpretive reading skills Síntesis – Review and integrate functions and vocabulary learned this lesson	Lectura (assigned by instructor) Review Lesson 1 <b>Written assignment (Comp.1)</b>

<b>Viernes, 1/31</b> <b>Lección 2</b>	Discuss free-time and leisure activities Escribamos – learn and practice writing skills  Escuchemos – practice listening strategies	Vocabulary (Contextos), pg.42-43 Video (assigned by instructor) <b>Written assignment Due (Comp. #1)</b>
Lunes, 2/3	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 Object Pronouns**, pg. 54-55 Gustar and similar verbs, pg. 58-61
Miércoles, 2/5	Describe your daily routine and activities	Reflexive verbs, pg. 62-65
<b>Febrero</b>  <b>Viernes, 2/7</b>	<b>Composition #2 – in class</b>	<b>Review Rubric/Information on iLearn</b>
Lunes, 2/10	Síntesis – Review and integrate functions and vocabulary learned this lesson <b>EXAMEN – Listening</b>	Review Lesson 2  Vocabulary and grammar, Lessons 1-2
<b>Miércoles, 2/12</b>	<b>EXAMEN – LECCIONES 1 Y 2</b>	
<b>Viernes, 2/14</b> <b>Lección 3</b>	Describe household chores and daily life	Vocabulary (Contextos), pg. 82-85
Lunes, 2/17	Discuss past activities	Vocabulary, pg. 82-83 Preterite, pg. 94-97
Miércoles, 2/19	Describe the past and habitual activities in the past	Imperfect, pg. 98-101
Viernes, 2/21	Narrate in the past	The preterite vs. the imperfect, pg. 102-105
Lunes, 2/24	Narrate in the past Leamos – practice interpretive reading skills	The preterite vs. the imperfect, pg. 102-105 Lectura (assigned by instructor)
Miércoles, 2/26	Síntesis – Review and integrate functions and vocabulary learned this lesson	Review Lesson 3
<b>Viernes, 2/28</b> <b>Lección 4</b>	Discuss health and well-being, common ailments & symptoms, and treatments Escuchemos – interpretive listening practice  Conversemos – practice speaking strategies	Vocabulary (Contextos), pg. 122-125
<b>Marzo</b>		

Lunes, 3/2	Express recommendations about health and well-being	Vocabulary, pg. 122-123 The subjunctive in noun clauses / verbs of will and influence / verbs of emotion, pg. 134-136
Miércoles, 3/4	Give instructions about health and well-being to patients and friends	Commands pg. 140-141
Friday, 3/6	<b>Review</b>	<b>Subj and Commands</b>
Lunes, 3/9	Describe purpose, goals, location Leamos – practice interpretive reading skills Lectura (assigned by instructor)	Uses of Por y Para pg.144-145
<b>Miércoles, 3/11</b>	Síntesis – Review and integrate functions and vocabulary learned this lesson <b>EXAMEN – Reading</b>	Review lesson 4
<b>Viernes, 3/13</b>	<b>EXAMEN Lecciones 3 y 4</b>	
<b>Lunes, 3/16</b>	<b>Spring Break</b>	
<b>Miércoles, 3/18</b>	<b>Spring Break</b>	
<b>Viernes, 3/20</b>	<b>Spring Break</b>	
Lunes, 3/23 <b>Lección 5</b>	Los viajes-Discuss travel and tourism.	Pg. 164-165
Miércoles, <b>3/25</b>	Compare and contrast travel destinations	Comparatives and superlatives Pg. 176-177
Viernes, 3/27	Incorporate negative, affirmative and indefinite expressions to discuss topics related to travel	Negative, affirmative, and indefinite expressionsPg.180-181
Lunes, 3/30	Express the existence of someone or something is uncertain or indefinite	Subj in adjective clauses pg. 184-185
<b><u>Abril</u></b> Miércoles, 4/1		Pres perfect and Past Perfect Pg. 188-189
Viernes, 4/3 <b>Last Day to drop with a “W” grade</b>	Síntesis – Review and integrate functions and vocabulary learned this lesson <b>Lectura</b>	Review Lesson 5 Lectura (assigned by instructor)

<b>Lunes, 4/6</b>	<b>Leccion 6</b> Discuss nature and the environment.	Pg.208-209
Miércoles, 4/8	<b>Escribamos</b>	Learn and practice writing skills.
Viernes, 4/10	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.
Lunes, 4/13	<b>Composition #3 In Class</b>	Rubric on iLearn
Miércoles, 4/15		Subj adverbial clauses pg. 224-225
Viernes, 4/17		Past subjunctive pg. 228-229
Lunes, 4/20		Si Clauses pg. 232-233
Miércoles, 4/22		Review
Viernes, 4/24	Leamos – practice interpretive reading skills	
<b>Lunes, 4/27</b>	<b>Oral Interview</b>	<b>Exámenes Orales in my office (sign up sheet)</b>
Miércoles, 4/29	Síntesis – Review and integrate functions and vocabulary learned this lesson	Review Lesson 6 Lectura (assigned by instructor)
Viernes, 5/1		Review for final exam <b>EXAMEN - Listening portion of final exam during class</b>