Course Syllabus

Beginning Spanish II
Spanish 112/D03

Truckee Meadows Community College
Reno, Nevada
Fall, 2003
Instructor Information

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Course Information

Course Description

Introduction to the language through the development of language skills and through structural analysis. Includes an introduction to Spanish and Latin American cultures. This course transfers to UNR. It is a four-credit course.

Required text package  
Vistas, Student Activities Manual (SAM) and MP3 Audio files CD to accompany SAM which must be played on a computer;  
Vistas, Interactive CD-ROM and video CD-ROM  
Vistas, Pocket Dictionary

Learning Outcomes

Successful students will demonstrate the ability:

- to understand Spanish spoken at an intermediate conversational level;
- to articulate well using correct pronunciation and intonation in order to be understood by native interlocutors of the language;
- to ask and answer questions within a social context;
- to read and understand basic non-literary prose commensurate with an intermediate level;
- to write essays and correspondence with adequate vocabulary and accurate structure;
- to engage in light conversation;
- to comprehend linguistic functions
- to understand and use various idiomatic expressions in conversation;
- to recognize the richness in diversity among the Hispanic cultures.

Letter to the Student

I believe that learning is an exciting journey and should be a challenging, joyful and rewarding experience. Realize though that learning a foreign language requires dedication, time, persistence, patience and practice. Compare it to learning to play an instrument, sport, or learning an art form. Practice is the key.

Visualize this. Putting a jigsaw puzzle together without seeing the picture of the puzzle you’re trying to assemble nor do you have all the pieces at first. Language learning is similar. Each semester you will be given more pieces of the “puzzle” and slowly an image of the design and structure of the language will begin to evolve and make sense. Eventually all the “pieces” will fit together. You’ll feel the thrill and exhilaration of “getting it”. Along the way you’ll be something of a language sleuth, gathering vocabulary and discovering the underlying structure of the language. Intriguing?

Learning a language will give you insight into the cultures of the various people who speak the language.
What to expect in my language class.
Students in my classes need to be active participants in the learning process. My classrooms are student-centered. You will be asked to speak Spanish at all times in the classroom. Class activities will usually require students to work in pairs or small clusters, writing or conversing quietly in Spanish. Sometimes, song, poetry, games, short stories, music or videos in Spanish will be part of the class session.

We will also explore various Hispanic cultures in a continuing quest to better understand our world and its inhabitants, to accept our common humanity recognizing that we are more alike in our cores than different.

Behavior
TMCC is committed to providing a safe learning environment for students, faculty and staff. There is a zero tolerance policy for any type of obscene or abusive language or behavior which disturbs the learning process. Disruptive student behavior is subject to strict disciplinary action. You are expected to arrive on time and stay for the entire class, as late arrivals and early departures are disruptive to the group.

Any behavior that impedes the teaching/learning process, including private conversations between students, is not acceptable. The consequences for violation of the behavior policy is: If a student chooses to violate the behavior policy the instructor will file a formal complaint and the student will be removed from the class.

The use of violence, force, obscene or abusive language, belligerence, angry or degrading remarks, coercion, threats, intimidation, disorderly, lewd or indecent conduct, harassment, or any conduct that comprises the quality of the learning environment will result in immediate removal from the class and administrative withdrawal. Serious offenses can incur possible criminal arrest.

Please follow TMCC policy of “no eating or drinking” in class. Water is permitted. Headphones may NOT be worn in class and all cell phones should be turned off.

What is Good Participation?
Criteria:
• Completion of assignments.
• Demonstrated willingness to express oneself in Spanish.
• Active contribution in group/paired activities.
• Regularity in attendance.
• Demonstrated ability to understand others’ comments, especially the ability to remember what has already been said.
• Sharing materials relevant to the course.
• Cooperation in creating a supportive learning atmosphere.
• Demonstrated skill in constructive disagreement.
Ethical Obligations of Students
As a student in this course, your ethical obligations are to:

1) Engage in the free pursuit of learning by:
   - Seeking help and clarification when needed.
   - Respecting fellow students’, the professor’s, and guests’ opinions.
   - Seeing beyond “personality issues” with others to appreciate their contributions to the learning environment.

2) Model ethical scholarly standards by:
   - Avoiding plagiarism and all other breaches of academic dishonesty.
   - Avoiding any seeming approval, acceptance, or encouragement of fellow students’ academic dishonesty.

3) Acknowledge, accept, and expect just assessment of your learning by:
   - Understanding the professor’s methods and rationale for your assessment and asking for clarification if you don’t understand.
   - Engaging in accurate, just, and objective self-assessments of your work.

4) Avoid harassment, discrimination, and exploitation by:
   - Getting to know classmates and the professor as individuals rather than applying prejudices and stereotypes.
   - Contributing your full effort in team and collaborative projects.
   - Respectfully voicing your expectations of full participation in team and collaborative projects to fellow students.
   - Not discouraging, in any way, a member’s full participation in a collaborative project.
   - Respecting fellow students’ individuality so as not to diminish classmates’ self-esteem.
   - Being careful not to make racist, sexist, and other types of discriminatory remarks during class.
   - Being careful not to monopolize class discussion time so that others do not have a chance to participate or are intimidated about participating.

Successful Students: Guidelines and Thoughts for Academic Success
Successful students exhibit a combination of successful attitudes and behaviors as well as intellectual capacity. Successful students…

1. …are responsible and active. Successful students get involved in their studies, accept responsibility for their own education, and are active participants in it!

2. …have educational goals. Successful students know where they’re going.

3. …ask questions, the quickest route between ignorance and knowledge.
4. …learn that a student and a professor make a team. Instructors want their students to learn the material and earn a good grade.

5. … minimize classroom distractions that interfere with learning.

6. …take good notes. They take notes that are understandable and organized, and review them often.

7. …understand that actions affect learning. They know their personal behavior affects their feelings and emotions which in turn affect learning. Act as if you're interested and you'll become interested: “Act as if”.

8. …talk about what they’re learning. They get to know something well enough that they can put it into words.

9. …don’t cram for exams. Divided periods of study are more effective than cram sessions.

10. …are good time managers. Successful students don’t procrastinate. They have learned that time control is life control and have consciously chosen to be in control of their life as much as possible.

Course Organization

Participation. Attendance and participation in class on a continuous basis are critical to helping you to master the language. Be prepared to make a serious commitment to attend all classes. Attendance and active participation will earn students thirty points, one for each class attended.

Absences. The instructor retains the right to withdraw a student after three absences. Do NOT explain the reason for your absence, should there be one, to the professor.

Exams. NO make-ups. Please check the course calendar for the dates of the exams. An exam missed will be calculated in as zero points.

Assignments: Students are expected to complete all text and workbook assignments for review in class. No points are accrued for these types of assignments. Answers to most exercises in the Student Activities Manual (SAM) are found in the back of the manual. Assignments to be turned in will be announced and are expected to be college level and presented in a professional manner. Assignments turned in for points should be typed double-spaced with standard one-inch margins, easily legible font, type size 12, black ink, 8.5X11” white paper. When absent, have assignment hand-delivered or fax instructor by the due date. Do not e-mail assignments. Always include your name, date and identify the assignment in the top right-hand margin. Late assignments receive no points.
Presentations: Students will do two presentations in Spanish. See Presentation Guidelines, Rating Scale and Evaluation, pages 7-11.

Cell phones: Please be considerate and turn off all cell phones.

Academic Integrity Policy
The use of another’s ideas or words without proper credit (whether intentional or accidental) is grounds for removal from the course. Plagiarism or cheating is considered by TMCC to be a serious act of academic dishonesty. Minimally, a zero for papers or tests will be assessed. A student may fail the class.

Learning Center/Language Laboratory
If you have difficulty studying or taking exams, you can get help at the Learning Hub in Vista Bldg., #108. Tutoring is often available. There is a language lab in the back of the center where, if you bring your own headphones, you can play the various CDs that accompany our text.

Hint
Learning a language is challenging, takes dedication, effort and diligence. Generally at the university level one must spend a minimum of three hours of study for each hour spent in class. This corresponds to a minimum of twelve hours per week studying for this course. You can additionally help yourself by the following: make friends with someone who speaks Spanish; journal in Spanish; rent videos in Spanish; listen to Spanish radio; watch Spanish cable channels 23, 24, 25 and 26; make your own flashcards to reinforce vocabulary and review whenever you have a few free minutes.

Grading and Evaluation
Oral and written work is evaluated by the following criteria:

- Comprehension – based on the appropriateness of the student’s response to the questions or statement posed.
- Pronunciation – based on the correct production of individual sounds, intonation and stress.
- Fluency – based upon the flow of spoken utterances and cohesiveness of written language.
- Structure – based on control and command of basic structure and form.

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentile Conversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four lesson exams @100 pts. 400 points</td>
<td>90 – 100% = A 850 – 765 pts.</td>
</tr>
<tr>
<td>Final exam</td>
<td>80 - 89.9% = B 764 – 680</td>
</tr>
<tr>
<td>Writing assessments 100</td>
<td>70 - 79.9% = C 679 - 595</td>
</tr>
<tr>
<td>2 oral presentations @ 50 pts. 100</td>
<td>60 - 69.9% = D 594 - 510</td>
</tr>
<tr>
<td>Oral tests 70</td>
<td>&gt; 60% = F &gt; 510 pts</td>
</tr>
<tr>
<td>Class participation @ one point/class session 30</td>
<td></td>
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<tr>
<td>Total 850 points</td>
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Americans With Disabilities Act
“Qualified students with physical or documented learning disabilities have the right to free accommodations to ensure equal access to educational opportunities at Truckee Meadows Community College. For assistance and clarification of services provided under ADA, contact the Disabled Student Services Office at 674.7277.”

Answers to Frequently Asked Questions:
1. NO make-up exams. Exams missed will be calculated in as zero points.
2. There is no extra credit to enhance your grade.
3. I do not grade on a curve.
4. Exams and assignments will be returned in class. If you’re absent they can be claimed during my office hours. The same holds true for handouts passed out in class.

Pet Peeves
1. Students coming in late or leaving early.
2. Asking me, especially one minute before class is to begin, if you “missed anything” after being absent. It is your responsibility to first check the syllabus and secondly ask a classmate. You can then always check with me via e-mail or telephone prior to class.
3. Eating and drinking in class. (Yes, water is OK.)
5. Asking for special consideration regarding your final grade. Using excuses like “having a grant” or “needing to maintain a certain grade point average” do not influence me to alter your grade.
6. Individuals with behavioral problems.

Oral Presentation Guidelines
Write a one-page biography about a well-known Hispanic individual answering the questions on page 10 of this syllabus but not limiting yourself to only those questions. Use the present and preterite tenses. The individual can be from any of the 20+ Spanish speaking countries in the world, may be living or deceased, perhaps an artist, musician, athlete, or politician. Either in your introduction or conclusion, please state why you chose this particular individual, i.e. do you admire him/her, why?
The report should be double-spaced, standard margins, size 12 easily readable font, white paper, black ink., and stapled. The report should include a title page with your name, the class and date. Include a bibliography with a minimum of two sources. Begin with an outline or a Venn diagram. Then write the first rough draft in Spanish. Use vocabulary and structure in your domain though you may use a dictionary. Choose those words carefully. Do a cross-check to verify accuracy of meaning. You will have the opportunity to read your report to the class. Make two copies, one for yourself and the other for the professor who will write comments as you speak. Feel free to bring in photos, posters, books, or pictures to illustrate your findings. See pages 8-9 for oral evaluation standards. Written evaluation will be based on accurate structure, adequate vocabulary, style and creativity. The second and final presentation will be discussed in class. Students will describe an important day in their lives, describe memorable aspects of their childhoods, or tell an interesting story using the preterite and imperfect tenses.

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| Week One   | August 25 | Orientation to the course; introductions |
|           | 27        | Lección 6, Contextos, Fotonovela, Pronunciación |
| Week Two  | September 1 | Día feriado, – no hay clases |
|           | 3         | 6.1; 6.2 |
| Week Three | 8         | 6.3; Adelante, “Lectura, Escritura”, Oral Test 1 |
|           | 10        | “Escuchar”, Panorama “Cuba” |
| Week Four | 15        | Examen, Lección 6 |
|           | 17        | Lección 7, Contextos, Fotonovela, Pronunciación |
| Week Five | 22        | 7.1; 7.2 |
|           | 24        | 7.3; 7.4 |
| Week Six  | 29        | Adelante; Panorama “Perú”; Oral Test 2 |
| October   | 1         | Examen, Lección 7 |
| Week Seven | 6         | Lección 8, Contextos, Fotonovela, Pronunciación |
|           | 8         | 8.1; 8.2 |
| Week Eight | 13        | 8.3; 8.4 |
|           | 15        | 8.5; Adelante, Panorama “Guatemala”; |
| Week Nine | 20        | Examen, Lección 8 |
|           | 22        | Presentacion I |
| Week Ten  | 27        | Lección 9, Contextos, Fotonovela, Pronunciación |
|           | 29        | 9.1; 9.2 |
| Week Eleven | November 3 | 9.3; 9.4 |
|           | 5         | Adelante; Panorama “Chile”; Oral Test 3 |
| Week Twelve | 10        | Examen, Lección 9 |
|           | 12        | Lección 10, Contextos, Fotonovela, Ortografía |
| Week Thirteen | 17        | 10.1; 10.2 |
|           | 19        | 10.3; 10.4 |
| Week Fourteen | 24        | Adelante, Panorama “Costa Rica”; |
|           | 26        | Película |
| Week Fifteen | December 1 | Presentaciones finales |
|           | 3         | Presentaciones finales; Final review |
| Week Sixteen | 8         | Examen Final |
|           | 10        | Final grade review |

Caveat: The professor retains the right to alter this calendar as necessary.