Spanish 1311.001
Professor: J. Villarreal
Office Location: FC# 259
Phone #: 825.2698
Office hours: M-TH: 10:00-11:00 By appointment
E-mail: Javier.villarreal@tamucc.edu

Texts:
Experience Spanish: Un mundo sin límites. (Textbook and Connect program required)
A Spanish – English Dictionary (recommended)

Course Description
This course is designed specifically for students with no previous knowledge of Spanish. It is aimed at developing listening, speaking, reading and writing skills -from the most basic notions to more elaborate ones- within a Spanish cultural framework. The student will develop the ability to function in natural contexts, conveying and understanding messages with reasonable accuracy in order to carry on a simple conversation in Spanish. In this semester special emphasis is placed on the study of gender and number, present tense, verb usage, use of pronouns, vocabulary, and continuous development of oral proficiency.

Spanish Student Learning Outcomes:
At the end of this course students will demonstrate ability to:
• Communicate in a range of situations at the basic level.
• Understand and use a variety of vocabulary in different situations at the basic level.
• Understand and respond to oral and written material at the basic level.
• Demonstrate an awareness of cultural elements and understand their role in communication at the basic level.

Attendance. Successful learning of a foreign language needs continuity. Attendance is mandatory. If you are absent, you cannot practice what you are learning, nor can you participate. Absences will not only set you back, but will affect your final grade (after the second absence, you will begin losing 5 points for every class you miss.) Remember that you are responsible for the material covered in class. If you must be absent more than twice, you must provide written documentation (medical note, field trip itinerary, police report, or other) to be excused. Beware of tardiness. Once attendance has been taken, absences will not be changed to tardies after the second time.

Participation. In-class participation is evaluated by the level of engagement students display in class, including the accuracy of their linguistic performance and completion of all assignments to the best of their ability.

Weekly lab assignments. You will complete your assignments via McGraw Hill Connect (MGHC). MGHC is a web-based assignment and assessment platform that helps you connect to the course work assigned by your instructor. It will consist of exercises related to what we have been doing in class and it may involve writing and listening comprehension exercises. You may complete it at your own pace, as long as you finish it by Sunday at 6:00. For more information about the operation of MGHC ask your instructor.
**Composition.** You will be asked to write a one-page composition in Spanish. Draft #1 should represent your best effort in this exercise. When you get it back make all the corrections indicated using the correction key provided. Your draft #2 must contain all the corrections and necessary additions recommended by your instructor. **No late work will be accepted without previous arrangements with the instructor.** For a more detailed description of the composition guidelines, please read addendum #2.

**Quizzes.** There will be a total of four quizzes during the semester. Your weekly assignment at the language lab should help you prepare for them. If you come to class regularly, complete your weekly assignments carefully, and maintain continuous study habits, you should not have any problem with this exercise. If you’re absent at any time, it is your responsibility to check your syllabus and catch up with the help of a tutor or by visiting your professor during office hours. **You must bring a pencil and a Scantron form to take the quiz.**

**Exams.** Exams are an important part of your learning and your grade. You will have two major exams during the semester (see attached "Programa del curso" for exam dates). **No make-ups will be given under any circumstance without previous arrangement with the instructor.**

**Miscellaneous.** Please reduce unnecessary distractions to the minimum. **Cell phones must be set on vibration mode and put away.** Visitors are not allowed in class unless permitted by the professor in advance. Students are expected to follow the Student Code of Conduct as described by the University Student Handbook and to have an amicable and respectful attitude towards their instructor, language lab staff and fellow students. A Spanish tutor is available at the TLC. Do not wait for this class to become unmanageable. Meet with your instructor and seek the tutor’s help as soon as you need to.

**Course Evaluation: Final Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10 pts</td>
<td>90 - 100 = A</td>
</tr>
<tr>
<td>Weekly assignments</td>
<td>10 pts</td>
<td>80 - 89 = B</td>
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<tr>
<td>Quizzes</td>
<td>20 pts</td>
<td>70 - 79 = C</td>
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<tr>
<td>Composition</td>
<td>10 pts</td>
<td>60 – 69 = D</td>
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<tr>
<td>Midterm Exam</td>
<td>25 pts</td>
<td>59 and below = F</td>
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<td>Final Exam</td>
<td>25 pts</td>
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<td>Total:</td>
<td>100 pts</td>
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IMPORTANT INFORMATION

**Dates to remember:**
- June 4  Monday: Classes begin
- June 5  Tuesday: Last day to register or add a class
- June 22 Friday: Last day to drop a class
- July 3  Tuesday: Last day to withdraw from the university
- July 4  Wednesday: Independence Day Holiday
- July 5  Thursday: Final Examination (Summer Session II)

**Academic Advising:**
Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. In our college the undergraduate advisor is Linda Miller (825-3466) Linda.miller@tamucc.edu. The graduate advisor is Rachelle Stanley (825-3466, Rachelle.stanley@tamucc.edu). Both are located on the second floor of Driftwood. Students who have yet to declare a major are advised by the Academic Advising Transition Center. FMI - please call (361) 825-5931 or log on to http://www.tamucc.edu/~aac.

**Americans with Disabilities Act:**
Texas A&M University–Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in 116 Corpus Christi Hall) at 361.825.5816.

**Grade Appeal Process:**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/universityrules/index.html. For assistance and/or guidance in the grade appeal process, contact the Office of Student Affairs.
ADDENDUM 1

WEEKLY ASSIGNMENTS

Description. Weekly assignments are to be completed every week, to the best of your ability. The description of every assignment will be made available to you by your instructor. These assignments are a very important part of your course work, not only because they represent 10% of your grade, but also because they reinforce your learning, help you study and give you the necessary practice to understand the class material. These are a few points you should keep in mind about this activity:

1. Tutoring services.

2. Computer proficiency skills. The completion of lab assignments requires that you have a minimum of computer proficiency skills. If you don’t know how to operate a computer, please consult with the Student Computer Help Desk for one-on-one tutorial help.

3. Completion dates. The completion dates for each assignment are very clear on your syllabus. You have a full week to complete an assignment. Your weekly lab assignment MUST be completed by Sunday at 6:00 PM. The MGHC coordinator will generate a record for your professor every Sunday evening with necessary information about assignment completion. You may complete a lab assignment as late as the following week for practice, but you will not receive credit for it unless you have an extreme circumstance that your instructor must evaluate and accept in consultation with the First Year Coordinator.

4. Material covered by assignments. Weekly assignments are based on material you will have covered in class during the week before, so you should be familiar enough with the exercises. If you have problems understanding the material (and consequently the exercises), do not keep it to yourself discuss it with your instructor. He may need to refer you to the tutor for extra help.
ADDENDUM 2

Description:
During the semester you will be asked to write a one-page composition in Spanish. Your instructor will discuss the topic in advance and provide additional information as needed. Note: Draft #1 should represent your best effort in this exercise. S/he will highlight and/or code the mistakes on your composition (draft #1) without making any corrections. Then, for draft #2, make all the corrections necessary highlighted on draft #1. To help you in the successful completion of your final draft, your instructor will provide a correction key. Remember: this exercise is meant to help you learn from your own mistakes while developing your writing skills in Spanish.

**No late work will be accepted without previous arrangements with your instructor**

Objective:
Compositions are designed to put into practice the concepts taught in the classroom and practiced in lab exercises. You are expected to use only the concepts covered in class up to the time of this assignment. To avoid any confusion, please follow the guidelines provided.

Format:
• Write composition entirely in Spanish
• It should be one-page long
• It must be typed, double spaced and w/one inch margins
• Use Times New Roman font, size 12.
• Use structures, tenses and vocabulary learned in class
• Avoid using online translators and/or friends

Guidelines:
Your work should be evidence of your performance in class. Please write it by yourself and at your own level. No more will be expected of you. Should your work not coincide with your overall performance in class, your instructor will suspect the use of outside help, such as online translators or Spanish-speaking proofreaders, and s/he will ask you to rewrite your composition. To avoid complicating the writing process, do not write it in English and then translate into Spanish. There are many concepts and expressions that do not translate literally between the two languages. Once again, stick to simplicity. Use grammar and vocabulary covered in class, in short basic sentences.

**Keep it simple, at your level, and write it yourself**

Composition Topic:
SPAN1311: An autobiography
Divide your composition in three paragraphs. The first paragraph should address your identity, the second one your occupation(s) and responsibilities, and the third one your pastimes. Keep it SIMPLE and in the present tense. WRITE THIS DRAFT ALL BY YOURSELF. In this exercise, tutors’ help can be sought when you write the second version.

Available Resources:
The Language Lab provides word processors with Spanish spell check available, as well as dictionary and verb conjugation software.
<table>
<thead>
<tr>
<th>Semana</th>
<th>En clase</th>
<th>Tarea semanal</th>
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<tbody>
<tr>
<td><strong>Primera semana</strong></td>
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<tr>
<td><strong>Lunes</strong></td>
<td>Introducción General</td>
<td><strong>Weekly Assignment #1</strong></td>
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</tbody>
</table>
| 4 de junio | Capítulo Preliminar: *La identidad*  
- Greetings, Introductions, and Good-byes  
- The alphabet  
- The numbers from 0-30. | Due Sunday June 10 |
| **Martes** | | |
| 5 de junio | Capítulo Preliminar: Tema: *La identidad*  
- Greetings, Introductions, and Good-byes  
- The alphabet  
- The numbers from 0-30.  
- Nouns, Articles, Gender, and Number.  
- Subject Pronouns and the verb SER | |
| **Miércoles** | | |
| 6 de junio | Capítulo 1: ¿Qué estudia usted?  
- Tema I: *En la universidad*  
- Vocabulario= Descriptive Adjectives  
- The verb Gustar  
- Nota comunicativa —Question words  
- Expresiones artísticas (si hay tiempo)  
- Tema II: ¿Estudia y trabaja usted?  
- Vocabulario= University Related Activities  
- Days of the week • Telling time  
- Present of Regular –ar, -er, -ir verbs. | |
| **Jueves** | | |
| 7 de junio | Capítulo 1: ¿Qué estudia usted?  
- Tema II: ¿Estudia y trabaja usted?  
- Vocabulario= University Related Activities  
- Days of the week • Telling time  
- Present of Regular –ar, -er, -ir verbs.  
- Expresiones artísticas: Carlos Callejo  
- Concurso de videoblogs p. 51 | |
| **Segunda semana** | **QUIZ #1** | **Weekly Assignment #2** |
| **Lunes** | Capítulo 2: ¿Qué hace usted en su tiempo libre? Due Sunday June 17  
- Tema I: *Una pasión por los deportes*  
- Vocabulario= Pastimes and Sports  
- Irregular verbs: Hacer, poner, oír, salir, traer, and ver.  
- Ir+a+infinitive  
- Actividades pertinentes  
- Actividad D: ¿Qué vamos a hacer esta tarde?  
- Expresiones artísticas  
- Actividad E: Palabra escrita: A comenzar (si hay tiempo) | |
| 11 de junio | | |
| **Martes** | Capítulo 2: ¿Qué hace usted en su tiempo libre?  
- Tema II: *El tiempo y las estaciones*  
- Vocabulario= Weather  
- Months, seasons and dates  
- numbers 31-100  
- The verb estar  
- The present progressive  
- Actividad D: Los problemas climáticos y ambientales  
- Actividad D: ¡Están patinando en el hielo!  
- Lectura cultural: La ciudad de México (si hay tiempo) | |
Miércoles
13 de junio
Capítulo 3: La vida diaria
- Tema I: Las obligaciones y los quehaceres
  - Vocabulario= Domestic chores
  - Deber/Necesitar + infinitive
  - Tener, venir, preferir, and querer
- Actividad D: Los balnearios
  - Nota interdisciplinaria: Changing Gender Roles in México

Jueves
14 de junio
Capítulo 3: La vida diaria
Tema II: El tiempo libre
- Vocabulario= Things to do for fun
  - More stem-changing verbs
  - Saber vs. Conocer
- Actividad D: ¡Bienvenidos (welcome) a México, D.F.! p. 110
  - Lectura Cultural p. 112
  - Concurso de videoblogs: Miguel

Tercera semana
Lunes
18 de junio
Quiz #2
Exam I Review

Martes
19 de junio
Exam #1

Miércoles
20 de junio
Multimedia

Jueves
21 de junio
Lección 4: ¿Cómo es su familia?
- Tema I: La familia tradicional
  - Vocabulario= Family relationships
  - Numbers greater than 100
  - Por/Para
  - Demonstrative adjectives and pronouns
  - Actividad D: Mi nombre, mi santo y mi cumpleaños p. 128
  - Actividad C: La unidad de la familia vasca p. 132
  - Palabra escrita p. 134
  - Expresiones artísticas: Diego Velázquez
  - *Composition: Draft #1 due on Monday.

Cuarta semana
Lunes
25 de junio
Quiz #3
Lección 4: ¿Cómo es su familia?
- Tema II: La familia contemporánea
  - Vocabulario – other family relationships
  - Mas/menos …que…
  - tan, tanto/a/as/os…como
  - Actividad D: Las tradiciones de mi familia p. 148
  - Concurso de videoblog: Ana
  - Lectura cultural (si hay tiempo)
  - *Composition: Draft #1 due today

Martes
26 de junio
Capítulo 5: Hogar dulce hogar
Tema I: ¿Hay una vivienda típica?
- Vocabulario-housing.
- Direct object pronouns
  - Ser and Estar compared
  - Actividad D: Entrevista
  - Actividad D: Los patios andaluces p. 161
  - Actividad D: La leyenda del acueducto de Segovia p. 165
### Miércoles
27 de junio

**Capítulo 5: Hogar dulce hogar**

**Tema II: En casa**
- Vocabulario: Rooms and furniture
- Reflexive Verbs • Indefinite and definite words
- Actividad D: Un día en el Camino a Santiago p. 174
- Actividad D: La tertulia española
- Conexiones culturales en vivo

### Jueves
28 de junio

**Capítulo 6: ¡A comer!**

**Tema I: ¿Existe una comida hispana?**
- Vocabulario= La comida
- Indirect object pronouns • Double object pronouns
- Actividad D: El café cubano p. 193/4
- Actividad D: Las frutas del Caribe p. 196/7
- Expresiones artísticas: Wilfredo Lam p. 199/200

### Quinta semana
Julio
Lunes
2 de julio

**Capítulo 6: ¡A comer!**

**Tema II: ¿Salimos a comer o comemos en la casa?**
- Vocabulario= At the dinner table
- Formal commands • Preterit Regular verbs
- Actividad D: Los paladares cubanos p. 206 • La bodeguita del Medio p. 207
- Actividad D: Colombia y el Caribe p. 210/11
- Concurso de videoblogs: Merfray

### Martes
3 de julio

**Capítulo 6: ¡A comer!**

**Tema II: ¿Salimos a comer o comemos en la casa?**
- Vocabulario= At the dinner table
- Formal commands • Preterit Regular verbs
- Actividad D: Los paladares cubanos p. 206 • La bodeguita del Medio p. 207

### Miércoles
4 de julio

Día de Independencia

### Jueves
5 de julio

**Multimedia**

Final Exam Review

### Viernes
6 de julio

**Final Exam**