Spanish 1312: 001………………… Fall 2011
Instructor:………………………………… Yolanda Godsey
Office Location:………………………… Library 2nd floor
Phone #: ................................. 825-5783 (message)
Office hours: .............................. M – 12:44 – 1:45 or appt.
E-mail: ...................................... yolanda.godsey@tamucc.edu

Textbook:
• A Spanish – English Dictionary (recommended)

Course Description
This is the second part of the First Year Spanish course. It is designed specifically for students with little knowledge of the language. This second semester concentrates on the study of past and future tenses, verb usage, prepositions, the subjunctive mood, sentence structure, and vocabulary. This course is aimed at developing listening, speaking, reading and writing skills, from the most basic notions to more elaborate ones, within a Spanish cultural framework.

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. Regular attendance and active participation are vital in learning a foreign language. To better understand linguistic concepts and practice them in a supportive environment, you must be in class. You are expected to attend all of your classes. Absences will not only set you back, but will affect your final grade (after the third absence, 3 points of your final average grade will be deducted for every absence thereafter.) Remember: you are responsible for the material covered, assigned or due in class during your absence. If you must be absent, it is your responsibility to provide written documentation (medical note, field trip itinerary, police report, or other) to be excused. Also, beware of tardiness; two of them constitute an absence. Please, keep track of your absences and tardiness.

Participation. Participation is essential to the language learning experience. To maximize your oral proficiency prepare before coming to class. Complete all exercises, review the assignment for the day, and volunteer in class. A positive attitude and your willingness to participate are key. Participation in class is evaluated by the level of engagement displayed in class, the general knowledge of the material discussed, and the accuracy of your linguistic performance. Remember: errors are intrinsic to the learning process; therefore, take a chance and participate.
**Weekly Lab assignments.** These assignments will be completed at the Foreign Language Laboratory (CCH #224) or from your personal computer. The exercises (listening comprehension, pronunciation, etc.) are related to the grammar concepts taught in class during the previous week. Their completion increases the understanding of grammar and its application to the overall learning process. You may complete them in one visit or return as many times as you’d like during the week. However, they must be finished by Sunday at midnight. For more information about the operation of the Foreign Language Laboratory, read addendum # 1.

**Composition.** You will be asked to write a one-page composition in Spanish. Draft #1 should represent your best effort in this exercise. Draft #2 must contain all the corrections and necessary additions highlighted on Draft #1. Your instructor will hand out a correction key to help you in the successful completion of Draft #2. **No late work will be accepted without previous arrangements with your instructor.** For a more detailed description of the composition guidelines, read addendum # 2.

**Quizzes.** There will be a total of 10 quizzes during the semester. If you come to class regularly, complete your weekly assignments diligently, 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 consult the syllabus and catch up with the rest of the class. **You must bring a pencil and a scantron form to take the quizzes.** FMI: See addendum #3.

**Interview/Presentation.** During the last two weeks of the semester, you will have a brief interview/presentation (in Spanish, of course). This assignment will give you an opportunity to put into practice the grammatical concepts learned throughout the semester. It consists of questions about you, your family, your occupation and your hobbies. To best prepare for it, review language structures and vocabulary learned during the semester. Your instructor will give you more details, as we get closer to its due date.

**Exams.** Exams are an important part of your learning progress in class. These examinations give you an opportunity to assess your understanding of language concepts and to identify areas of difficulty. 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, unless previously arranged with the instructor.**

**Miscellaneous.** Please avoid unnecessary distractions. **Cell phones must be set on vibration mode, laptop users must sit in the front row, and no eating is allowed in class.** Visitors/children are not allowed in class, unless previously arranged with the instructor. 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. Do not wait for this class to become unmanageable. If you have problems understanding the material in class meet with your instructor and/or seek help immediately.

**Grade Distribution:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<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>
</tr>
<tr>
<td>Quizzes</td>
<td>20 pts</td>
<td>70 - 79 = C</td>
</tr>
<tr>
<td>Composition</td>
<td>10 pts</td>
<td>60 – 69 = D</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20 pts</td>
<td>59 and below = F</td>
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<td>Final Exam</td>
<td>20 pts</td>
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<td>Oral interview</td>
<td>10 pts</td>
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<td><strong>Total:</strong></td>
<td>100 pts</td>
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IMPORTANT INFORMATION      FALL 2011

Dates to remember:

August 24……………. Wednesday…………Classes begin
August 31……………… Wednesday…………Last day to register or add a class
September 05………….. Monday…………… Labor Day Holiday
November 04…………….. Friday……………… Last day to drop a class
November 24/25…………. Thursday/Friday…… Thanksgiving Holidays
December 05……………… Monday…………… Last day to withdraw from university
November 05……………… Monday…………… Last day to drop a class
November 24/25………….... Thursday/Friday…… Thanksgiving Holidays
December 06……………… Tuesday…………… Last day of classes
December 08-14…………….. Monday…………… Last day of classes
December 08-14…………….. Tuesday…………… Last day of classes
December 17……………… Saturday…………… Fall Commencement

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:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 825-5816 or visit their office in Driftwood 101.

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/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
WEEKLY ASSIGNMENTS AT THE FOREIGN LANGUAGE LABORATORY

1. **Language Lab Assignments.** Weekly assignments are to be completed at the Foreign Language Laboratory (Corpus Christi Hall #224) or on your personal computer and will be available every Monday morning. These assignments are an important part of your coursework, not only because they represent 10% of your grade, but also because they reinforce language structures, help you carry out tasks in different linguistic and cultural contexts, and give you the necessary practice to understand the class material. Remember to bring your textbook to the lab, for reference.

2. **Language Lab Registration.** There is no registration at the Language Lab. The lab exercises assigned are posted on Blackboard and will be completed online under the instructor: Gloria Davila. To enhance your classroom experience, we encourage you to visit the Language Lab (CCH #224) and familiarize yourself with all the resources available.

3. **Language Lab Reports:** Every Monday morning the Lab generates a report outlining the lab activities completed the week before. The report includes your name, time spent, and results of your overall effort with the assignments. To inform your instructor, the results are classified as follows:
   A. *Complete:* all lessons done with a clear understanding of the concepts.
   B. *Incomplete:* Some lessons complete; others not attempted; and failure to demonstrate understanding.
   C. *Blank:* lessons not attempted.

   * To strengthen the knowledge in some areas, students are encouraged to do exercises multiple times.

   **NOTE:** If for some reason your personal computer fails to read the lab exercises format, it is your responsibility to complete assignments at the Language Lab.

4. **Completion Dates.** The completion dates for each assignment are provided on your syllabus. You have a full week to complete an assignment. Your weekly lab assignment **MUST** be completed by Sunday at 12:00 AM. Although the language lag assignments will be available for two weeks, each assignment has a completion date. If you are not able to complete an assignment on time, it will be at the discretion of the instructor to allow you to make it up for credit.

5. **Material Covered by Assignments.** Weekly assignments are based on material covered in class the week before. So, you should be familiar with the language concepts and related exercises. If you have problems understanding the material (and consequently the exercises), discuss it with your instructor immediately. S/he may need to refer you to the tutor for extra help.

6. **Individual Work.** Group work is not allowed at the Foreign Language Laboratory. Weekly assignments are meant to be an individual activity. However, you are urged to study in groups outside of class, to help each other with new concepts and to put them into practice. No textbook copies are available at the lab. Remember: BYOB (bring your own book).

7. **You and the Staff at the Foreign Language Laboratory.** The Labbies have been instructed to help you with the technical part of lab work only. They can help you identify resources available to develop specific language skills, but will not help you with your exercises, nor provide answers regarding your assignments. The use of lab resources for purposes other than language development will be at the discretion of our staff. **Do your best to complete the lab assignments on your own.**
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:
• Compositions must be written entirely in Spanish.
• Length of the composition itself should be one-page long
• Compositions must be typed and double-spaced, with one inch margins
• Use structures, tenses and vocabulary learned up to that point only.
• Avoid using online translators and/or friends.

Guidelines:
Your work should be evidence of your performance in class. Please write it by yourself and only at the basic 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. Good luck!

Composition Topic:
SPAN1312: A short story or a personal experience
Begin your short story/personal experience by introducing your characters and setting up the background information. This is usually done in the imperfect because you describe ongoing “states” and “actions.” Likewise, the preterit is used to describe a series of separate actions that occurred in sequence and then were completed. See pp. 282-287 for a review on the difference between the tenses. Keep it simple, at your level, and write it yourself.

Helpful Websites: The following websites are provided to assist you in finding the best academic support for your learning style.
• 123teachmen.com
• Drlemon.net/grammar
• Musicalsspanish.com
• Spanishspanish.com
• Trinity.edu/mstroud/grammar
• Colby.edu/~bknelson
• Lingolex.com
• Spaleon.com
• Studyspanish.com
• Verbix.com
<table>
<thead>
<tr>
<th>Quiz Schedule</th>
<th>Quiz #</th>
<th>Quiz Contents</th>
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<tbody>
<tr>
<td>Septiembre 19/20</td>
<td>Quiz # 1</td>
<td>El pretérito de verbos regulares, ser/ir/dar, stem-changing verbs, por/para, adverbios, vocabulario lección 8.</td>
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<tr>
<td>Septiembre 26/27</td>
<td>Quiz #2</td>
<td>Los verbos reflexivos, los pronombres posesivos, vocabulario lección 9.</td>
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<tr>
<td>Octubre 3/4</td>
<td>Quiz #3</td>
<td>El pretérito de verbos irregulares, Hace… meaning ago, vocabulario lección 9.</td>
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<tr>
<td>Octubre 10/11</td>
<td>Quiz #4</td>
<td>El imperfecto, el pretérito vs. imperfecto, vocabulario lección 10.</td>
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<tr>
<td>Octubre 17/18</td>
<td>Quiz #5</td>
<td>El cambio de significado en el pretérito, los pronombres relativos, vocabulario 10.</td>
</tr>
<tr>
<td>Oct. 31/Nov. 1°</td>
<td>Quiz #6</td>
<td>El modo subjuntivo, formas verbales, uso con verbos de deseo, vocabulario lección 10.</td>
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<tr>
<td>Noviembre 7/8</td>
<td>Quiz #7</td>
<td>El subjuntivo de emoción, mandatos formales Ud./Uds., vocabulario lección 11</td>
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<tr>
<td>Noviembre 14/15</td>
<td>Quiz #8</td>
<td>El subjuntivo de duda y negación, construcciones con “se”, vocabulario 12</td>
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<tr>
<td>Noviembre 21/22</td>
<td>Quiz #9</td>
<td>Mandatos informales Tú, Qué and Cuál, vocabulario lección 13.</td>
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<tr>
<td>Diciembre 5/6</td>
<td>Quiz #10</td>
<td>El futuro, el condicional, vocabulario lección 14.</td>
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<tr>
<td>Semana</td>
<td>En clase</td>
<td>Tarea semanal</td>
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<tr>
<td>Semana #1</td>
<td>Introducción general</td>
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<td>Repaso del sílabo</td>
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<tr>
<td>Semana #2</td>
<td>Introducción y saludos</td>
<td>Visit the language laboratory</td>
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<td>Actividades de repaso</td>
<td>(SPAN #1311)</td>
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<td>Semana #3</td>
<td>No hay clases el lunes (Labor Day)</td>
<td>Visit the language laboratory</td>
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<td>Lección 7: <em>En un hotel</em></td>
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<td></td>
<td>• Vocabulario</td>
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<td>• Preterit of regular verbs</td>
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<td><em>Si hay tiempo: Panorama hispánico (Costa Rica)</em></td>
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<tr>
<td>Semana #4</td>
<td>Lección 8: <em>Haciendo diligencias</em></td>
<td>Laboratorio #1</td>
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<td>• Vocabulario</td>
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<td>• 24. Irregular preterit</td>
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<td></td>
<td>• Stem-changing verbs</td>
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<td></td>
<td>• Formation of adverbs</td>
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<td></td>
<td>• Para conocernos mejor, pp. 232</td>
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<td><em>Si hay tiempo: Panorama hispánico (Puerto Rico)</em></td>
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<tr>
<td>Semana #5</td>
<td><em>Quiz #1</em> Lección 8: <em>Haciendo diligencias</em></td>
<td>Laboratorio #2</td>
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<td>• Preterit of stem-change verbs</td>
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<td></td>
<td>• Uses of <em>Por</em> and <em>Para</em></td>
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<td>Lección 9: <em>Una cena de cumpleaños</em></td>
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<td>• Reflexive constructions</td>
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<td>• Possessive pronouns</td>
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<td></td>
<td><em>Si hay tiempo: Panorama hispánico (Cuba)</em></td>
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</table>
Semana #6  
Sep 26 –29  Quiz #2  Laboratorio #3  
Lección 9: Una cena de cumpleaños
•Irregular preterits  
•Hace…meaning ago  
•Para conocernos mejor, pp. 260  
*Si hay tiempo: Panorama hispánico (La República Dominicana)

Semana #7  
Octubre 3-6  Quiz #3  Laboratorio #4  
Lección 10: Buscando un apartamento
•Vocabulario  
•The imperfect  
•The preterit vs. imperfect  
•Para conocernos major, pp. 291  
*Si hay tiempo: Panorama hispánico (Venezuela)

Semana #8  
Octubre 10-13  Quiz #4  Laboratorio #5  
Lección 10: Buscando un apartamento
•Verbs that change meaning in the preterit  
•The relative pronouns que and quien  
•Panorama hispánico (Venezuela)

Semana #9  
Octubre 17-20  Quiz #5  No hay laboratorio  
•Repaso general  
•Composición- Draft I  
•Midterm Exam

Semana #10  
Octubre 24-27  Lección 11: En una agencia de viajes  Laboratorio #6  
•Vocabulario  
•The subjunctive mood  
•Subjunctive forms of stem-changing verbs  
•Verbs that are irregular in the subjunctive  
•The subjunctive with verbs of volition  
•Para conocernos mejor, pp. 313  
*Si hay tiempo: Panorama hispánico (Colombia)
Semana #11

Oct. 31 / Nov. 3  
**Quiz #6**  
Lección 11: *En una agencia de viajes*  
• The subjunctive with verbs of emotion  

Lección 12: *El automóvil*  
• Vocabulario  
• The Ud. And Uds. Commands  
• *Panorama hispánico* (Perú)

Semana #12

Noviembre 7-10  
**Quiz #7**  
Lección 12: *El automóvil*  
• Vocabulario  
• The subjunctive to express doubt, disbelief and denial  
• Para conocernos mejor, pp. 337  
*Si hay tiempo: Panorama hispánico* (Ecuador)  
• **Composition** – Final Draft

Semana #13

Noviembre 14-17  
**Quiz #8**  
Lección 13: *En un centro comercial*  
• Vocabulario  
• The familiar commands (tú)  
• ¿Qué and cual used with *ser*  

**COMIENZAN LAS ENTREVISTAS ORALES**

Semana #14

Noviembre 21-23  
**Quiz #9**  
Lección 14: *Las carreras universitarias*  
• Vocabulario  
• The past participle  
• The presente perfecto and the past perfect  
(emphasis on the present perfect)

**Thanksgiving Week**
Semana #15

Nov. 28-Dic. 1°  **No hay quiz this week**  
Lección 15:  
• Vocabulario  
• The future tense  
• The conditional tense

Laboratorio #10

Semana #16

Diciembre 5-7  **Quiz #10**  
Subjunctive vs. Indicative (Summary)  
Future and Conditional Review  
Final Review

DICIEMBRE 8-14  **Exámenes finales**