TEXAS A&M UNIVERSITY - CORPUS CHRISTI  
Department of Humanities  
Official Course Syllabus

<table>
<thead>
<tr>
<th>Spanish 1312.006</th>
<th>SPRING 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Dr. J. Villarreal</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>825.2698</td>
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<tr>
<td>Office Location:</td>
<td>FC #259</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>TR 8:30-9:30/11:00-12:30</td>
</tr>
<tr>
<td>E-mail Address:</td>
<td><a href="mailto:javier.villarreal@tamucc.edu">javier.villarreal@tamucc.edu</a></td>
</tr>
</tbody>
</table>

Textbook:
- Experience Spanish: Un mundo sin limites. (Textbook and “connectspanish” program required)
- 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 basic-level ability to:
- Communicate in a range of situations at the.
- Understand and use a variety of vocabulary in different situations.
- Understand and respond to oral and written material.
- Demonstrate an awareness of cultural elements and understand their role in communication.

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 classes. Absences will affect your academic performance and your final grade. After the third absence, you will lose 3 points from your final average grade for every absence thereafter. Remember: Absences do not exempt you from material covered, assigned or due in class during your absence. Furthermore, it is your responsibility to provide written documentation to be excused. 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 the “connectspanish” 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 your 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.

Miscellaneous. Please reduce unnecessary distractions to the minimum. Cell phones must be set on vibration mode and put away; laptop users must sit in front row. 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.
**Weekly “Connectspanish” Assignments.** You will complete your weekly assignments via McGraw Hill Connect (MGHC). MGHC is a web-based assignment and assessment platform that helps you connect to the coursework assigned by your instructor. It will consist of exercises related to what we do in class, such as writing and listening comprehension exercises. You may complete these assignments, at your own pace, as long as you finish them by Sunday at 10:59 PM. For more information about the operation of MGHC ask your instructor.

**Composition/Writing Assignment.** Your instructor will determine the writing assignment appropriate for his/her class and will inform you on how to get it done. A composition, however, will consist of a minimum of one-page exercise in Spanish. Draft #1 should represent your best effort in this assignment. 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, see 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.

**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.**

**Presentation/Interview.** During the last two weeks of the semester, you will have a brief presentation or interview (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 information about you, your family, your occupation and your hobbies. To best prepare for it, review language structures and vocabulary learned during the semester. For more information, ask your instructor.

**Final Assessment Exercise.** You will complete a final assessment exercise during the week of April 22. This is a multiple choice exercise that will measure your level of recognition after one year of study. Regardless of your score on it, you will earn 5 points.

*Do not wait for this class to become unmanageable. Meet with your instructor and seek the tutor’s help as soon as possible.

**Course Evaluation System: Grade Distribution**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10 pts.</td>
<td>90 -100 = A</td>
</tr>
<tr>
<td>Weekly Assignments (Tarea)</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/Writing Assignment</td>
<td>10 pts.</td>
<td>60 - 69 = D</td>
</tr>
<tr>
<td>Oral interview/Presentation</td>
<td>05 pts.</td>
<td>59 – and below = F</td>
</tr>
<tr>
<td>Final Assessment Exercise</td>
<td>05 pts.</td>
<td></td>
</tr>
<tr>
<td>Exams (2)</td>
<td>40 pts.</td>
<td></td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>100 pts.</strong></td>
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IMPORTANT INFORMATION – SPRING 2013

Dates to remember:

January 23  Wednesday ..........................  Classes begin
January 30  Wednesday..................................  Last day to register or add a class
March 11-15  Monday-Friday .........................  Spring Break
April 12   Friday..................................................  Last day to drop a class
May 6  Monday.............................................  Last day to withdraw from the University
May 7  Tuesday..................................................  Last day of classes
*Last day to apply for August 2013 graduation
May 8  Wednesday..........................................  Reading Day
May 9-10  Thursday-Friday ..............................  Final examinations
May 13-15   Monday-Wednesday .......................  Final examinations
May 16-17  Thursday-Friday ............................  Grading days
May 18  Saturday.............................................  Spring 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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance 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.
ASSIGNMENTS/TAREAS

Description. Weekly “connectspanish” Assignments (Tareas) are to be completed every week, to the best of your ability. These assignments are an important part of your coursework, not only because they represent 10% of your grade, but also because they help you study, give you the necessary practice to understand the class material and strengthen your overall proficiency in the language.

1. Tutoring services. Tutoring schedule will be provided by your instructor.

2. Computer proficiency skills. The completion of “Connect” 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/tarea. Your weekly connectspanish assignment/tarea MUST be completed by Sunday at 10:59 PM and the assignment completion results recorded on Monday. Only in extreme circumstances, may you complete an assignment for credit after the due date. Your instructor must evaluate and approve your situation, then consult with the First Year Coordinator.

4. Material covered by assignments. Weekly “connectspanish” assignments are based on material covered and practiced in class during the week, so you should be familiar 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. S/he may need to refer you to the tutor for extra help.

Helpful Websites: The following websites have been provided to assist you in finding additional information and practice.

• 123teachme.com
• donquijote.org
• dummies.com
• musicalspanish.com
• spanishspanish.com
• Trinity.edu/mstroud/grammar
• Colby.edu/~bknelson/SLC/index.php
• Drlemon.net/grammar
• www.cliffsnotes.com/
• drae.es (diccionario)
• studyspanish.com
• verbix.com

*This program has been planned to help you learn Spanish in a natural and relaxed class environment. It requires your best effort and disposition. Above all, it is meant to be a fun activity that can teach you a useful skill, while you learn about the language and its diverse culture.
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) Write it, rewrite it, and... The mistakes will be highlighted and/or coded on your composition (draft #1) without making any corrections; then, you will be asked to make all the corrections indicated for draft #2. 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 and develop your writing skills in Spanish.

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

*** Writing Assignment Guidelines will be provided by your instructor.***

Objective:
Compositions are designed to put into practice the concepts taught, reviewed and practiced during the semester. You are expected to use only the concepts covered in class up to the time of this assignment. To avoid any confusion, please adhere to the following guidelines.

- 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 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 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 ON SITE, at an arranged time, with a new topic. 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:
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.

Language Laboratory Resources:
The Foreign Language Lab offers state of the art equipment with the latest multimedia resources. Students are encouraged to visit the language lab in Corpus Christi #224 and/or use the virtual language lab any time from home. We encourage you to visit, become familiar and take advantage of the resources available to enhance your learning experience.
<table>
<thead>
<tr>
<th>DATE</th>
<th>QUIZ #</th>
<th>CONTENT</th>
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<tbody>
<tr>
<td>Febrero 11 / 12</td>
<td>Quiz # 1</td>
<td>Preterit: Regular verbs, direct object pronouns, indirect object pronouns, formal commands, vocabulario 215/6.</td>
</tr>
<tr>
<td>Febrero 18 / 19</td>
<td>Quiz # 2</td>
<td>Preterit Tense: regular, irregular and stem-changing verbs, vocabulario (p.247/8).</td>
</tr>
<tr>
<td>Febrero 25 / 26</td>
<td>Quiz # 3</td>
<td>Informal affirmative &amp; negative command forms, vocabulario (p. 252/3).</td>
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<tr>
<td>Marzo 04 / 05</td>
<td>Quiz # 4</td>
<td>The Imperfect Tense: regular and irregular verbs, vocabulario (p. 281/2).</td>
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<tr>
<td>Marzo 18 / 19</td>
<td>Quiz # 5</td>
<td>Preterit, Imperfect, Preterit vs. Imperfect, vocabulario (p. 313/4).</td>
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<tr>
<td>Abril 01 / 02</td>
<td>Quiz # 6</td>
<td>The Subjunctive Mode: regular &amp; irregular verbs, vocabulario (p. 350).</td>
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<td>Abril 08 / 09</td>
<td>Quiz # 7</td>
<td>Present Subjunctive: Volition, Emotion, vocabulario (p. 352/3).</td>
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<td>Abril 15 / 16</td>
<td>Quiz # 8</td>
<td>Present Subjunctive: Doubt, Denial, and Uncertainty, vocabulario (p. 379/80).</td>
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<td>Abril 29 / 30</td>
<td>Quiz # 10</td>
<td>The Future Tense: regular &amp; irregular verbs, vocabulario (p. 445/6).</td>
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<tr>
<td>Mayo 06 / 07</td>
<td>Quiz # 11</td>
<td>Opcional</td>
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Opcional
# PROGRAMA DEL CURSO

## Semana #1
**Introducción General**
23-24 (enero)

## Semana #2
**Capítulo 6—¡A comer!**
28-31 (enero)
*Tema I: ¿Existe una comida hispana?* pp. 186-199

## Semana #3
**Capítulo 6—¡A comer!**
04-07 (febrero)
*Tema II: ¿Salimos a comer o comemos en casa?* pp. 200-216

## Semana #4
**Quiz #1**
11-14 (febrero)
**Capítulo 7—¡Vamos de compras!**
Tema I: ¿Está de moda? pp. 218-232

## Semana #5
**Quiz #2**
18-21 (febrero)
**Capítulo 8—En la comunidad**
Tema I: *La comunidad urbana y las afueras* pp. 252-267

## Semana #6
**Quiz #3**
25-28 (febrero)
**Capítulo 8—En la comunidad**
Tema II: *La vida de los pueblos y el campo* pp. 268-282

## Semana #7
**Quiz #4**
04-07 (marzo)
**Capítulo 9—Recuerdos del pasado**
Tema II: *Me acuerdo muy bien* pp. 299-314

## Semana #8
**Vacaciones de primavera**
11-14 (marzo)

## Semana #9
**Quiz #5**
18-21 (marzo)
Repaso
**Examen #1**

## Semana #10
**No hay quiz esta semana**
25-28 (marzo)
**Capítulo 10—¡Salgamos a explorar!**
Tema II: *De vacaciones* pp. 336-350

## Semana #11
**Quiz #6**
01-04 (abril)
**Capítulo 11—La música, el arte y las celebraciones**
Tema I: *Las celebraciones y fiestas tradicionales* pp. 352-365
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<thead>
<tr>
<th>Semana #</th>
<th>En clase</th>
<th>Tarea semanal</th>
</tr>
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</table>
| 12 | Quiz #7  
08-11 (abril)  
Capítulo 11—La música, el arte y las celebraciones  
Tema II: Las bellas artes  
pp. 366-380 | Tarea #8 |
| 13 | Quiz #8  
15-18 (abril)  
Capítulo 12—El bienestar  
Tema I: La vida social  
• Composición – Draft I (el jueves)  
pp. 384/399 | Tarea #9 |
| 14 | Quiz #9  
22-25 (abril)  
Capítulo 13—Nuestro futuro  
Tema I: ¿Qué haremos en el futuro?  
* Comienzan los ejercicios orales  
**Final Assessment Exercise  
pp. 416-431 | Tarea #10 |
| 15 | Quiz #10  
29-02 (abril/mayo)  
Capítulo 15—La vida moderna  
Tema I: La tecnología y la comunicación  
• Composición – Draft II (jueves)  
pp. 478-489 | Tarea #11 |
| 16 | Quiz #11  
06-07 (mayo)  
Repaso general | Opcional |
| 09-15 (mayo) | Exámenes finales |