Spanish 1311.004  |  Summer Session I- 2014
Professor:       | María Mata
Meeting Time/Classroom | MTWR 2-3:55  IH 157
Office:          | CE214A
Phone #:         | 361-825-3488
Office hours:    | M-R 12:30-1:30 p.m.
                  | By Appointment
E-mail Address:  | maria.mata@tamucc.edu

Textbook:
Experience Spanish: Un mundo sin límites. (Textbook and “connectspanish” program required)

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 elaborated ones—within a Spanish cultural framework. The student will develop the ability to function in natural contexts, convey and understand messages with reasonable accuracy, and carry on a simple conversation in Spanish.

Spanish Student Learning Outcomes:
At the end of this course students will demonstrate basic-level ability to:
• communicate in a range of situations.
• 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 five 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 their 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.

**Weekly “connectspanish” Assignments (tareas).** You will complete your weekly lab 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. See addendum #1.

**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 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 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 makeups will be given under any circumstance, unless previously arranged with the instructor.**

**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.

**Course Evaluation: Final Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10 pts</td>
<td>90 - 100 = A</td>
</tr>
<tr>
<td>Weekly assignments/tareas</td>
<td>10 pts</td>
<td>80 - 89 = B</td>
</tr>
<tr>
<td>Pruebitas/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>Midterm Exam</td>
<td>25 pts</td>
<td>59 and below = F</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25 pts</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>100 pts</td>
<td></td>
</tr>
</tbody>
</table>
IMPORTANT INFORMATION
SUMMER 2014

Dates to remember:
June 2  Monday…………… Classes begin
June 3  Tuesday…………… Last day to register or add a class
June 20 Friday……………. Last day to drop a class
July 1  Tuesday……………. Last day to withdraw from the university
July 3  Thursday …………. Last day of classes
    Final Examination (Summer Session I)

Other Stuff You May Need to Know

Students with Disabilities and Veterans
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.

Academic Advisement
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. Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information please call (361) 825-5931 or log on to http://www.tamucc.edu/~aac

Grade Appeal Process
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.
**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.

*Students must complete all lab assignments through Blackboard (Bb9.tamucc.edu)*

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

2. **Computer proficiency skills.** The completion of “connectspanish” 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 lab assignment (tarea) are very clear on your syllabus. You have a full week to complete an assignment. **Your weekly “connectspanish” assignment /tarea MUST be completed by Sunday at 10:59 PM and the assignment completion results will be 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.

- studyspanish.com
- donquijote.org
- dummies.com
- musicalspanish.com
- spanishspanish.com
- Trinity.edu/mstroud/grammar
- Colby.edu/~bknelson/SLC/index.php
- Drlemon.net/grammar
- Lingolex.com
- www.rae.es (diccionario)
- 123teachme.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. 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, use 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. For the second draft, you’re encouraged to visit the tutor for help.

Available 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>Semana</th>
<th>En clase</th>
<th>Tarea semanal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primera semana</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lunes</strong></td>
<td>Introducción General</td>
<td><strong>Weekly Assignment #1</strong></td>
</tr>
<tr>
<td>2 de junio</td>
<td>『Capítulo Preliminar: La identidad』</td>
<td>Due: Sunday, June 8</td>
</tr>
<tr>
<td></td>
<td>• Greetings, Introductions, and Good-byes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The alphabet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The numbers from 0-30.</td>
<td></td>
</tr>
<tr>
<td><strong>Martes</strong></td>
<td>『Capítulo Preliminar: Tema: La identidad』</td>
<td></td>
</tr>
<tr>
<td>3 de junio</td>
<td>• Greetings, Introductions, and Good-byes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The alphabet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The numbers from 0-30.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Nouns, Articles, Gender, and Number.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Subject Pronouns and the verb SER</td>
<td></td>
</tr>
<tr>
<td><strong>Miércoles</strong></td>
<td>『Capítulo 1: ¿Qué estudia usted?』</td>
<td></td>
</tr>
<tr>
<td>4 de junio</td>
<td>• <strong>Tema I: En la universidad</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vocabulario= Descriptive Adjectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The verb Gustar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Nota comunicativa —Question words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Expresiones artisticas (si hay tiempo)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Tema II: ¿Estudia y trabaja usted?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vocabulario= University Related Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Days of the week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Telling time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Present of Regular –ar, -er, -ir verbs.</td>
<td></td>
</tr>
<tr>
<td><strong>Jueves</strong></td>
<td>『Capítulo 1: ¿Qué estudia usted?』</td>
<td></td>
</tr>
<tr>
<td>5 de junio</td>
<td>• <strong>Tema II: ¿Estudia y trabaja usted?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vocabulario= University Related Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Days of the week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Telling time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Present of Regular –ar, -er, -ir verbs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Expresiones artísticas: Carlos Callejo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Concurso de videoblogs p. 51</td>
<td></td>
</tr>
<tr>
<td>Segunda semana</td>
<td></td>
<td><strong>Weekly Assignment #2</strong></td>
</tr>
<tr>
<td><strong>Lunes</strong></td>
<td>『Capítulo 2: ¿Qué hace usted en su tiempo libre?』</td>
<td>Due: Sunday, June 15</td>
</tr>
<tr>
<td>9 de junio</td>
<td><strong>Tema I: Una pasión por los deportes</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vocabulario= Pastimes and Sports Colors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Irregular verbs: Hacer, poner, oír, salir, traer, and ver.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ir+a+infinitive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Actividades pertinentes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Actividad D: ¿Qué vamos a hacer esta tarde?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Expresiones artisticas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Palabra escrita: A comenzar (si hay tiempo)</td>
<td></td>
</tr>
</tbody>
</table>
Martes 10 de junio

- **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 • Quedar
  - Actividad D: Los problemas climáticos y ambientales
  - Actividad D: ¡Están patinando en el hielo!
  - Lectura cultural: La ciudad de México (si hay tiempo)

Miércoles 11 de junio

- **Capítulo 3**: La vida diaria
  - **Tema I**: Las obligaciones y los quehaceres
  - Vocabulario: Domestic chores
  - Deber/Necesitar + infinitive, Tener que…
  - Tener, venir, preferir, and querer
  - Actividad D: Los balnearios
  - Nota interdisciplinaria: Changing Gender Roles in México

Jueves 12 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 16 de junio

- **Quiz #2**
- **Exam #1 - Review**

Martes 17 de junio

- **Exam #1**

Miércoles 18 de junio

- **Multimedia**

Jueves 19 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.*
<table>
<thead>
<tr>
<th><strong>Cuarta semana</strong></th>
<th><strong>Quiz #3</strong></th>
<th><strong>Weekly Assignment #4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lunes</strong></td>
<td></td>
<td><strong>Due: Sunday, June 29</strong></td>
</tr>
</tbody>
</table>
| 23 de junio       | - [Lección 4: ¿Cómo es su familia?](#)  
|                   |   - **Tema II: La familia contemporánea**  
|                   |   - Vocabulario – other family relationships  
|                   |   - Mas/menos …que…•tan, tanto/a/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**        |             |                         |
| 24 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**     |             |                         |
| 25 de junio       | - [Capítulo 5: Hogar dulce hogar](#)  
|                   |   - **Tema II: En casa**  
|                   |   - Vocabulario: Rooms and furniture  
|                   |   - Reflexive Verbs •Indefinite and negative words  
|                   |   - Actividad D: Un día en el Camino a Santiago p. 174  
|                   |   - Actividad D: La tertulia española  
|                   |   - Conexiones culturales en vivo  
| **Jueves**        |             |                         |
| 26 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** | **Quiz #4** | **Weekly Assignment #5** |
| **Junio**         |             | **Due: Thursday, July 2** |
| **Lunes**         |             |                         |
| 30                | - [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: Merfry  

---

(*) Indicador de tema o actividad específica.
Julio
Martes
1\textsuperscript{a} de julio

Quiz #4

Capítulo 6: ¡A comer!

Tema II: ¿Salimos a comer o comemos en la casa?

Vocabulario: At the dinner table

\begin{itemize}
  \item Formal commands
  \item Preterit Regular verbs
  \item Actividad D: Los paladares cubanos p. 206
  \item La bodeguita del Medio p. 207
  \item Actividad D: Colombia y el Caribe p. 210/11
  \item Concurso de videoblogs: Merfry
\end{itemize}

\begin{itemize}
  \item Composition — Final draft due today
\end{itemize}

Miércoles
2 de julio

Multimedia

Final Exam Review

Jueves
3 de julio

Examen Final