TEXAS A&M UNIVERSITY - CORPUS CHRISTI
Department of Humanities
Official Course Syllabus
Fall 2015

Spanish 1311.008  Fall- 2015
Class Information: TR 12:30-1:45 ECDC 219B
Professor: Maria Mata
Office: CCH 216
Phone #: TBA
Office & Tutoring hours: MW 4:25 - 5:25 pm or 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 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. Employment predicaments or travel plans do not constitute legitimate absences. Furthermore, it is your responsibility to provide written documentation to be excused and permitted to make up missing work. 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 "Connect" 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; take chances and participate.

**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 10/11 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 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.

**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 reduce unnecessary distractions to the minimum. **No EATING is allowed in class, CELL PHONES must be set on vibration mode and put away. Also, LAPTOP users must sit in the 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.

*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**

- [ ] Participation.................................................. 10 pts.  
  
  90 -100 = A
<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Weekly Lab Assignments/Tareas</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>Presentation/Oral Interview</td>
<td>10 pts</td>
<td>59 &amp; below = F</td>
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<tr>
<td>Exams (2)</td>
<td>40 pts</td>
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<td><strong>Total:</strong></td>
<td></td>
<td><strong>100 pts.</strong></td>
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IMPORTANT INFORMATION – FALL 2015

**Dates to remember:**

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>August</td>
<td>26-29</td>
<td>Monday-Wednesday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September</td>
<td>07-10</td>
<td>Monday</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>September</td>
<td>02-03</td>
<td>Wednesday</td>
<td>Last day to register or add a class</td>
</tr>
<tr>
<td>October</td>
<td>14-17</td>
<td>Wednesday</td>
<td>Last day of classes for 1st 7-week session</td>
</tr>
<tr>
<td>October</td>
<td>15</td>
<td>Thursday</td>
<td>First Day of Classes 2nd 7-week session</td>
</tr>
<tr>
<td>October</td>
<td>19-22</td>
<td>Monday</td>
<td>Grades Due for 1st 7-week session</td>
</tr>
<tr>
<td>November</td>
<td>06</td>
<td>Friday</td>
<td>Last day to drop a class</td>
</tr>
<tr>
<td>November</td>
<td>26/27</td>
<td>Thursday/Friday</td>
<td>Thanksgiving Holidays</td>
</tr>
<tr>
<td>November</td>
<td>30</td>
<td>Monday</td>
<td>Last day to withdraw from university</td>
</tr>
<tr>
<td>December</td>
<td>01</td>
<td>Tuesday</td>
<td>Last day of classes</td>
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<tr>
<td>December</td>
<td>02</td>
<td>Wednesday</td>
<td>Final Exams 2nd 7-Week Session</td>
</tr>
<tr>
<td>December</td>
<td>03-04 &amp; 7-9</td>
<td>Thursday/Friday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December</td>
<td>08</td>
<td>Monday-Wednesday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December</td>
<td>10-11</td>
<td>Tuesday</td>
<td>Last day to apply for December 2015 graduation.</td>
</tr>
<tr>
<td>December</td>
<td>12</td>
<td>Thursday &amp; Friday</td>
<td>Grading Days</td>
</tr>
<tr>
<td>December</td>
<td>14</td>
<td>Monday</td>
<td>Fall Grades Due</td>
</tr>
</tbody>
</table>

**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 Advising**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466 or log on to [http://www.tamucc.edu/~aac](http://www.tamucc.edu/~aac)
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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 Appeals 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’s Office.
ADDENDUM 1

WEEKLY "CONNECTSPANISH" ASSIGNMENTS (TAREAS)

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.

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

1. **Tutoring Services.** (Upon funding)

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. 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  Colby.edu/~bknelson/SLC/index.php
*donquijote.org  Drlemon.net/grammar
*dummies.com  Lingolex.com
*musicalspanish.com  Spaleon.com
*spanishspanish.com  123teachme.com
This program has been designed 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 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 Assignments 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, 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 YOURSELF. In this exercise, tutors’ help can be sought when you write the second version.
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 Hall #216 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.

ADDENDUM 3                  QUIZ SCHEDULE  FALL 2014

<table>
<thead>
<tr>
<th>DATE</th>
<th>QUIZ #</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Septiembre 14 / 15</td>
<td>Quiz # 1</td>
<td>Numbers (1-30), subject pronouns, the verb <em>ser</em>, descriptive adjectives, possessive adjectives, question words, and vocabulario (p. 52).</td>
</tr>
<tr>
<td>Septiembre 21 / 22</td>
<td>Quiz # 2</td>
<td>The verb <em>Gustar</em>, days of the week, telling time, regular verbs: –<em>ar, er, ir</em>, and vocabulario (p. 53).</td>
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<tr>
<td>Septiembre 28 / 29</td>
<td>Quiz # 3</td>
<td>Colors, some irregular verbs (p. 61), <em>Ir +a+ Inf.</em>, and vocabulario (p. 56/7).</td>
</tr>
<tr>
<td>Octubre 05 / 06</td>
<td>Quiz # 4</td>
<td>Weather and Seasons, Numbers 31-100, the verb <em>Estar</em>, the present progressive, and vocabulario (p. 86).</td>
</tr>
<tr>
<td>Octubre 12 / 13</td>
<td>Quiz # 5</td>
<td><em>Deber/Necesitar + Inf.</em>, some stem-changing verbs, idiomatic expressions with <em>Tener</em>, and vocabulario (p. 88/9).</td>
</tr>
<tr>
<td>Octubre 26 / 27</td>
<td>Quiz # 6</td>
<td><em>Stem-Changing Verbs, saber vs. conocer</em>, and vocabulario (p. 116).</td>
</tr>
<tr>
<td>Noviembre 02 / 03</td>
<td>Quiz # 7</td>
<td>Numbers (100 --), <em>por</em> vs. <em>para</em>, demonstrative adjectives and pronouns, and vocabulario (p. 120/1).</td>
</tr>
<tr>
<td>Noviembre 09 / 10</td>
<td>Quiz # 8</td>
<td><em>Comparisons: más/ menos que…</em>, tan, tanto/a/os/as… como, and vocabulario (p. 136/7).</td>
</tr>
<tr>
<td>Noviembre 16 / 17</td>
<td>Quiz # 9</td>
<td><em>Direct object pronouns, ser vs. estar</em>, and vocabulario (p. 154/5).</td>
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<tr>
<td>Noviembre</td>
<td>23 / 24</td>
<td>Quiz #10</td>
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<tr>
<td>Nov/Dic</td>
<td>30/01</td>
<td>Quiz #11</td>
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Semana | En clase | Tarea semanal
---|---|---
Semana #1 | Evaluación inicial | 
26-27 (agosto) | 
Semana #2 | Capítulo Preliminar ¿Somos semejantes? | pp. 3-20 
31-03 (agosto/septiembre) | 
Semana #3 | Capítulo 1—¿Qué estudia usted? | Tarea #1 
07-10 (septiembre) | Tema I: En la Universidad | pp. 21-34 
Semana #4 | Quiz #1 | Tarea #2 
14-17 (septiembre) | Capítulo 1—¿Qué estudia usted? | 
Tema II: ¿Estudia y trabaja Ud.? | pp. 35-54 
Semana #5 | Quiz #2 | Tarea #3 
21-24 (septiembre) | Capítulo 2—¿Qué hace Ud. en su tiempo libre? | 
Tema I: Una pasión por los deportes | pp. 56-70 
Semana #6 | Quiz #3 | Tarea #4 
28-01 (sept/oct) | Capítulo 2—¿Qué hace Ud. en su tiempo libre? | 
Tema II: El tiempo y las estaciones | pp. 71-86 
Semana #7 | Quiz #4 | Tarea #5 
05-08 (octubre) | Capítulo 3—La vida diaria | 
Tema I: Las obligaciones y los quehaceres | pp. 88-100 
Semana #8 | Quiz #5 | No hay tarea 
12-15 (octubre) | Repaso | 
Examen #1 | 
Semana #9 | No hay quiz esta semana | Tarea #6 
19-22 (octubre) | Capítulo 3—La vida diaria | 
Tema II: El tiempo libre | pp. 101-118 
Semana #10 | Quiz #6 | Tarea #7 
26-29 (octubre) | Capítulo 4—¿Cómo es su familia? | 
Tema I: La familia tradicional | pp. 120-135
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<thead>
<tr>
<th>Semana # 11</th>
<th>Quiz #7</th>
<th>Tarea #8</th>
</tr>
</thead>
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| 02-05 (noviembre) | **Capítulo 4—¿Cómo es su familia?** | Tema II: La familia contemporánea  
pp. 136-152 |
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<tr>
<th>Semana # 12</th>
<th>9-12 (noviembre)</th>
<th>Quiz # 8</th>
<th>Capítulo 5—¡Hogar, dulce hogar!</th>
<th>Tema I: ¿Hay una vivienda típica?</th>
<th>pp. 154/168</th>
<th>Tarea #9</th>
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<tbody>
<tr>
<td>Semana # 13</td>
<td>16-19 (noviembre)</td>
<td>Quiz # 9</td>
<td>Capítulo 5—¡Hogar, dulce hogar!</td>
<td>Tema II: En casa</td>
<td>pp. 169-184</td>
<td>Tarea #10</td>
</tr>
<tr>
<td>Semana # 14</td>
<td>23-25 (noviembre)</td>
<td>Quiz # 10</td>
<td>Presentaciones Orales</td>
<td>Composición – Draft II (el martes)</td>
<td>Thanksgiving Holiday</td>
<td>Tarea #11 (opcional)</td>
</tr>
<tr>
<td>Semana # 15</td>
<td>30-03 (noviembre/diciembre)</td>
<td>Quiz #11 (Opcional), Repaso General</td>
<td>No hay tarea</td>
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<tr>
<td>Diciembre 03-9</td>
<td>Exámenes finales</td>
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