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

Spring 2019  

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<tr>
<th><strong>Course Name:</strong> SPAN 1312</th>
<th><strong>Course Section:</strong> 008</th>
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<tr>
<td><strong>Meeting Days/Times:</strong> MWF 12:00-12:50pm</td>
<td><strong>Building/Classroom:</strong> OCNR-258</td>
</tr>
<tr>
<td><strong>Professor:</strong> Joshua Hamilton</td>
<td><strong>E-mail:</strong> <a href="mailto:joshua.hamilton@tamucc.edu">joshua.hamilton@tamucc.edu</a></td>
</tr>
<tr>
<td><strong>Office Location:</strong> CE 213E</td>
<td><strong>Office Hours:</strong> M-R 5-5:30</td>
</tr>
<tr>
<td><strong>Office Phone:</strong> N/A</td>
<td><strong>Or by Appointment</strong></td>
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**Textbook:**  
Puntos de partida, 10th edition (required). (Textbook and “Connectspanish” program required)

**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, verb usage, prepositions, 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.  
♦ 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, unless you have a properly documented excuse. Absences, tardiness or leaving class early will affect your academic performance and your final grade. After the third unexcused absence, and for every unexcused absence thereafter, you will lose 3 points (i.e., 3%) from your final average grade. Three late arrivals or leaving class early will equal ONE unexcused absence. 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 no later than one (1) week after your absence(s) 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 a chance 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 midnight before the exam. Students must complete all lab assignments through the Connect website. For more information about the operation of MGHC ask your instructor.

**Composition.** Twice during the semester you will be asked to pair up with a classmate and interview each other in order to gather primary research for use in writing a composition. The composition topic will be taken from the chapter themes in the textbook: you will record the results of your interviews, draw up outlines, and revise this material in a final draft that will be typewritten and printed in hard copy. All of these steps will be submitted together to the instructor.

**Presentation:** For the oral presentation, you will pick a specific topic from the world of Spanish-speaking culture and give a brief, five minute presentation to the class in Spanish. These presentations will take place throughout the semester, beginning after mid-terms.

**Objective:** Both the written and the oral components of this assignment 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. **No late work will be accepted without previous arrangements with 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 an exam after each chapter (see attached "Programa del curso" for exam dates). **No make-ups will be given under any circumstance, unless previously arranged with the instructor. However, the lowest grade of the six (6) exams will be dropped.**

**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. Please remove hats during class (unless it is a formal hat and you are female). **Refrain from leaving the room in the middle of class, unless it is an emergency.** You should use the restroom and attend to any other business before class. Come to class ready to attend during the entirety of class time. 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…………………………………….. 15 pts. 90 -100 = A
- Weekly Lab Assignments /Tareas/Connect …… 15 pts. 80 - 89 = B
- Composition ……………………………………… 15 pts. 70 - 79 = C
- Oral Presentation ………………………………. 10 pts. 60 - 69 = D
- Exams (3)………………………………………… 45 pts. 59 & below= F
- Total:………………………………………………… 100 pts.
**Dates to remember:**

**Spring 2019**

*Academic Calendar*

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>January 14</td>
<td>Classes begin Regular Spring and 1st 7-Week Session</td>
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<tr>
<td>January 21</td>
<td>Martin Luther King, Jr. Holiday</td>
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<tr>
<td>January 22</td>
<td>Last day to register or add a class</td>
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<tr>
<td>February 26</td>
<td>Last day to apply for Spring graduation</td>
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<tr>
<td>March 8</td>
<td>Last Day of classes for 1st 7-Week Session and Final Exams</td>
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<tr>
<td>March 11-15</td>
<td>Spring Break</td>
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<tr>
<td>March 18</td>
<td>First Day of Classes 2nd 7-Week session</td>
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<tr>
<td>March 20</td>
<td>Grades due for 1st 7-Week session</td>
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<tr>
<td>April 5</td>
<td>Last day to drop a class</td>
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<td>April 30</td>
<td>Last day to withdraw from the University</td>
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<tr>
<td>May 1</td>
<td>Last day of classes Regular Spring &amp; 2nd 7-Week Session and Final exams 2nd 7-Week Session</td>
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<tr>
<td>May 2</td>
<td>Reading Day</td>
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<td>May 3, 6-9</td>
<td>Final examinations</td>
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<td>May 11-14</td>
<td>Grading days</td>
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<td>May 11</td>
<td>Spring Commencement</td>
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<tr>
<td>May 14</td>
<td>Spring grades due</td>
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<td>May 17</td>
<td>Faculty End Date</td>
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* Some summer courses will follow a different schedule. Please see the [class schedule](#) for information on when particular courses are offered.

**NOTE:** Dates of holidays are tentative, pending approval by The Texas A&M University System Board of Regents. For the latest information on dates and deadlines, please consult the appropriate [class schedule](#).
**Disabilities Accommodations**
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 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.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.03, **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 Procedure 13.02.99.C2.03, **Student Grade Appeals**. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

**Statement of Civility (can be in place of classroom/professional behavior)**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in ( ).

**Academic Honesty/Plagiarism**

**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help.

Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
ASSIGNMENTS/TAREAS

Description. Weekly “Connect” 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 15% 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. A progress reports will be sent to your instructor during the semester. You will only receive credit for your work if it is recorded on the report. Extensions will be granted only under extraordinary circumstances and after faculty approval.

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

1. Tutoring services. Information provided by 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. We urge you to complete each assignment on the due date (by Sunday at 10:59 PM) to benefit fully from the practice. Do not wait until midterm or the end of the semester to complete all your work. If you do, you may get the credit, but you will miss the point of the practice entirely.

4. Material covered by assignments. Weekly “Connect” 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
- donqijote.org
- dummies.com
- musicalspanish.com
- spanishspanish.com
- Trinity.edu/mstroud/grammar
- Duolingo.com
- Colby.edu/~bknelson/SLC/index.php
- Drlemon.net/grammar
- www.cliffsnotes.com/
- wordreference.com (diccionario)
- 123teachme.com
- dicionarioreverso.net

*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:
Composition. Twice during the semester you will be asked to pair up with a classmate and interview each other in order to gather primary research for use in writing a composition. The composition topic will be taken from the chapter themes in the textbook: you will record the results of your interviews, draw up outlines, and revise this material in a final draft that will be typewritten and printed in hard copy. All of these steps will be submitted together to the instructor.

Presentation: For the oral presentation, you will pick a specific topic from the world of Spanish-speaking culture and give a brief, five minute presentation to the class in Spanish. These presentations will take place throughout the semester.

Twice during the semester, you will interview classmates and write compositions (number of words TBD by your instructor) based on the interview information and themes from the textbook. For the oral presentation, you will pick a specific topic from the world of Spanish-speaking culture and give a brief, five minute presentation to the class in Spanish.

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

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

- Write your composition and give the presentation entirely in Spanish.
- Use structures, tenses and vocabulary learned in class only
- Avoid using online translators and/or friends (note: this is plagiarism and will result in a 0%)

Guidelines:

a. Composition: Your work should be evidence of your performance in class. Please write it by yourselves, 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 you will be given a 0% on the assignment. 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 in mind that you will have to perform your dialogue.

b. Oral Presentation: Practice, practice and then practice some more! Although this assignment might seem daunting, there is no need to stress about it. Avoid trying to memorize overly long or complicated sentences; focus on remembering main concepts / soundbites / vocabulary that you can talk about in simple Spanish. Stick to simplicity! If you do forget a word (or two) while you are presenting, don’t stop. Just carry on! Remember that your goal in this part of the assignment is to demonstrate how well you can communicate in basic Spanish.

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

Dialogue Topic: TBD by your instructor.

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.
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<th>Semana 1</th>
<th>ENERO 14-18</th>
<th>Introducción al curso, Connect Orientations</th>
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<tr>
<td>Semana 2</td>
<td>ENERO 21-25</td>
<td>(SPAN 1311 Present Tense Review, Orientations)</td>
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| Semana 3  | ENERO 28-FEBRERO 1 | VOCABULARIO Y GRAMÁTICA, CAPÍTULO 7 ¡A COMER! 
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Two verbs that express to know 205  
Words like some, none, and no one 215 |
| Semana 4  | FEBRERO 4-8 | GRAMÁTICA, CAPÍTULO 7 ¡A COMER! 
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CULTURA: Panamá  
Prueba Capítulo 7  
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CONNECT TAREA #2 (CH 7) DUE (2.5% OF YOUR GRADE) |
| Semana 5  | FEBRERO 11-15 | VOCABULARIO, CAPÍTULO 8 DE VIAJE  
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| Semana 6  | FEBRERO 18-22 | GRAMÁTICA, CAPÍTULO 8  
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Talking about the past: regular preterit 251  
CULTURA: La República Dominicana  
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CONNECT TAREA #3 (CH 8) DUE ON FEB 24 AT 10:59 P.M.(2.5% OF YOUR GRADE) |
| Semana 7  | FEBRERO 25-MARZO 1 | GRAMÁTICA, CAPÍTULO 9 LOS DIAS FESTIVOS  
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VOCABULARIO, CAPÍTULO 9 LOS DIAS FESTIVOS  
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Talking about feelings and emotions 271  
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Semana 10
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Semana 11
MARZO 25-30  VOCABULARIO, CAPÍTULO 10 EL TIEMPO LIBRE
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How to express the most, least ... 310
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(TR) THURSDAY
(MWF) FRIDAY

Last day to drop a class (APR 5, Friday)

Semana 12
ABRIL 1-5  GRAMÁTICA Y VOCABULARIO, CAPÍTULO 10 EL TIEMPO LIBRE
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Household tasks 298

Last day to drop a class (APR 5, Friday)
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CONNECT TAREA #5 (CH 10) DUE ON APR 7 AT 10:59 P.M.(2.5% OF YOUR GRADE)

Semana 13
ABRIL 8-12  GRAMÁTICA Y VOCABULARIO, CAPÍTULO 11 LA SALUD
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Talking about health and wellness 324
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Semana 14
ABRIL 15-19  GRAMÁTICA, CAPÍTULO 11 LA SALUD
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Semana 15
ABRIL 22-26  ORAL ACTIVITY (10% OF YOUR GRADE)

Semana 16
ABRIL 29-MAYO 1  CONTINUE ORAL ACTIVITY (10% OF YOUR GRADE)
OR FINAL EXAM REVIEW

MAYO 2  READING DAY (NO CLASSES)

MAYO 3, 6-9  Prueba Capítulo 11
CONNECT TAREA #6(CH 11) DUE ON APR 21 AT 10:59 P.M. (2.5% OF YOUR GRADE)

MAYO 11-14  GRADING DAYS