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Office hours: Mondays, Wednesdays and Fridays 11:30-12:30 and by appointment.

I. Course Goals

This second course of the three-semester sequence Spanish series at Moravian College is designed to consolidate your knowledge of Spanish grammar while increasing your general vocabulary and comprehension skills. The class will be conducted entirely in Spanish. Students will achieve “Intermediate Low” proficiency upon completion. Students will develop skills in reading, writing, conversation, and comprehension, as well as broadening their cultural understanding of the Spanish-speaking world.

You should expect to dedicate at least **two hours** of study outside of class **for every hour of class time**. Language learning is a gradual, cumulative process; you will have the greatest success and see the most long-term gain from consistent, daily work. Your conscientious preparation outside of class along with your regular attendance and active participation in class will make it possible for you at the end of this course, to be able to handle basic conversations on familiar topics, write diverse kinds of compositions, read and understand a wide range of authentic materials, and have a greater understanding of Spanish-speaking countries and of Hispanic cultures.

Spanish 105 will also provide students wishing to continue developing their language skills in advanced Spanish classes with a solid foundation on the structural, lexical, conversational, and literary aspects of this language.

-Spanish 105 covers chapters 6-10 of [¡Arriba!](#)

II. Background Requirements

Students at this level are expected to be familiar with basic Spanish vocabulary and to have a good grasp of most basic grammar concepts (subject/verb agreement; conjugation of the present tense; interrogative words, and direct object pronouns), as well as some control over certain of the more complicated concepts (adjective/noun agreement; use of direct object pronouns; the use of *ser*, *estar* and *tener*). Students are strongly urged to use the [SAM](#) electronic tutorial for additional practice with these grammar topics.

III. Materials

1. Zayas-Bazán, Eduardo and Susan M. Bacon, *¡Arriba! Comunicación y Cultura*, 5th. Edition.
2. MySpanishLab Access Key to the electronic Students Activity Manual (SAM) to accompany the textbook *Arriba!*
3. [Webster's Dictionary. Spanish-English / English Spanish](#). New York: Random House, 2002.
4. Blackboard, with activities to print out.
5. A loose folder, three rings binder preferred, to keep organized the materials covered in class, vocabulary of new words, quizzes and exams, pencil and two color markers.

IV. Letter grades:

95- 100	A	86-83	B	76-73	C	66-63	D
94-90	A-	82-80	B-	72-70	C-	62-60	D-
89-87	B+	79-77	C+	69-67	D+	59-0	F

V. Grades A. Breakdown of Grade Components:

<p><u>Oral Component: 30%</u></p> <p>Class participation 10%</p> <p>Final oral exam 10%</p> <p>Food/Music activity 10%</p>	<p><u>Writing Component 20%</u></p> <p>Compositions (3) 15%</p> <p>MySpanishLab Homework 5%</p>
<p><u>Reading Component 10%</u></p> <p>Reading Exam 10%</p>	<p><u>Support Skills 40%</u></p> <p>(grammar, vocabulary, culture)</p> <p>Exams (3) 20%</p> <p>Quizzes (5+) 5%</p> <p>Final Exam 15%</p>

~Grades are cumulative~

B. Determining Components:

1. *Class participation (10%)* involvement in class activities. Students come to class prepared, (Textbook, dictionary, Spanish folder, pencil and markers). Active participation involves speaking and collaborating in paired and group activities, in-class writing, short oral presentations, doing on-line preparatory work, and volunteering thoughtful answers in class discussions.

A positive attitude is also expected and it makes a difference in your participation. Everyone’s presence and lively participation is crucial to our collective success.

Participation should be in Spanish, when speaking with another student and with the professor. Chatting in English may be considered “negative participation” and will result in a very low participation grade. Speaking in Spanish, even when you make mistakes, get frustrated, or have trouble communicating, helps your brain adjust on how to learn Spanish. Constant repetition and practice will help; translating each word to/from English will interfere with the learning process. It’s like a sport or playing an instrument—practice is the key. The participation grades will be assigned as follows:

Class participation grades will be daily assigned as follows:

- A (4) - participates actively in class and small group discussions; prepares homework well; often volunteers answers and speaks with few mistakes.
- B (3) - participates actively in class and small group discussions; usually prepares homework well; sometimes volunteers; makes some mistakes with more advanced grammar concepts.
- C (2) - answers correctly when called upon; homework not always prepared well or on time; unsure of some basic grammar concepts; makes frequent mistakes with advanced grammar.

- D (1) -not able to answer when called upon, homework poorly prepared or not at all; shows little interest in class; makes frequent mistakes with basic grammar concepts.
- F (0) -shows no interest in speaking Spanish; does not prepare homework or discussion topics; rarely answers when called upon or repeatedly gives incorrect answers and makes frequent mistakes with basic grammar concepts. Remember if you are not in class, your class participation grade is F for this day.

Please turn off your cell phone before entering the class. I will ask you to leave the class if you are sending or receiving any type of messages during class.

Please, avoid food, (that includes chewing gum), and/or drinks during class. It is very difficult to communicate well with something in your mouth.

2. *Oral exams (10%)* There is one 5-10-minute oral exam, done in pairs, which will consist of an interview and/or a role-play. Speaking skills will be evaluated on the basis of the following scale:

Communication of Message	20%
Comprehension of Message	20%
Content and Vocabulary	20%
Grammatical Accuracy	20%
Pronunciation and Fluency	20%

3. *Reading exams (10%)* There are two or more unannounced reading exams which will test reading comprehension. An exam may test comprehension of a literary reading or an authentic journal articles. Dictionaries can be used.

4. *Pruebas (5%)* There will be occasional quizzes some announced, others not. They will be brief and are designed to help both the student and the professor keep track of progress. No make-up quizzes will be given for any reason. Even if a quiz is in the calendar that does not mean that we will have in that particular day. You should be prepared to take it at any time.

5. *Exams (20%)* There are three exams at the end of each chapter covering the Spanish culture, grammar, and vocabulary.

6. *Final exam (15%)* The final exam on support skills (culture, grammar, and vocabulary) will be comprehensive and will be similar in format to the previous exams.

7. *Compositions (15%)* You will write three compositions during the semester. Compositions should be typed and double-spaced. They should be at least one page long. They are due at the beginning of class, and may not be emailed to me unless we have made previous arrangements. Compositions will be evaluated based on vocabulary, syntax, grammar, fulfilling requirements for each assignment, and creativity. Late work will not be accepted. All compositions should include: title, name of student, name of instructor, course number, and date. Use capital at the beginning of a sentence, respect paragraphs and don't forget punctuation marks (accents, use of interrogatives and exclamatory at beginning and end of sentences.)

Compositions rubrics:

Organization 20
Content 20
Grammar 20
Vocabulary 20
Overall presentation 20

7. *B Homework (5%)* MySpanishLab (<http://www.myspanishlab.com/>) activities are assigned on a daily basis and will have due dates as indicated on your calendar at SAM (Students Activity Manual).

There is a workbook and audio exercises, as well as a video, and extra tutorials for the student to complete. This daily preparation is important for solid language-learning as well as forming the basis for informed class preparation and understanding. Late work will not be accepted.

8. *Food/Music Activity (10%)* Each Chapter has special activities about food and music. Students choose a between bringing in a sample of Hispanic food or a tape of Hispanic music. Those who choose the food activity will find and prepare a recipe for the class to sample. Information about the dish and the recipe must be submitted for grading. Those who choose the music activity will find a song with a Hispanic rhythm. Students must bring the tape, copies of the lyrics, and background information on the music (origin, instruments) and the artist. This information is to be submitted for a grading. Students must consult with me one week before they are presenting. Grades will be based on content (30%), speaking ability (25%), grammar (25%), and creativity (20%).

VI. Attendance Policy

A. Absences

Spanish 105 is a 67.5 hour course in Spanish. Successful completion of the course presupposes 67.5 class-hours of direct contact with the Spanish language much the same way a laboratory course or any skill-licensing course presupposes a predetermined number of contact or practical hours. Nevertheless: *the first 3 class hours absent will be excused.

*Any and all absences after the first three, regardless of the reason (illness, accident, field trips, etc.) will require **proper written documentation to be presented no later than one week after the absence**; otherwise, your final grade will be lowered by 1% for each unexcused absence.

*There are no make-ups for any unexcused absences.

B. Late Arrivals will not be accepted unless a good excuse is presented. Classes start and end on time.

Penalties: for more than four late arrivals (10 or more minutes) or earlier dismissals will count as one absence.

VII. Academic Integrity

Moravian College's policy on academic dishonesty states, in part, that "copying, or allowing another student to copy, a computer file that contains another student's assignment, and submitting it, in part or in its entirety, as one's own" constitutes plagiarism. "Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one's own individual work" also constitutes plagiarism. It is a serious offense and it will be handled according to the college policy on academic honesty. Please note that "When writing creative or research papers in a foreign language, students may not use electronic translation services. It is important that all students, for their own protection, be aware of the consequences of such acts. Please, read the Student Handbook.

VII. Disability

Any student with a disability who would like to request accommodations under the ADA must meet first with someone to evaluate his/her case and give specific recommendations to the professor. For learning disabilities and/or ADD/ADHD, see Mrs. Laurie Roth in the Office of Learning Services (Ext. 1510); for all other disabilities, see Dr. Ronald Kline in the Counseling Center (Ext. 1510).

SPANISH 105 COURSE CALENDAR

Semana 1	<u>Class Activities (actividades en la clase)</u>	<u>Major assignments</u> Due at the beginning of class for the date listed.
14 enero	Introducción al curso y repaso	
16 enero	Repaso	Sign-up MySpanishLab CRSWEVN-18632 SAM tutorials for Chapters 1-3
18 enero	<i>Cap. 6, 1ª. Parte. La comida (190-91)</i>	Presentations: groups form SAM tutorials for Chapters 4-5
Semana 2		
21 enero	Martin Luther King, Jr. Day- No hay clase	
23 enero	<i>Quiz</i> <i>Dar/decir y el objeto indirecto (195-96)</i>	Quiz on vocabulary SAM-6: 1-4
25 enero	<i>Gustar y verbos como gustar (198)</i>	SAM-6: 9-15
Semana 3		
28 enero	<i>Cap. 6, 2a parte. En la cocina (202-03)</i>	SAM-6: 18-21 y 27
30 enero	Pretérito verbos regulares (207-8)	<i>Presentación 1: Chile</i> SAM-6: 28-36
1 febrero	<i>Quiz</i> Pretérito verbos irregulares I (210-11)	Quiz verbos: pretéritos regulares SAM-6: 37-41
Semana 4		
4 febrero	Cultura: Chile. Repaso	SAM-6: 44-48 y 58-61
6 febrero	Examen (I) Cap. 6 Video Pura Vida 6	SAM-6: 23-25, 50-52 y 54
8 febrero	<i>Cap. 7, 1a parte. El tiempo libre (224-25)</i> Composición I	Composición 1. Reseña de un restaurante (ver <u>Arriba</u> 220) SAM-6: 55-57
Semana 5		
11 febrero	Pretérito Verbos irregulares II (229)	SAM-7: 1-7
13 febrero	Expresiones negativas e indefinidas (231-32)	<i>Presentación 2: República Dominicana y Puerto Rico</i> SAM-7: 9-12
15 febrero	<i>Cap. 7, 2a parte. Los deportes (236-37)</i>	<i>Presentación 3: Cuba</i> SAM-7: 14, 15 y 17

Semana 6		
18 febrero	Pretérito verbos irregulares III (241-42)	SAM-7: 23-27, 30 y 31
20 febrero	<i>Quiz</i> Pronombres de objeto directo e indirecto (244)	Quiz: pretéritos irregulares SAM-7: 32-35
22 febrero	Cultura: La Islas Hispánicas del Caribe. (248-49) Repaso	SAM-7: 37-41
Semana 7		
25 febrero	Examen (II) Cap. 7 Video Pura Vida: 7	SAM-7: 19-21, 42-44, 46, 50, 52 y 53
27 febrero	<i>Cap. 8. 1ª parte. De compras (258-59)</i>	<i>Presentación 4: Perú</i> SAM-7: 47 y 48
29 febrero	Verbos en el imperfecto (262-63)	SAM-8: 1-7
Semana 8		
3 marzo	Spring Recess	
5 marzo	Spring Recess	
7 marzo	Spring Recess	
Semana 9		
10 marzo	<i>Quiz</i> Números ordinales (266). <i>Cap. 8. 2ª parte. Las tiendas (270-71)</i>	Quiz verbos imperfectos y/o vocabulario. SAM-8: 9-15
12 marzo	Pretérito e imperfecto (274-75)	SAM-8: 17, 19, 24-26 y 28-30
14 marzo	Pretérito e imperfecto (276)	SAM-8: 31-33
Semana 10		
17 marzo	Se pasivo/Se impersonal (278-79)	SAM-8: 36
19 marzo	Cultura. Perú y Ecuador (282-83) Repaso.	SAM-8: 38-41
21 marzo	Easter Recess	
Semana 11		
24 marzo	Easter Recess	
26 marzo	Examen (III) Cap. 8 Video Pura Vida: 8	SAM-8: 20-22, 43-47, 52-54
28 marzo	<i>Cap. 9, 1ª parte. En el aeropuerto (295)</i> Composición II	Composición 2. Una fábula (ver <u>Arriba</u> 289) SAM-8: 49-51
Semana 12		
31 marzo	Para/por (298-99) y adverbios (302-03)	SAM-9: 1-5
2 abril	<i>Cap. 9 2ª parte. Los viajes (307)</i>	SAM-9: 8-12, 14-16
4 abril	El subjuntivo en cláusulas nominativas (311-13)	SAM-9: 22-25, 27 y 28
Semana 13		
7 abril	<i>Quiz</i>	Quiz: El subjuntivo & para/por.

	El subjuntivo para expresar voluntad (314-15)	<i>Presentación 7: Colombia</i> SAM-9: 29-33 y 35
9 abril	Cultura Venezuela y Colombia. (321) Video Pura Vida: 9	SAM-9: 37, 38, 43
11 abril	No hay clase. Complete assigned activities.	SAM-9: 44, 45, 47-49
Semana 14		
14 abril	<i>Cap. 10. 1ª parte. La salud</i> (330-31) Composición III	Composición 3. Un folleto turístico (ver <u>Arriba</u> 324-25)
16 abril	El subjuntivo para expresar emociones (344-45)	<i>Presentación 8: Bolivia o Paraguay</i> SAM-10: 1-7
18 abril	El subjuntivo para expresar duda y negación (346-47)	SAM-10: 31-35
Semana 15		
21 abril	Video Pura Vida: 10 Entrevistas orales	SAM-10: 38, 39, 43 y 49
23 abril	Entrevistas orales	SAM-10: 50-53, 55-57
25 abril	Repaso general del curso	SAM-9: 18-20, 39-41 SAM-10: 18, 45-47
	Examen final: (Abril 28-Mayo 3). Exact day and date TBA	

Note: The professor reserves the right to modify class topics and assignments
 Any changes for major assignments will be announced.

