

Spanish 105: Introduction to Spanish II
Department of Foreign Languages
Moravian College
Primavera 2009

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Office hours: Mondays and Wednesdays 9:00-10:30 and by appointment.

I. Course Goals

This course is the continuation of Spanish 100. Students will achieve novice-mid to novice-high proficiency upon completion. Students will develop skills in reading, writing, dialogue, and comprehension, as well as broadening their cultural understanding of the Spanish-speaking world.

Expect to set aside 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 accomplishment and see the most long-term gain from consistent, daily work. Your conscientious preparation outside of class along with your regular attendance and active input 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 varied compositions, read and understand a wider range of authentic materials, and have a better understanding of the Spanish-speaking world.

Spanish 105 also provides a solid foundation on the structure, lexicon, communication, and literary aspects of the language to students wishing to continue in advanced Spanish courses.

-Spanish 105 covers chapters 6-10 of ¡Arriba!

FORMULA FOR SUCCESS:

DAILY HOMEWORK + REGULAR ATTENDANCE + ACTIVE PARTICIPATION IN CLASS = HIGH ACHIEVEMENT

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, direct object pronouns, reflexive verbs), as well as some control over certain of the more complicated concepts (adjective/noun agreement; the use of *ser*, *estar* and *tener*). Students are strongly urged to make use of 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 Volume II.
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 (students should check out the electronic blackboard to be up to date with class and home work.
5. A loose folder, three rings binder with five sections (one for each chapter to be studied) pencils and two color markers.

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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: 25%</u></p> <p>Class participation 15%</p> <p>Skit 10%</p>	<p><u>Writing Component 25%</u></p> <p>Composition 15%</p> <p>MySpanishLab/HW 10%</p>
<p><u>Reading Component 10%</u></p> <p>Reading Exam 10%</p>	<p><u>Support Skills 35%</u></p> <p>(grammar, vocabulary, culture)</p> <p>Exams (4) 20%</p> <p>Quizzes (4) 8%</p> <p>Final Exam 12%</p>

~Grades are cumulative~

B. Determining Components:

1. *Class participation (15%)* 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 and dynamic participation is crucial o our collective success.

Use the Spanish when speaking with another student and with the professor. Chatting in English may be considered “negative participation” and will lower your participation grade. Speaking in Spanish, even when you make mistakes, get frustrated, or have trouble communicating, helps your brain accommodate to the new language. 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 key.**

Class participation grades will be daily assigned as follows:

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- 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. *Reading exam (10%)* There are one or more unannounced reading exams which will test reading comprehension. It may be literary excerpt and/or a journal/newspaper article. You may use your dictionary.

3. *Pruebas (8%)* There will be five vocabulary quizzes. They are designed to help both the student and the professor keep track of progress. No make-ups for quizzes

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

5. *Final exam (12%)* The final exam on support skills (culture, grammar, and vocabulary) will be comprehensive and will be similar in format to the previous exams.

6. *Composition (15%)* You will write one composition this semester. Final draft compositions should be one page long typed and double-spaced. They are due the last day of class, and may not be emailed to me unless we have made previous arrangements. Compositions will be evaluated based on overall presentation, use of appropriate vocabulary, syntax, grammar, and creativity. Late work will not be accepted. All compositions must include: title, name of student, name of instructor, course number, and date.

Compositions rubrics:

Organization/Presentation	25
Content	25
Grammar	25
Vocabulary	25

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7. *Homework* (10%) MySpanishLab (<http://www.myspanishlab.com/>) activities are assigned on a daily basis and have due dates as indicated on your calendar at SAM (Students Activity Manual). Workbook, audio activities, as well as the video and extra tutorials are for the student to complete. This daily preparation is important for solid language-learning as well as for preparing the students to be ready to communicate in class in the Spanish language. Late work will not be accepted unless proper documents justify it.

8. *Skits* (10%) Each Chapter covers structures, vocabulary and cultural information. Students are to select ONE topic to present to the class. I need the outline of the presentation. Discussion will follow classroom presentations. Come prepared to present for 5-7', (**Spanish only**). You may prepare a computer generated presentation (YouTube, Video recorded, etc. If you decide to use Power Point, you may not read your whole presentation out of the screen. Grades will be based on content (30%), speaking ability (25%), grammar (25%), and overall presentation/creativity (20%).

VI. Attendance Policy

A. Absences

Spanish 105 is a 42 hour course in Spanish. Successful completion of the course assumes 42 class-hours of direct contact with the Spanish language much the same way a laboratory course or any skill-licensing course presupposes a set number of contact or practical hours. Nevertheless:

*the first 2 classes absent will be excused.

*Any and all absences after the first two, 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 two late arrivals (10 or more minutes) or earlier dismissals will count as one absence.

VII. Academic Integrity

Plagiarism, cheating, helping or hindering others, false testimony, violations of copyright law, are unacceptable in the course. A discussion of each of these areas may be found in your Student Handbook (<http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>.) Any violation of this matter will have as a consequence a zero in the course.

VIII. Disability

Any student with documented special needs has the right request accommodations under the American with Disabilities Act (1990) and the Rehabilitation Act (1973). It is the student's responsibility to request accommodations well in advance of need in order to give the College a reasonable amount of time to evaluate the documentation and implement the accommodation. For more information, please refer to the Student Handbook (<http://www.moravian.edu/studentLife/handbook/Handbook08.pdf> .)

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Spanish 105 Course Calendar

Semana 1	<u>Class Activities (actividades en la clase)</u>	<u>Assignments/ Student Activities Manual</u> Due at the beginning of class for the date listed.
19 de enero	Introducción al curso y repaso	Sign up and familiarize with (SAM) MySpanishLab /Blackboard
21 de enero	Más repaso	Syllabus contract signed today.
23 de enero	Discussing food, eating preferences and ordering meals. <i>Cap. 6, 1ª. Parte. Las comidas (1 90-94)</i>	Study pg. 190/191. Do 6-1,6-2 SKITS sign- up list (in class) SAM 6-1,2.
Semana 2		
26 de enero	<i>Talking about things and expressing to or for whom Dar/decir y el objeto indirecto (195-97)</i>	SAM 6-3,4 Study pgs. 195/196. Do 6-10,6-11
28 de enero	<i>Expressing likes and dislikes</i> <i>Gustar y verbos como gustar (198-200)</i>	SAM 6-9,10, 11, 13, 14, 15, 16 Study pgs. 198. Do 6-16, 6-17
30 de enero	Q1 vocabulary. <i>Discussing cooking and recipes</i> <i>Cap. 6, 2a parte. En la cocina (202-06)</i>	SAM 6-18, 19, 20, 21 Study for quiz 1 Study pgs. 203-4. Do 6-2, 6-26
Semana 3		
2 de febrero	<i>Talking about events in the past.</i> Pretérito verbos regulares (207-10)	SAM 6-27,28,29,30,31,33,34,35,36 Study pgs. 207-8. Do 6-31, 6-32
4 de febrero	<i>Talking about events in the past.</i> Pretérito verbos irregulares I (210-12)	SAM 6-37,38,39,40,41 Study pgs. 210-11. Do 6-38
6 de febrero	Video PURA VIDA #6 (213) Chile: un país de contrastes (214-216) <i>Reviewing for the test</i>	SAM 6-44,45,46,47,48,54,55 Read pg. 213, 6-43. Do 6 SKIT #1 (Chapter 6)
Semana 4		
9 de febrero	Cultura: Chile. Ritmos (217) Examen (I) Cap. 6 Ahora escribimos (p. 220)	SAM complete all assigned activities Study for Exam I
11 de febrero	<i>Talking about activities you like to do in your free time.</i> <i>Making plans to do something</i> <i>Cap. 7, 1ª. Parte. El tiempo libre (224-28)</i>	Study pgs. 224-225. Do 7-1 SAM 7-1, 7-2
13 de febrero	<i>Reporting past events and activities</i> Pretérito Verbos irregulares II (229-231)	SAM 7-3, 7-4. 7-5, 7-6. 7-7 Study pgs. 229. Do 7-9, 7-10

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Semana 5		
16 de febrero	<i>Talking about indefinite people/things and people/things that do not exist.</i> Expresiones negativas e indefinidas (231-34)	SAM 7-9, 7-10, 7-11, 7-12 Study pgs. 231-32. Do 7-13, 7-14
18 de febrero	Q2 vocabulary. Talking about sports <i>Cap. 7, 2a parte. Los deportes (236-40)</i>	SAM 7-14, 7-15, 7-17 Study for Quiz II Study pgs. 237-38. Do 7-20, 7-21
20 de febrero	<i>Reporting past events and activities</i> Pretérito verbos irregulares III (241-43)	SAM 7-23, 7-24, 7-25, 7-26, 7-27, 7-30, 7-31 Study pgs. 241-42. Do 7-27
Semana 6		
23 de febrero	<i>Taking short-cuts in conversations</i> Pronombres de objeto directo e indirecto (244-46) <i>Reviewing for the test</i>	SAM 7-32, 7-33, 7-34, 7-35, 7-37, 7-38 Study pg. 244. Do 7-31
25 de febrero	Examen (II) Cap. 7 Ahora escribimos p. 254 Cultura: La Islas Hispánicas del Caribe. Repaso (248-49)	SAM complete all assigned activities Study for Exam II
27 de febrero	Video PURA VIDA #7 (p.247) Las islas hispánicas del Caribe (248-250)	SKIT #2 (Chapter 7) Read pg. 247, 7-36 SAM 7-46, 7-47, 7-48, 7-50, 7-51, 7-52, 7-53
Semana 7		
2 de marzo	Spring Recess	
4 de marzo	Spring Recess	
6 de marzo	Spring Recess	
Semana 8		
9 de marzo	<i>Shopping at a department store</i> <i>Cap.8, 1ª. Parte. De compras (258-262)</i>	Study pg. 259. Do 8-1, 8-4 SAM 8-1, 8-2
11 de marzo	<i>Talking about what used to happen and what you used to do in the past. Describing a scene in the past.</i> <i>El imperfecto de los verbos regulares e irregulares (262-265)</i>	SAM 8-4, 8-5, 8-6, 8-7 Study pgs. 262-63. Do 8-10, 8-11
13 de marzo	<i>Describing a scene in the past</i> <i>Números ordinales (266).</i>	SAM 8-9, 8-10, 8-11, 8-12, 8-13, 8-14, 8-15 Study pg. 266. Do 8-16
Semana 9		
16 de marzo	Q3 vocabulary. <i>Reading and responding to advertisements. Describing a product</i> <i>Cap. 8. 2ª parte. Las tiendas (270-74)</i>	Study for Quiz III SAM8-17. 8-19, 8-20 Study pgs. 270-71-72. Do 8-21
18 de marzo	<i>Contrasting what happened in the past with something else that was going on</i> <i>Pretérito versus imperfecto (274-78)</i>	SAM 8-24, 8-25, 8-26, 8-28, 8-29, 8-30 Study pgs. 274-75-76. Do 8-26, 8-27, 8-28

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20 de marzo	Se pasivo/Se impersonal (278-79)	<i>SAM 8-31,8-32, 8-33, 8-34, 8-35, 8-36</i> <i>Study pgs. 278-79. Do 8-34,8-35</i> SKIT #3 (Chapter 8)
Semana 10		
23 de marzo	Video PURA VIDA #8 Cultura: El reino inca y el Ecuador (282-284) (Ritmos,285) <i>Reviewing for the test</i>	<i>SAM 8-38, 8-39, 8-40, 8-41, 8-47, 8-48, 8-52, 8-53, 8-54</i> Read pg. 281, 8-38
25 de marzo	Examen (III) Cap. 8 Ahora escribimos p. 289	<i>SAM complete all assigned activities</i> <i>Study for Exam III</i>
27 marzo	<i>Requesting travel related information.</i> <i>Making travel arrangements</i> <i>Cap. 9, 1ª parte. En el aeropuerto (294-97)</i>	<i>SAM 9-1, 9-2</i> <i>Study pg.294-5. Do 9-1,9-2 y 9-3</i>
Semana 11		
30 de marzo	<i>Requesting travel related information.</i> <i>Making travel arrangements</i> <i>Para/por (298-301) y adverbios (302-04)</i>	<i>SAM 9-3, 9-4, 9-5</i> <i>Study pgs.298-9. Do 9-7, 9-8.</i> <i>Study pg 302. Do 9-12</i>
1ro. de abril	Q4vocabulary <i>Describing travel experiences</i> <i>Cap. 9 2ª parte. Los viajes (307-10)</i>	<i>SAM 9-8, 9-9, 9-10, 9-11, 9-12,9-14, 9-15, 9-16, 9-17</i> Study for Quiz IV <i>Study pgs.307-8. Do 9-20</i>
3 de abril	<i>Trying to influence another person. Giving advice</i> <i>El subjuntivo: Introducción (312-314)</i>	<i>SAM 9-23, 9-24, 9-25, 9-27, 9-28</i> SKIT #4 (Chapter 9) <i>Study pgs.311-12-13. Do 9-26</i>
Semana 12		
6 de abril	<i>Trying to influence another person. Giving advice</i> Más subjuntivo (314-318)	<i>SAM 9-29, 9-30, 9-31, 9-32, 9-33, 9-35</i> <i>Study pgs.314-15. Do 9-29, 9-30</i>
8 de abril	Video PURA VIDA #9 Cultura: Los países caribeños Venezuela y Colombia (320-322) Ritmos (323) <i>Reviewing for the test</i>	<i>SAM 9-37, 9-43, 9-44, 9-45, 9-47, 9-49</i> <i>Read pg. 319, 9-35</i> Composition first draft <u>due</u> <u>Modelo pg. 360</u>
10 de abril	Easter Recess	
Semana 13		
13 de abril	Easter Recess	
15 de abril	Examen (IV) Cap. 9	<i>SAM 10-1, 10-2, 10-3, 10-4</i>

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	Talking about your health and explaining which part of your body hurts. Cap. 10. 1ª parte. La salud (330-33) http://www.practicingspanish.com (nice link for medical/nurse students)	Study for exam cap. 9 Study pgs.330-31. Do10-1, 10-2
17 de abril	Inviting others to do something. Making indirect suggestions Nosotros comandos (334-336) y Comandos indirectos (337-338)	SAM 10-5, 10-6, 10-7, 10-8 Study pgs.334. Do 10-6 Study pgs.337. Do 10-11
Semana 14		
20 de abril	Talking about how to stay fit Quiz 5: vocabulary Cap. 10. 2ª parte. Mejora la salud (340-44)	SAM 10-9, 10-10, 10-11, 10-12, 10-13, 10-14, 10-15, 10-16 Study for quiz 5 Study pgs.341-42. Do10-17
22 de abril	Expressing emotions El subjuntivo para expresar emociones (344-46)	SAM 10-22, 10-23, 10-24, 10-25, 10-26, Study pgs.344-45. Do10-23, 10-24
24 de abril	Giving your opinión about something El subjuntivo para expresar duda y negación (347-50)	SAM 10-31, 10-32, 10-33, 10-34, 10-35, Study pgs.347-48. Do10-29, 10-30
Semana 15		
27 de abril	Video PURA VIDA #10 Cultura: Bolivia y Paraguay	SKIT #5 (Chapter 10) Read pg. 351 10-34. SAM 10-38, 10-39, 10-40, 10-41, 10-42, 10-43 10-49, 10-50, 10-51, 10-52, 10-53
29 de abril	Make-ups	SAM complete all assigned activities
1ro. de mayo	LAST DAY OF CLASS Repaso general del curso	Composition due today
	Examen final: (Mayo 4-9). 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.