

COURSE SYLLABUS
SPANISH 2314-01 Continuing Spanish Proficiency I
Fall Semester 2012
Department of Modern Foreign Languages

COURSE DESCRIPTION

Focus is on increasing proficiency in Spanish using the skills of listening, speaking, reading, writing, viewing, and showing in the interpersonal, interpretive and presentational modes. Because mastery of speech in Spanish requires classroom practice in speaking, and not merely study of grammar and vocabulary, class time will be used to provide opportunity for students to speak in pairs and small groups, using a variety of materials. Although more time will be spent in Spanish 2314 practicing grammatical structures than was true in the two previous courses for the simple reason that the grammar presented is more complex. Literary readings and compositions are included. Students will continue to gain insights into Hispanic cultural values and patterns of daily life. Not open to students with proficiency level above Novice High.

Students are expected to have mastery of the material presented in Spanish 1314, 1324 and 2314 when entering Spanish 2314. Usual course sequence in the Spanish program is 1314, 1324, 2314, 2314, 3314, 3324, three courses chosen from among {3306, 3335, 4305/6/7, 4313, 4343, 4385}, 4292, 4293. Spanish 2314 is not open to students with proficiency above Intermediate. Students in 2314 are expected to have completed Spanish 1314, 1324 and 2314 or have obtained credit for those courses by CLEP exam.

INSTRUCTOR INFORMATION

Name: Prof. Lisa Carroll-Davis

Email: lmdavis@hbu.edu

Office Location: TBA

Office hours: Tues/Thurs 2:00-3:00pm.

Class Location & time: Atwd 2 rm 202 Tu/Th 11:00-12:15pm

LEARNING RESOURCES

Course Text: Heining-Boynton, Leloup & Cowell, *Anda Intermedio with MySpanishLab, second edition*. Pearson. 2013. ISBN: 978-0205055951

The book is available at the HBU bookstore.

COURSE OBJECTIVES

The objectives of this course are:

1. Demonstrate proficiency in Spanish using the skills of listening, speaking, reading and writing:
 - to engage in oral and written exchanges of learned material to socialize and to provide and obtain information, to express preferences, feelings and hypothetical situations.
 - to demonstrate understanding of higher-level, spoken and written language such as instructions, directions, announcements, reports, conversations, comparison and instructions, and narrations.
 - to present information and convey messages on everyday topics to listeners and readers.

2. Demonstrate knowledge and understanding of cultures of the Spanish-speaking world:
 - by demonstrating an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of Spanish-speaking cultures.
 - by demonstrating an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the Spanish-speaking cultures.
3. Use Spanish to make connections with other subject areas and to acquire information:
 - by using resources to gain information in Spanish.
 - by using Spanish to obtain, reinforce or expand knowledge of other subject areas.
4. Use Spanish to develop insight into the nature of language and culture by comparing student's own language and culture to Spanish:
 - by demonstrating some understanding of the nature of language.
 - by demonstrating some understanding of the concept of culture.
 - by demonstrating some understanding of the influence of one language on another.
5. Participate in communities at home and around the world by using Spanish.

Students completing Spanish 2314 should be able to communicate at the Intermediate High level, according to the American Council on the Teaching of Foreign Languages oral proficiency standards. Spanish 2314 is intended to enable students to communicate in higher-level, abstract language.

RELATION TO DEPARTMENTAL GOALS AND PURPOSES

The course develops second-language skills on a basic level, with emphasis on communicating in speech and writing, and on comprehending spoken and written Spanish. This course introduces students to the basic skills needed to acquire a language which will improve and increase their capacity for better communication and projection of their values.

RELATION TO COLLEGE GOALS AND PURPOSES

This course is designed to support the mission of the College of Arts and Humanities: *“To develop intellectual, moral and aesthetic growth in its students.* “The acquisition of the skills of learning a second language promotes the growth of the student and enhances the scope, tolerance and acceptance of human beings. In accordance with College and Department goals, students develop intellectual ability through continued practice in writing and self-expression and through the critical review and study of works of literature.

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

With its focus on creative self-expression and self-examination, this course is designed to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence in support of our central confession, *“Jesus Christ is Lord.”*

ATTENDANCE

Please see the official Attendance Policy in the HBU Classroom Policy on Blackboard. Students missing more than 25% of the class will be given a failing grade.

ACADEMIC ACCOMMODATIONS

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard.

COURSE REQUIREMENTS & GRADE SCALE

Course requirements: Will include some or all of the following. Language activities, tests, quizzes, writing paragraphs and compositions, formal and informal oral evaluations, listening activities, contribution to class discussion, participation in small group activities, completion of assignments and workbook, completion of cultural experience reports, and a final oral examination and written examination.

Homework and other daily assignments will be announced in class. Major written and oral examinations are scheduled in writing on the course calendar, and repeated in class.

Oral examinations: Administered to individual students and pairs, oral tests cover situations and conversations dealing with familiar material. The instructor will evaluate speech ability on the basis of fundamental communicative success, grammatical accuracy, vocabulary, pronunciation, and fluency (fluidity, not necessarily speed) of speech.

Activities from the Online Workbook will be assigned for each chapter or section. Activities are graded by the computer, and are due on each corresponding test day.

Grading Scale: A=90-100 B=80-89 C=70-79 D=60-69 F=59 and lower

The grading standards will adhere to the general policy on grades stated in the HBU Bulletin of Information.

Determination of Final Grade:

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| Class participation/Attendance | 10% |
| Homework | 10% |
| Quizzes, writing assignments | 10% |
| Oral Exam | 10% |
| Chapter examinations | 40% |
| Comprehensive final examination | 20% |

LATE WORK & TEST POLICY

Late work is generally not accepted and will result in a zero. In rare exceptions, late work may be accepted but will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

Student Signature – I have read and understand the syllabus for this class. I understand that the content of this syllabus and the topical outline are subject to change at the discretion of the professor. I have read and understand the HBU Classroom Policy posted on Black Board. **I promise to uphold the Code of Academic Integrity at Houston Baptist University and will not tolerate its violation by others.**

TOPICAL OUTLINE

August 20 - 100 % Refund for Classes Dropped through this date

August 21-27 - 90 % Refund for Classes Dropped through this date

August 28-September 5 - 75 % Refund for Classes Dropped through this date

September 6-8 - 50 % Refund for Classes Dropped through this date

September 5 – Last day to drop without a “W”

September 9-December 11 - 0 % Refund for Classes Dropped through this date

October 26 - Last day to drop with a "W"

| Day | Objective | Textbook |
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| Tu 8/21 | Reviewing concepts from previous sections: Nouns, adjectives, articles Possessives, present indicative of regular and irregular verbs | Preliminar A: Para empezar Masculino/femenino, Singular/plural, Artículos definidos/indefinidos, Adjetivos pp. 2-9 Notas culturales, adjetivos posesivos pp. 10-12 presente indicativo de verbos regulares e irregulares pp. 13-17 |
| Th 8/23 | Reviewing concepts from previous sections: Stem changing verbs, reflexive constructions, choosing between ser and estar, expressing 'like' for something. | Perfiles p. 18 Cambios radicales (de raíz) pp. 19-21 Verbos reflexivos pp. 22-25 Ser vs estar pp. 26-28 Gustar pp. 29-30 Notas culturales p. 30 |
| Tu 8/28 | Describing people in detail Using direct, indirect and reflexive pronouns as appropriate Using verbs like gustar to express feelings and reactions | Capítulo 1: Así somos El aspecto físico y la personalidad, posesión con 'de' pp. 34-35 Pronombres directos, indirectos, y reflexivos pp. 35-38 Verbos como gustar, notas culturales pp. 39-43 |
| Th 8/30 | Anticipating and predicting content to ascertain meaning while listening to a conversation Speaking and writing about past events | Estrategia para adivinar el significado de una conversación pp. 44 Estados de ser – pp. 46 El pretérito pp. 47-48 |
| Tu 9/04 | Indicating what someone has done Sharing information about family Using appropriate expressions for greeting and saying goodbye | El presente perfecto del indicativo pp. 49-52 La familia pp. 53-56 Perfiles p. 57 Conversemos, saludos y despedidas pp. 58-59 |
| Th 9/06 | Using pre-reading techniques to aid in comprehension of a text Reviewing for Preliminar A and Chapter 1 exam | Vistazo cultural pp. 62-63 Laberinto peligroso: lectura pp. 64-66 Repaso |

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| Tu 9/11 | Preliminar A and Chapter 1 exam | |
| Th 9/13 | Sharing information about sports Giving commands, formal and informal | Capítulo 2: Tiempo libre Deportes pp. 72-73 Mandatos formales e informales pp. 74-77 |
| Tu 9/18 | Spiritual Emphasis Week Making suggestions ("let's" commands) Listening for the gist Describing pastimes | Mandatos de nosotros/as y mandatos con cambios radicales pp. 78-83 Notas culturales p. 82 Estrategia: escuchar para comprender pp. 84-85 Pasatiempos p. 86 |
| Th 9/20 | Expressing doubt, desire, etc Expressing requests, commands and desires | El subjuntivo pp. 87-90 El subjuntivo para expresar pedidos, mandatos y deseos pp. 91-95 Perfiles p. 94 Estrategias comunicativas: clarificando para comprensión pp. 96-97 |
| Tu 9/25 | Requesting clarification, checking for comprehension Using linking words in writing Understanding the gist of a passage of text Review for Chapter 2 exam | Escribe: los nexos p. 98 Cultura p. 100-101 Laberinto peligroso: lectura pp. 102-104 Repaso |
| Th 9/27 | Chapter 2 exam | |
| Tu 10/02 | Discussing past events Describing houses and their surroundings | Capítulo 3: Hogar, dulce hogar Los materiales de la casa y sus alrededores p. 110-111 El pretérito con verbos irregulares y cambios radicales pp. 111-114 El uso de los artículos definidos e indefinidos pp. 115-119 Notas culturales p. 117 |
| Th 10/04 | Listening for main ideas Discussing things inside of a house Discussing things that used to be Expressing feelings, emotions and doubt Discussing the state or condition of something | Escucha p. 120-121 Dentro del hogar p. 122-123 El imperfecto pp. 123-126 El subjuntivo para expresar sentimientos, emociones, y dudas pp. 126-129 |
| Tu 10/09 | Extending, accepting and declining invitations Determining the main idea in a text | Estar y el participio pasado pp. 130-133 Perfiles p. 131 Estrategias comunicativas pp. 134-135 Escribe p. 136 Vistazo cultural pp. 138-139 |
| Th 10/11 | Review for Chapter 3 exam | Laberinto peligroso: lectura pp. 140-143 Repaso |
| Tu 10/16 | Chapter 3 exam | |

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| Th 10/18 | Oral exams | |
| Tu 10/23 | Oral exams Expressing information about celebrating life events Describing and narrating past events | Capítulo 4: ¡Celebremos! Las celebraciones y los eventos de la vida p. 148-149 El pretérito y el imperfecto pp. 149-152 |
| Th 10/25 | Expressing things that had happened Describing foods and their preparation Indicating how long something has been going on or how long ago it occurred | El pasado perfecto (pluscuamperfecto) pp. 153-157 Notas culturales p. 156 Escucha: detalles p. 157 La comida y la cocina p. 159 Expresiones con hacer pp. 160-163 |
| Tu 10/30 | Describing foods Expressing doubt or emotion about past events To learn and share about celebrations and traditions in the Hispanic world | Más comida pp. 164-167 El presente perfecto del subjuntivo pp. 168-173 Perfiles pp. 172 Estrategias comunicativas: direcciones pp. 174-175 Escribe: secuencia p. 176 |
| Th 11/01 | Review for Chapter 4 exam | Vistazo cultural pp. 178-179 Laberinto Peligroso, Lectura pp. 180-182 Repaso |
| Tu 11/06 | Chapter 4 exam | |
| Th 11/08 | Discussing travel and transportation Using por vs para to express time, location, purpose and direction Talking about difficulties in travelling by car | Capítulo 5: Viajando por aquí y por allá Los viajes p. 188 Por vs para pp. 189-192 Viajando por coche pp. 193-195 Los pronombres relativos que y quien pp. 196-198 Las vacaciones pp. 199-201 Notas culturales p. 200 |
| Tu 11/13 | Clarifying meaning with que and quien Discussing vacations Talking about technology Describing something uncertain or unknown Sharing information about events in the past Talking about technology Describing something unknown | Escucha p. 202 La tecnología y la informática p. 204 El pretérito y el imperfecto pp. 205-207 El subjuntivo con antecedentes indefinidos pp. 208-210 Las acciones relacionadas con la tecnología pp. 211-215 |
| Th 11/15 | Asking for input and expressing emotions Using a dictionary Review for chapter 5 exam | Perfiles pp. 214 Conversemos pp. 216-217 Vistazo cultural pp. 220-221 Lectura p. 222-224 Repaso |
| Tu 11/20 | Chapter 5 exam | |
| Th 11/22 | Thanksgiving break | |

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| <p>Tu 11/27</p> | <p>Strategies for reviewing Describing people Discussing things that have happened Describing vacations Expressing desires Last Day of Class</p> | <p>Capítulo 6: ¡Sí, lo sé! Organizing review pp. 230 6:1 ¿Quiénes son? P. 231 6:2 Identificaciones , 6:3 ¿Qué tal has estado? p. 232 6:4 Nuestras familias p. 233 6:5 vamos de vacaciones, 6:6 ¿Qué tenemos en común? P. 235 6:7 Artuditu, quiero que... p. 236 6:10 Y aquí recomiendo, 6:11 en venta, 6:12 mis dudas pp. 238-239</p> |
| <p>Th 11/29</p> | <p>Expressing recommendations and doubts Talking about food Talking about things that are uncertain Describing past actions</p> | <p>6:13 Adivina p. 241 6:14 Observándolos, 6:15 ¡Fiesta! p. 242 6:18 Busco ayuda p. 244 6:20 ¿Lo quiere? p. 246 6:25 ¿Cómo eres? p. 248</p> <p>Come prepared with questions or areas where you need clarification</p> |
| | <p>Final Exam Date: TBA</p> | |

The content of this outline and the attached schedule are subject to change at the discretion of the professor.