

**Spanish 1002: Beginning Spanish II, Spring 2012
Section 005**

Instructor: Windy G. Roberts

Oficina: Camden 213

Teléfono: 589-6294 (trabajo) 589-4628 (casa)

Correo electrónico: wroberts@morris.umn.edu

Página web: www.morris.umn.edu/~wroberts

Horas de oficina:

Lunes 9:30-10:30 a.m.

Miércoles 2:00-3:00 p.m

Viernes 11:00 a.m. to noon

and by appointment

Hora y lugar de la clase: Martes & Jueves 2:00 p.m.-3:40 p.m. , Hum 211

Libros de texto: (1) Terrell et al., **Dos Mundos en breve** 4th edition

(2) **Cuaderno de actividades**, 4th edition

Página web associated with Dos Mundos: the textbook and the workbook: Cuaderno de actividades:

http://highered.mcgraw-hill.com/sites/0073385328/student_view0/index.html

This web page contains an enormous amount of material that will help you succeed in this course, **including the assigned listening activities.**

Objetivos de la clase: The objectives of Spanish 1001-1002 are:

- To improve your basic Spanish skills in the areas of **listening, speaking, reading** and **writing**.
 - **Listening:** to comprehend short conversations
 - **Speaking:** to engage in simple conversations, for example to speak about yourself and your family
 - **Reading:** to read and comprehend materials such as advertisements, instructions, and short passages in context
 - **Writing:** to construct sentences and write accurately at the short paragraph level
- To expand your awareness of Spanish as a living language, and of the diversity of cultures that make up the Spanish-speaking world.

Naturally, the level expected of students in Spanish 1002 is higher than the level expected of students in 1001, in all the above areas.

Expectativa importantísima: University regulations say “one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a four credit course that meets for three and a half hours a week should expect to spend an additional eight and a half hours a week on coursework outside the classroom.”

Putting in time on homework and out-of-class studying is essential to doing well in this course. To start, you need to do the assigned homework every day before the next class. Most days, the homework will have two parts:

- *Las páginas azules.* Here you will learn aspects of Spanish grammar and then do exercises to help you internalize the grammar points you just learned. The exercises need to be done neatly in a notebook. Answers are in the back of the text and you need to correct your own work.
- *El Cuaderno de actividades.* Here you will do reinforcement exercises to help solidify what you have learned. Most of the exercises are purely written. A few assigned exercises involve internet-based listening. You need to complete the exercises neatly in the *Cuaderno* itself and then again correct your answers.

The assigned homework is substantial. However, it will definitely take you less than eight and half hours a week. *You should spend some more time on the following activities:*

- Each *Paso* and *Capítulo* ends with a vocabulary list. Many words will already be familiar to you from your other work. You should learn some of the other ones that come easiest to you. You do not have to absolutely memorize all the words. On the internet site, there are flashcards and vocabulary quizzes that will help you learn vocabulary.
- For each *Paso* and *Capítulo*, *actividades auditivas* are assigned. There are many others, take advantage of them!
- Each of the grammar sections from the *páginas azules* comes with a quiz or two on the internet. You can test yourself and improve!
- The *Cuaderno* has sections *Pronunciación y ortografía*, having to do with pronunciation and accents. These sections have corresponding internet material. This material can help you out too.
- We will be doing some of the *Lecturas* (readings) from the *Cuaderno*. The other readings would be good practice.

You can find a classmate and practice speaking Spanish, perhaps doing some of the above activities together. Highly recommended. See below academic assistance/tutoring. There are other resources that can help you out too, even though they are not closely tied to our course.

- The Hasselmo Language Teaching Center is located in the basement of the Humanities Building. It provides computers and related language materials, including videos, CD-ROMs, newspapers and magazines, and international television broadcasts via satellite. Ask the staff there for details.
- There are a growing number of internet sites useful to students of Spanish. A few that you can start with are www.studyspanish.com, and wordreference.com
- The Academic Assistance Center offers tutoring for students in Spanish. They are located on the third floor of Briggs Library. If you feel you could benefit

from these services, you should visit the AAC as soon as possible.

I would be very glad to talk with you about how you are organizing your out-of-class work. As you go through the course, you should be building up your **self-motivation** in Spanish. You should have a sense of satisfaction that you are learning a lot. You should set high goals for yourself in terms of learning more.

En la clase. Of course, it is your responsibility to get to class on time. It is your responsibility to make sure you sign the attendance sheet each day. You need to bring the text, the *Cuaderno de actividades*, and your notebook with the assignments from the Blue pages neatly done to class every day. That is your preparation to be able to understand and be able to participate fully during our 100 minutes class periods.

We will do many different things in class. Some days I will briefly go over homework you have just done from the workbook or the Blue pages. The bulk of most days will be classroom activities. These activities may be individual, small-group, or full-class. We may spend five minutes watching a movie excerpt in Spanish and learning about the general culture of the different Hispanic countries we are studying. You may present somethings orally to the class. Finally, some days I will briefly discuss the homework due the next day. In general, class-time is devoted to communicative activities based on the grammar and vocabulary you have learned outside of class.

You should expect to be **very active** in class. We will be communicating **in Spanish**. You must be speaking Spanish too, even when you are communicating with your classmates. The classroom is a unique opportunity for you to practice. You can expect that you and all your classmates will be making mistakes in Spanish in the classroom: this is part of the learning process, not a source of concern!

Recognize that you will not understand every individual word that I say. One of the skills you are learning in this course is how to understand the meaning of what's being said without understanding every word! You should get used to using things like pictures and body language as clues.

Attendance. Attendance is required. If you happen to be late one day, please come in quietly rather than miss the entire class. As a rule, two late arrivals will count as an absence from class. Excuses for absences will be given at my discretion in accordance with University policy. When possible, **you should speak with me or e-mail me well before the date of absence to get my approval if you need to miss a class.** You should avoid any unexcused absences at all; starting with the third unexcused absence, each unexcused absence will lower your final score **1%**. For example, suppose you otherwise score 88% for the course, but have five unexcused absences. Then your final score for the course is 85%, and so your final grade would be a B instead of a B+.

Calificación final:

Four exams worth 10% each, and a final worth 15% for a total of 55%. Each examination will test your listening, vocabulary, grammar, writing, and reading skills. The exams are the largest percentage of your grade. You need to take every exam very seriously. The listening section of the exam will be given first, so if you come late you will miss it and you will not have an opportunity to earn the corresponding points. Each exam, including the exam given during finals week, is on the most recently covered chapter.

Class performance 20%. For a good score here, you must participate voluntarily, speak Spanish regularly during our class activities, and have a mature, courteous, and positive attitude. Speaking is an important part of this course, and not tested on the exams. It is important that you demonstrate in class that you are trying your best to work toward good oral skills. You should incorporate your grammar and vocabulary knowledge into your speech and strive towards authentic Spanish pronunciation. I recognize that this is your first or second college course in Spanish and so effort as well as achievement counts towards your class participation grade.

Oral presentation 5%. In the last two class meetings, students will do oral presentations. You can work alone, in a pair, or in a group of three. The presentation should be four minutes in length, per student. Formats such as a PowerPoint presentation, a skit, or an interview would all be appropriate. The topic and format need to be approved by me beforehand, and you also need to give me a copy of your script before you present. You are encouraged to give your presentation to me in office hours before giving it to the entire class, as I will be able to improve your pronunciation, grammar, and content. I will grade students individually for their contribution.

Four compositions, 2.5% each, for a total of 10%. All four compositions must be carefully composed, proofread, and edited with proper punctuation and spelling, including accents. They must be typed, double-spaced, and could be up to a complete page depending on the writing assignment. You are not under time pressure when you write these compositions and they should reflect your very best written work. The site www.studyspanish.com/accents/typing.htm tells you how to write accents and special characters by computer. You are prohibited from using on-line translators for these compositions; I will be able to tell if they are used and you will get zero credit for the essay.

Páginas Azules 5%. You must bring completed and corrected answers to the assigned exercises in *las páginas azules* to each class. I will spot-check your work throughout the semester. There is a lot to learn before and while doing these exercises. Make sure you are in “learning mode” while you are completing this part of the homework. *Important timing note:* You need to do these *páginas azules* before each class; thus if the assignment is on the line of January 24th you need to do these pages before the class of

January 24th.

El Cuaderno de actividades 5%. You must hand in your completed and corrected *Cuaderno* at each exam. *Important timing note:* You are expected to do the *Cuaderno* exercises after each class; thus if the assignment is on the line of January 24th a good time to do these pages would be the evening of January 24th; at any rate you should finish the exercises before the next class, in this case, January 26th. I will check your work while you are taking the exam. So for every chapter on the day of the test, please be ready to hand in the stapled pages with the assignments. Remember that following the day-to-day syllabus closely and faithfully doing the homework will be reflected in higher exam and participation scores.

In summary:

EVALUACION FINAL						%
Exams (5, highest 4 count)	1	2	3	4	5	40%
Class participation						20%
Oral presentation						5%
Composiciones (4, 2.5% each)	1	2	3	4		10%
Páginas azules						5%
Cuaderno de actividades						5%
Examen final						15%

Grades will be calculated and then rounded to the nearest whole number. Percentages translate to final grades as follows.

	87-89	B+	77-79	C+	65-69	D+	
93-100	A	83-86	B	73-76	C	60-64	D
90-92	A-	80-82	B-	70-72	C-		

If you are taking this course S/N, then the cutoff for S is 70%.

Horas de oficina. I am looking forward to meeting you in my office hours. **I would require everyone to drop by at least once in the first two weeks** so I can meet you personally. I am happy to answer explain things in English in office hours. I am happy also to talk with you in Spanish to help you get more practice.

Calendario de tareas y actividades

I may modify this calendar if circumstances require it. I will give you as much advance notice as possible if I make modifications.

	P A (Blue pages)	C A (Workbook)	Texbook
Fecha	Gramática y ejercicios (páginas azules del texto) At home	Cuaderno de actividades At home before each class	En clase (páginas blancas del texto y otras actividades)
Week #1			
Martes 17 de enero			Presentación del curso y repaso (review)
Jueves 19 de enero	Review/Repaso Chapter 5 Gramática 5.1-5.2	117-120 ABCD	Más repaso (more review) 186-190 191-192
Week #2			
Martes 24 de enero	Repaso 5.4 *6.1-6.2	142:EF 139-140: AB Activ. Auditivas:146-147:AB 143: H&I Ejercicio de escritura: Un día Típico 141 C	More review 193-194 214-224
Jueves 26 de enero	6.3	143:HI Activ. Auditivas: 148-149:E	225-228
Week #3			
Martes 31 de enero	6.4	144:J Activ. Auditivas 149-50: F	229-231
Jueves 2 de febrero	6.5	145:K Lectura: Habla la gata Machita C.A. páges 154-155	232-233
Week #4			
Martes 7 de febrero	7.1-7.2	Repasar el material y estudiar para el examen 159-160: ABD Activ.Auditivas 165-68:AB	Examen #1 Capítulo 6 244-249
Jueves 9 de febrero	7.3	Ejercicio de escritura #1: El fin de semana pasado CA 160 C 161:DF Activ.Auditivas 168-171:C	250-254
Week#5			
Martes 14 de febrero	74-7.5	161:DF Activ.Auditivas 168-171:C 163-164: HIJ Resumen Cultural	255-256 En resumen pág. 258
Jueves 16 de febrero		Actividad Auditiva 171-172:EF Ventanas Al Pasado: La independencia de Sudamérica y otras actividades	257-258 259-260

Week #6			
Martes 21 de febrero		Lectura Canción: "Castillos en el aire" CA 181-182 y otras actividades	
Jueves 23 de febrero	8.1	Repasar el material y estudiar para el examen 183-184: AB Activ.Auditivas 189-190AB	Examen #2 Capítulo 7 274-278
Week # 7			
Martes 28 de febrero	8.2-8.3	184-185:DE Activ.Auditivas191CD	279-286
Jueves Primero de marzo	8.4	186 F Activ. Auditivas 193F Ejercicio de escritura #3: Uso de la forma "se" ¿Cómo se preparan estas comidas? CA 186G	286-287
Week #8			
Martes 6 de marzo	8.5	Activ. Auditivas 193F Ejercicio de escritura #2: Uso de la forma "se" 187-188 HI CA 199 y otras actividades Lectura: ¡Buen Provecho!	288-291
Jueves 8 de marzo	9.1	Repasar el material y estudiar para el examen 205-207:ABC	Examen#3 Capítulo 8 294-313
SPRING BREAK MARCH 12-16			
Week#9			
Martes 20 de marzo ¡El primer día de primavera!	9.2-9.3	207 D 208 F Activ.Auditivas 211-21 AB 212-213 CD	314-317 318-320
Jueves 22 de marzo	9.4	209 H&I Activ.Auditiva 213-214-215 E F	320-321
Week #10			
Martes 27 de marzo	9.5	Ejercicio de escritura #3: La niñez o La Juventud CA 208 C or G Escoje uno de los dos temas y escribe acerca de una experiencia durante tu niñez o tu juventud	322-326
Jueves			Examen #4
Jueves 29 de marzo	10.1	227-228 ABC	Examen #4 Capítulo 9 340-348
Week #11			

Martes 3 de abril	10.2 10.3	227-228 ABC Activ.Auditivas 232-233AB 229E Activ.Auditivas 235E	349-350
Jueves 5 de abril	10.4	Activ. Auditivas 234-235DE 229 E 230 G	351-352
Week #12			
Martes 10 de abril	10.5	231 H Resumen cultural 231 Ejercicio de escritura#4: Inventa un lugar ideal CA: 229D opcional	353-359
Jueves 12 de abril	Review Chapter 10	Activ.Auditivas 232A 233B 228 C	360-362 Lectura: Costa Rica un país excepcional y otras actividades
Week #13			
Martes 17 de abril	TBA	TBA	TBA
Jueves 19 de abril	TBA	TBA	TBA
Week #14			
Martes 24 de abril	Review chapter 10	Activ.Auditivas 232A 233B 228 C	360-362 Lectura: Costa Rica un país excepcional y otras actividades
Jueves 26 de abril	TBA	Repasar el material	
Week#15			
Martes Primero de mayo	Presentaciones finales		Presentaciones orales
Jueves 3 de mayo	Presentaciones finales		Presentaciones orales
Finals week			
Jueves (Thursday) 10 de mayo 1:30-3:30 p.m. Same room where class is	Repasar el material y estudiar para el examen		Examen Final Capítulo 10

University of Minnesota Policies

Grading standards (definition of grades)

A Represents achievement that is outstanding relative to the level necessary to meet course requirements.

B Represents achievement that is significantly above the level necessary to meet course requirements.

C Represents achievement that meets the course requirements in every respect.

D Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

S Represents achievement that is satisfactory, which is equivalent to a C- or better.

F (or N) -- Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I)

I -- (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Make-up exam policy

Make-up quizzes and exams are available only when a student has an excellent reason for missing the regular quiz or exam and arrangements are made either before the missed quiz or exam or as quickly as humanly possible thereafter.

Senate student academic workload policy

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade (C) in the course. For example, *a student taking a four credit course that meets for four hours a week should expect to spend an additional eight hours a week on course work outside the classroom.*

Statement on accommodations for students with disabilities

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students

registered with Disability Services who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 320-589-6163 or freyc@morris.umn.edu. Additional information is available at the DS web site at www.morris.umn.edu/services/dsoaac/dso.

Statement on classroom conduct

Students are expected to interact with the instructor and other students with respect and courtesy. Students should attend every class session prepared to learn and work. Participation in class is expected, which includes both speaking up and listening. Give class your full attention while here. Complete all assignments including the reading -- in a timely fashion. Do not bring cell phones or recording equipment to class without the instructor's consent. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave. Students whose behavior suggests the need for counseling or other assistance may be referred to counseling services. Students whose behavior violates the University Student Conduct Code will be subject to disciplinary action.

Statement on academic misconduct

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. In this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Statement regarding sexual harassment

University policy prohibits sexual harassment as defined by the University of Minnesota Regents' policy:

<http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf>

Mental Health Services Syllabus Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at <http://www.mentalhealth.umn.edu>

