

Austin Community College
Fall 2007
SPAN 1512 (SPAN II)
Lec. 019 -- 09051
TTh 7:35-9:50 p.m. (NRG 4249)

<p>Instructor: Amy Cepparo Office: Northridge 4216A Office hours: TTh 6:30-7:30 p.m. Office phone: 223-4763 (only during office hours) E-mail: acepparo@austincc.edu (to reach me at any time)</p>

Course Description: Continuation of SPAN 1511 with more advanced conversation, basic writing, listening and reading comprehension, vocabulary building, grammar, and culture.

Prerequisite: As stated in the ACC Catalog, to be enrolled in the course, you must have credit for a four or five credit hour college or university course equivalent to, or at a higher level than, ACC Spanish 1511 with a grade of A, B, or C. You can also have equivalent credit by examination. High school, community/continuing education credit, conversation course credit, and previous knowledge are not acceptable substitutes for the required prerequisite. You must present proof of this credit (in the form of the appropriate transcript or grade report or an ACC printout) by class on **Thursday, September 6**, or you will be withdrawn from this course and may risk losing any refund.

- If this is the only course for which you are registered and you are withdrawing, this may constitute a withdrawal from the institution. (See Catalog.)

- Any student wishing to challenge this course by examination must withdraw before the twelfth class day of ACC classes. (See Catalog.)

Required Materials:

¿Qué tal?: An Introductory Course. 7th edition. Dorwick, Pérez-Gironés, Knorre, Glass, Villareal, McGraw-Hill, 2007

Workbook/Laboratory Manual and Supplementary Materials to Accompany ¿Qué tal?: An Introductory Course. 7th edition.

Listening exercises in the Workbook/Lab Manual require the use of a set of CDs or access by internet. If you wish to do the listening online, you may do so at <http://www.mhhe.com/quetal7>. First click on "Student Edition", then select the chapter you need in the dropdown menu on the left, and finally select "Laboratory audio" at the bottom of the box on the left. If you prefer to buy the CDs, they are sold separately in some college bookstores. You will also find the CDs in all ACC libraries, where they may be checked out.

*** In addition to your textbook, you should also bring your workbook/lab manual to class every day, as we may use activities from the supplement (in the back of your workbook/lab manual).**

Instructional Methodology: During class, the components of listening and speaking will be emphasized. I will teach the class in Spanish and I expect you to also speak in Spanish. However, during my office hours, I will be glad to provide you with further explanations in English if necessary. In class, you will be required to work in pairs and in small groups, and frequently speak in front of your fellow classmates.

Active participation will not only improve your speaking skills, it will also directly affect your grade. You must read the textbook sections and do the workbook pages assigned for each session before coming to class, and study the material covered in class on a daily basis. In addition to reading and writing exercises, the workbook includes listening exercises which will help your comprehension and pronunciation of Spanish.

Course Rationale: In addition to offering the fundamentals of the Spanish language, this course is intended to fulfill one semester of the foreign language requirement as needed for Associate Degree plans and transfer credit to four-year institutions. The number of courses required varies from discipline and institution.

Common Course Objectives: The main objective of the course is to help students to develop skills in the areas of listening, speaking, reading, and writing in the Spanish language at a basic level. Your ability to understand and communicate will develop along with your knowledge of the vocabulary and grammatical structures of the language. You should allow **two or three hours a day** for the study of Spanish (at least two hours outside of class for each hour in class). If you feel you need extra help, you can find a Spanish tutor at the Tutoring Labs on all major campuses. This service is **free** to ACC students.

At the end of the semester of SPAN 1512, students should be able to do the following:

READING

- use reading strategies such as reading for the main idea, recognizing cognates and false cognates, and using verb tense recognition and previous knowledge to make intelligent guesses.
- understand both the main idea and some detail when reading a text based largely on known material and cognates.
- recognize the main idea and some detail of a simple authentic text or one not primarily based on known material.

LISTENING

- use listening strategies such as anticipating and predicting.
- understand the main idea and some detail when listening to a passage based largely on known material.
- recognize the main idea and some detail of a simple authentic text or one not primarily based on known material.
- demonstrate comprehension of simple questions based on known topics.

WRITING

- ask and answer simple questions based on known topics with reasonably accurate spelling, grammar, and punctuation.
- write a narration in the past with an understanding of grammar they are using.
- write a letter in which they talk about themselves and ask about the other person with reasonably accurate spelling, grammar, and punctuation.

SPEAKING

- tell what they like to do and tell what they do when on vacation.
- issue and accept or decline invitations and make plans to go out.
- state several things they are going to do.
- state several things they did.
- make a limited number of hypothetical statements.

- perform these specific functions: make travel arrangements, get a hotel room, describe their daily schedule, talk about their childhood, order a meal, buy food at a market, follow directions to get somewhere.

CULTURE AWARENESS

- identify several Spanish-speaking countries throughout the world.
- tell how and when a traditional Hispanic meal is served comparing and contrasting Latin American to Peninsular traditions.
- make limited use of behavior for greeting, leave-taking, and appropriate conversational gambits (*felicidades, con permiso, perdón, buen provecho, salud*, etc.).
- interact in limited situations with representatives of the target culture who are accustomed to novice language learners.

Grading: Students must receive a grade of C or better in order to continue with Spanish 2311. The grade will be calculated in the following way:

Exams (4)	40%
Comprehensive Final Exam	15%
Quizzes (10)	10%
Homework (16)	10%
Compositions (3)	10%
Oral Component:	10%
Dialogue	
Cultural Presentation	
Interview	
Active class participation	5%

<u>GRADING SCALE</u>	
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

Exams: The 4 exams (10% each) throughout the semester will focus on the vocabulary and grammar in the chapters most recently studied; however, at the same time, the cumulative nature of language learning should also be kept in mind. The tests will be divided up as follows: 1 (chapters 7 and 8), 2 (9 and 10), 3 (11 and 12), 4 (13). All of the exams will have both a listening and a written part. The exam dates are on the **schedule** (*calendario*). There will be no make-ups. Very rarely, due to an extreme emergency, a score of zero can be removed from the four-test average. The student must have an official excuse **with documentation** explaining the absence, which will be reviewed and either approved or rejected by the instructor (no later than the class day after the exam).

Comprehensive Final Exam: There will be two parts to the exam (oral and written), to be taken on the last class day.

Quizzes: The various quizzes throughout the semester will cover vocabulary, grammar, readings, and workbook exercises. The dates of the 11 quizzes can be found on the **schedule**. There are no make-ups, but I will drop the lowest score.

Homework: The homework assignments will consist of questions over readings, keeping track of important facts from the various cultural presentations, and exercises from the Workbook/Lab Manual. These workbook exercises help reading, listening, writing, and speaking skills (pronunciation). I will collect the workbook pages twice for each chapter and you will receive a separate homework grade each time--one for pasos 1 and 2, and another for pasos 3 and 4. The due dates of the 17 homework assignments are on the **schedule**. No late homework is accepted, but the lowest score will be dropped.

Workbook instructions: You are required to do all of the exercises in the workbook, including the listening exercises. For the listening exercises that require oral repetition, you must also write down the sentences you say aloud in order to show that you have completed the exercises. The answers for all of the exercises (except those marked with a diamond) are either in the back of the book or provided with the listening exercises. After completing these sections (with answers in the back of the book), you need to correct them with another color pen or pencil. Some of the most valuable exercises are the paragraphs and short compositions that you are required to write (without answers in the back), so make sure to complete these also.

Grading of workbook: For each workbook assignment, 50% of the grade will be based on completion and successful correction of the exercises for which answers are provided in the back of the book. The other 50% of the grade will be based on the sections without answers provided and the listening exercises. I will correct these sections and provide feedback and comments.

Compositions: Although you will have an idea of the grammar and vocabulary to be used on each of the 3 in-class compositions, you will not receive the exact topic in advance-- (see **schedule** for dates).

Oral Production: There will be 3 activities in which you will be able to show me your speaking abilities--(all dates on **schedule**):

- 1) **a dialogue** that you will have with a partner in my office. On the designated class day, you will choose a partner and date and also receive a handout with more details and sample situations to practice in class. In my office, you will be given a specific situation and a few minutes to prepare a conversation that you will then present to me.
- 2) **a cultural presentation** in front of the class. On the designated class day, you will choose presentation dates and be provided with more information and ideas for topics. I expect active involvement in your fellow students' presentations -- you will be required to write down important points from all of the presentations (for a homework grade) and questions for the presenters are strongly encouraged.
- 3) an **interview** with me in my office during the last week of classes. We will discuss the interview, choose dates, and practice sample questions in advance in class.

NOTE: You will receive *individual* grades for all of these activities.

Active Participation: Since two of the most important factors in learning languages are listening and speaking practice, the class will be conducted **IN SPANISH** and you should take advantage of this opportunity every day in class. Our class will have an interactive environment and your input (through answering my questions, asking your own, volunteering information, conversing in pairs and small groups, small group and pair presentations, reading aloud to the class, etc.) will be an important component in the class. Participation points will not be given away -- you will have to earn them.

Course Policies:

Attendance and Withdrawals: Due to the emphasis on oral practice, attendance is mandatory and will be checked daily. If you arrive late or don't remember signing the attendance sheet, you should check with the instructor to make sure you were counted present. Leaving class prior to class dismissal without the instructor's approval will be counted as an absence. Departmental policy allows instructors to drop students with more than three absences, so contact me as soon as possible if you have a serious reason for missing class to avoid being dropped from the class. If you decide to withdraw from the class, it is your responsibility to fill out the forms to drop the course. If you do not do the paperwork yourself, you risk receiving an F at the end of the semester. The last day to withdraw is Monday, November 26.

Rule of Three: Due to state law, a charge of \$60 per credit hour (\$300 for a 5-credit course) will be added to the regular tuition for a course in which you have already been officially registered twice before. You are considered officially registered after the 12th day of classes in the spring and fall, and after the 4th day of classes in the summer. The only foreign language course exempted from "the rule of three" is SPAN 0041 - Spanish Lab.

Learning a foreign language requires a substantial amount of time and discipline, and these classes often have high drop rates. Therefore, it is extremely important that you carefully consider whether you have the time and dedication to successfully complete the course this semester. Otherwise, make sure that you drop it before the end of the add/drop period.

New restriction on withdrawals: Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.

Incompletes: A grade of incomplete (I) can only be given in the case of an EXTREME EMERGENCY that keeps the student (who is otherwise passing the class) from taking the final exam. The instructor must receive documentation in order to review the situation and either accept or deny the request before grades are turned in. In the event that a student is granted an incomplete, the necessary work to complete the course should be completed before the end of the following semester. Failure to do so will result in a grade of F for the course.

Scholastic Dishonesty: "Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research, or self-expression. Academic work is defined as, but not limited to, tests, quizzes (whether taken electronically or on paper), projects (either individual or group), classroom presentations, and homework" (Student Handbook 2002-2003, p. 32). Any students alleged of violating this policy will be referred to the Department Chair and/or College Dean for disciplinary measures.

Statement on Student Discipline: Classroom behavior should support and enhance learning. Behavior that disrupts the learning process will be dealt with appropriately, which may include having the student leave class for the rest of that day. In serious cases, disruptive behavior may lead to a student being withdrawn from the class. ACC's policy on student discipline can be found in the Student Handbook (page 32) or on the web at: <http://www.austincc.edu/handbook/> .

Students with Disabilities: "Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester" (Student Handbook 2002-2003, p. 14).

Freedom of Expression: Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.

Testing Center: The Testing Center hours and Student *Summary Guide for Use of ACC Testing Centers* are on the web at: <http://www.austincc.edu/testctr/>. However, you will more than likely have no need of the testing center for this class.

CALENDARIO

EN CLASE



PARA LA PRÓXIMA CLASE



SEMANA 1

<p><u>28 de agosto (martes)</u> Introducción (sílabo, clase en general) Presentaciones (instructora, estudiantes) -- Handout Terminología necesaria -- Handout Repaso de español 1 CAPÍTULO 7--Vocabulario: De vacaciones</p>	<p><i>texto 182-184, 195-196 vocabulario</i> <i>185 nota cultural y nota comunicativa</i> <i>186--188 objetos indirectos</i> <i>libro de ejercicios 133-138</i></p>
<p><u>30 de agosto (jueves)</u> Vocabulario (a continuación) Nota cultural: <i>Turismo en el mundo hispano</i> Objeto indirecto, dar/decir (repaso del obj. directos) Nota comunicativa: <i>Otros usos de "se"</i></p>	<p><i>texto 190-191 gustar, 193 nota com.</i> <i>195-197 pretérito</i> <i>libro de ejercicios 139-144</i></p>

SEMANA 2

<p><u>4 de septiembre (martes)</u> Gustar QUIZ 1 (terminología, vocabulario, gramática) Pretérito Pistas para leer en español -- Handout</p>	<p><i>texto 202 enfoque cultural</i> <i>208-211, 227-228 vocabulario</i> <i>210 nota cultural</i> <i>213-214 pretérito--formas irregulares</i> <i>libro de ejercicios 145-152</i></p>
<p><u>6 de septiembre (jueves)</u> Entregar lib. ej. cap. 7 (p. 133-142) (tarea 1) Enfoque cultural: <i>Honduras y El Salvador</i> CAPÍTULO 8--Vocabulario: Los días festivos Nota cultural: <i>Días festivos en el mundo hispano</i> Nota comunicativa: <i>Énfasis con -ísimo</i> Pretérito--formas irregulares</p>	<p><i>texto 216-217 pret. cambio de raíz</i> <i>libro de ejercicios 153-158</i></p>

SEMANA 3

<p><u>11 de septiembre (martes)</u> Entregar lib. ej. cap. 7 (p. 143-152) (tarea 2) Pretérito--formas irregulares (a continuación) Pretérito--formas con cambio de raíz Composición 1</p>	<p><i>texto 225 enfoque cultural</i> <i>220-221 objetos indirectos y directos</i> <i>libro de ejercicios 159-162</i></p>
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<p><u>13 de septiembre (jueves)</u> Entregar lib. ej. cap. 8 (p. 153-160) (tarea 3) Pretérito--formas con cambio de raíz (a continuación) Enfoque cultural: <i>Cuba</i> Objetos directos e indirectos (juntos) QUIZ 2 (vocabulario, gramática)</p>	<p><i>texto 219 lectura: Voces de Cuba</i> <i>libro de ejercicios 163-167</i></p>
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SEMANA 4

<p><u>18 de septiembre (martes)</u> Objetos directos e indirectos (juntos) (a continuación) Lectura: <i>Voces de Cuba</i> Repaso para el examen</p>	<p><i>libro de ejercicios 168-170</i> ESTUDIAR PARA EL EXAMEN</p>
<p><u>20 de septiembre (jueves)</u> Entregar lib. ej. cap. 8 (p. 161-170) (tarea 4) EXAMEN 1</p>	<p><i>texto 230, 232, 252-252 vocabulario</i> <i>231 nota cultural</i> <i>233 nota comunicativa</i> <i>234-236 imperfecto</i> <i>libro de ejercicios 171-176</i></p>

SEMANA 5

<p><u>25 de septiembre (martes)</u> Comentario del examen 1 CAPÍTULO 9--Vocabulario: El tiempo libre Nota cultural: <i>El fútbol, el béisbol y el basquetbol</i> Nota comunicativa: <i>Obligación</i> Imperfecto QUIZ 3 (vocabulario, gramática)</p>	<p><i>texto 239 superlativos</i> <i>247 enfoque cultural</i> <i>libro de ejercicios 177-182</i></p>
<p><u>27 de septiembre (jueves)</u> Entregar lib. ej. cap. 9 (p. 171-178) (tarea 5) QUIZ 4 (sobre el libro de ejercicios) Enfoque cultural: <i>Colombia</i> Superlativo Preguntas (lectura) -- Handout</p>	<p><i>texto 243-244 palabras interrogativas</i> <i>248-249 lectura</i> tarea: preguntas sobre la lectura <i>texto 254, 256, 273-274 vocabulario</i> <i>255 nota cultural</i> <i>libro de ejercicios 183-188</i></p>

SEMANA 6

<p><u>2 de octubre (martes)</u> Entregar preguntas sobre la lectura (tarea 6) Entregar lib. ej. cap. 9 (p. 179-188) (tarea 7) Palabras interrogativas Lectura: <i>Noctámbulos</i> CAPÍTULO 10--Vocabulario: La salud Nota cultural: <i>La medicina en los países hispanos</i></p>	<p><i>texto 258-261 pretérito e imperfecto</i> <i>libro de ejercicios 189-194</i></p>
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<p><u>4 de octubre (jueves)</u> Vocabulario: <i>La salud</i> (a continuación) El pretérito y el imperfecto (juntos) QUIZ 5 (vocabulario, gramática)</p>	<p><i>texto 271 enfoque cultural</i> <i>267 acciones recíprocas</i> <i>libro de ejercicios 195-202</i></p>
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SEMANA 7

<p><u>9 de octubre (martes)</u> Entregar lib. ej. cap. 10 (p. 189-198) (tarea 8) Composición 2 Enfoque cultural: <i>Venezuela</i> Acciones recíprocas Repaso para el examen</p>	<p><i>libro de ejercicios 203-208</i> ESTUDIAR PARA EL EXAMEN</p>
<p><u>11 de octubre (jueves)</u> Entregar lib. ej. cap. 10 (p. 199-208) (tarea 9) EXAMEN 2</p>	<p><i>texto 276, 278-280, 295-296 vocabulario</i> <i>libro de ejercicios 209-214</i></p>

SEMANA 8

<p><u>16 de octubre (martes)</u> Comentario del examen 2 Explicación del diálogo en parejas -- Handout Escoger parejas y fechas (diálogo) Práctica para el diálogo CAPÍTULO 11--Vocabulario: <i>La vida moderna</i></p>	<p><i>texto 280 adverbios</i> <i>281-282 uso de "se"</i> <i>293-294 lectura</i> <i>libro de ejercicios 215-216</i></p>
<p><u>18 de octubre (jueves)</u> Adverbios Uso de "se" para expresar algo inesperado QUIZ 6 (sobre la lectura) Lectura: <i>Divórciate del estrés</i></p>	<p><i>texto 292 enfoque cultural</i> <i>286-288 por y para</i> <i>libro de ejercicios 217-221</i></p>

SEMANA 9

<p><u>23 de octubre (martes)</u> Entregar lib. ej. cap. 11 (p. 209-216) (tarea 10) Por y para QUIZ 7 (vocabulario, gramática) Enfoque cultural: <i>Puerto Rico</i></p>	<p><i>texto 298-300, 321-322 vocabulario</i> <i>302-303 mandatos informales</i> <i>169-170 repaso de mandatos formales</i> <i>libro de ejercicios 222-228</i> * diálogos en mi oficina</p>
<p><u>25 de octubre (jueves)</u> Entregar lib. ej. cap. 11 (p. 217-226) (tarea 11) CAPÍTULO 12--Vocabulario: <i>La calidad de la vida</i> Mandatos informales (repaso de mandatos formales)</p>	<p><i>texto 307-310 subjuntivo</i> <i>libro de ejercicios 229-234</i> * diálogos en mi oficina</p>

SEMANA 10

<u>30 de octubre (martes)</u> Mandatos informales (a continuación) QUIZ 8 (vocabulario, gramática) Introducción al subjuntivo	<i>texto 319 enfoque cultural</i> <i>314-315 subjuntivo-deseos</i> <i>libro de ejercicios 235-240</i>
<u>1 de noviembre (jueves)</u> Entregar lib. ej. cap. 12 (p. 227-236) (tarea 12) QUIZ 9 (sobre el libro de ejercicios) Introducción al subjuntivo (a continuación) Enfoque cultural: <i>el Perú</i> El subjuntivo--deseos y pedidos	<i>libro de ejercicios 241-244</i>

SEMANA 11

<u>6 de noviembre (martes)</u> El subjuntivo--deseos y pedidos (a continuación) Repaso para el examen	<i>libro de ejercicios 245-246</i> ESTUDIAR PARA EL EXAMEN
<u>8 de noviembre (jueves)</u> Entregar lib. ej. cap. 12 (p. 237-246) (tarea 13) EXAMEN 3	<i>texto 324-325, 328, 343-344 vocabulario</i> <i>329-333 subjuntivo -- emoción</i> <i>libro de ejercicios 247-253</i>

SEMANA 12

<u>13 de noviembre (martes)</u> Comentario del examen 2 CAPÍTULO 13--Vocabulario: El arte y la cultura Explicación de presentaciones culturales -- Handout Escoger fechas (presentaciones) Subjuntivo--sentimientos y emoción	<i>texto 340 enfoque cultural</i> <i>libro de ejercicios 254-256</i>
<u>15 de noviembre (jueves)</u> Entregar lib. ej. cap. 13 (p. 247-256) (tarea 14) Entregar 2 posibles temas (presentación) QUIZ 10 (sobre el libro de ejercicios) Subjuntivo--sentimientos y emoción (a continuación) Nota comunicativa: <i>Preposiciones con ciertos verbos</i> Enfoque cultural: <i>Bolivia y el Ecuador</i>	<i>texto 334-335 subjuntivo -- duda</i> <i>336 nota comunicativa</i> <i>libro de ejercicios 257-261</i>

SEMANA 13

<u>20 de noviembre (martes)</u> QUIZ 11 (vocabulario, gramática) Subjuntivo--duda y negación Preguntas (lectura) -- Handout Composición 3	<i>texto 326 lectura: nota cultural</i> tarea: preguntas sobre la lectura <i>libro de ejercicios 262-264</i>
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SEMANA 14

<u>27 de noviembre (martes)</u> Entregar preguntas sobre la lectura (tarea 15) Subjuntivo--duda y negación (a continuación) Lectura: <i>Nota cultural: La Guinea Ecuatorial</i> Repaso para el examen	<i>libro de ejercicios 265-266</i> ESTUDIAR PARA EL EXAMEN
<u>29 de noviembre (jueves)</u> Entregar lib. ej. cap. 13 (p. 257-266) (tarea 16) EXAMEN 4	<i>Preparar presentaciones orales</i>

SEMANA 15

<u>4 de diciembre (martes)</u> Explicación de la entrevista final -- Handout Escoger fecha (entrevista) Presentaciones orales	<i>Preparar presentaciones orales</i>
<u>6 de diciembre (jueves)</u> Presentaciones orales Práctica para la entrevista final	<i>Preparar para la entrevista</i>

SEMANA 16

<u>11 de diciembre (martes)</u> Entregar comentario de presentaciones (tarea 17) REPASO PARA EL EXAMEN FINAL	<i>* entrevistas en mi oficina</i>
<u>13 de diciembre (jueves)</u> EXAMEN FINAL	<i>* entrevistas en mi oficina</i>