

**Spring 2011**

**Spanish 2, High-Beg. Spanish (72032, 4 units)**

**Instructor:** Norma Yépez

Email: norma[.yepez@reedleycollege.edu](mailto:.yepez@reedleycollege.edu)

**Time and Room:**

|  |  |  |
| --- | --- | --- |
| **TTH** | **6:00 -7:15 pm** | **SANG-HS** |
| **TTH** | **7:25 -8:15 pm** | **SANG-HS** |

**Course Description(catalog):**

Second-semester course in conversational and written Spanish for non-native speakers. Development of grammatical structures and expansion of vocabulary. Further study of the cultures of Spain and Latin America and the Hispanic cultures of the US. Introduction to the literary text. (See pg. 4 of this syllabus for Student Learning Outcomes and Objectives as per the Reedley College Credit Course Outline, Spanish 2.)

**Spanish 2 Course Description (for this particular section):**

This course stresses communication skills in Spanish. Much of the practice work will be done in pairs. The goal is for beginning students to acquire conversational ability in Spanish. By the end of the semester you will have studied the past tenses, commands, and subjunctive forms among other things; and will have had many opportunities to use those concepts in meaningful, interactive ways. In the process, the student will develop greater knowledge of the customs and various cultures that exist in the Spanish-Speaking world. *It is assumed that you are in this class because you want to learn how to communicate in Spanish.* You will not have developed that ability completely by the end of the semester, but you will be surprised at how many communicative skills you will have acquired!

**Method of instruction:**

Every effort will be made to make this class student-centered. That is, an activity will be modeled, then you will work in pairs and small groups to assimilate the vocabulary and structures under consideration. You should make every effort to speak only Spanish and to prepare for the classroom learning activities.

**Specific course goals and objectives:**

1. Students will work on developing oral competence in the Spanish language through the use of a conversation partner and communicative activities.
2. Students will develop knowledge of advanced grammatical structures such as "pretérito" and "imperfecto".
3. Students will develop greater knowledge of the customs and various cultures that exist in the Spanish-Speaking world.
4. Students will become competent writers using the Spanish language, and various creative-writing activities.

**Required Texts and Materials:**

1. Textbook “ADELANTE 2” by José A. Blanco., Vista Higher Learning, Boston, MA, 2006.
2. Additional handouts from instructor.
3. Three-ring binder or spiral notebook for taking notes, writing homework assigent, and keeping handouts.
4. Two/three colored pens: red, green, and vocabulary cards
5. Spanish/English dictionary.

**Class Attendance and Participation:**

Attendance is mandatory. You must inform me about absences in advance and make proper arrangements to complete coursework. If you have more than 3 absences, you may be dropped from class. You will be marked absent if you are tardy. So, after class (not during class; please do not interrupt class time with this) be sure to see the instructor and change the absence to a tardy. Also, tardiness is disruptive to the class.

**Homework:**

Classroom and Lab assignments represent 10 percent, and they are due at the beginning of the class period on the date due stated otherwise of class and **will not be accepted late.** Some assignments will be returned in via email or online. Unless other arrangements are made, no credit will be given for homework handed in late. Extra work or makeup work will not affect your grade.

**Oral presentations**

Students will prepare two oral presentations for their classmates: one group oral presentation and another individual oral presentation. Details about themes and dates will be announced in advance.

**Oral Performance, e-mail & facebook project**

Participation in class and facebook participation is necessary in order to obtain an "A" or "B" grade. Since the emphasis is on development of oral abilities in Spanish, the student must be an active participant. Points are determined by active, on task participation in group activities, arriving in class with homework prepared, volunteering and being prepared when called on. Points will be deducted when students are not on task (i.e.: using English).

**Tests and final exam:**

The date for exams and quizzes will be announced in advance. If you are absent on the day of an exam or quiz, you will receive a zero score. You will not be allowed to take the exam on a later day unless you have made arrangements with the instructor before the exam. The final exam is 10% of this total, and it will only cover “Lessons 4 & 5”. The exam may be written or oral, or a combination of both- this will be announced ahead of time. It is your responsibility to be in class to receive this information. Exam may be graded on selected items or all items. Any changes will be announced in class.

**Reading project:**

At the end of the book reading, each student will create a poster, collage, video, or power point presentation etc. to advertise the book and present it to the class. The books will be chosen or announced in advance. You will complete a reading guide and return a summary response for your classmates and other for the instructor. You may do this individually or in pairs.

**Grading scale:** 100-90%= A 80-89%= B 70-79%= C 60-69%= D below 60%= F

|  |  |
| --- | --- |
| **Categories** | **Weight** |
| Homework | 10% |
| Oral presentations | 10% |
| Oral performance, e-mail and facebook project | 10% |
| Tests and final exam | 50% |
| Reading project | 10% |
| Lab. Work | 10% |

***No use of cell phones in class***

***Please have them turned off***

**Important Dates**

January 17 (M) Martin Luther King, Jr. Day observed (no classes)

January 21 (F) Last day to drop a full-term class for a refund

January 28 (F) Last day to register for a full-term spring class

January 28 (F) Last day to drop a fall full-term class to avoid a “W”

February 18 (F) Lincoln Day (no classes)

February 21 (M) Washington Day observed (no classes)

March 11 (F) Last day to drop a full-term class (letter grades assigned after this date)

April 18-22 (M-F) Spring Recess (classes reconvene April 25)

May 16-20 (M-F) Spring 2011 final exams week

**Study Hints**

1. Whenever you study, do it orally. Pronunciation will improve if you practice aloud.
2. Don't feel you have to sit at a desk to study. Try using the new words to describe people and things you see as you walk or drive.
3. As you prepare for class, get to the point where you can say the utterances without looking at the book.
4. Where possible, study with a classmate. Also, at the beginning of the semester you can register for tutorial help.

**Other:**

\* If you have special needs as addressed by the Americans with Disabilities Act (ADA) and/or need course materials in alternate formats, notify me immediately. Reasonable efforts will be made to accommodate your special needs.

\* Make sure to turn off all cell phones and/or pagers. They are an interruption during class time. In case of an emergency, inform me prior to the beginning of class.

\* The **¡ADELANTE 2!** work-text we will be using in the class offers a great Supersite. Go to www.adelante.vhlcentral.com, register, and you will find a wide range of online resources including interactive activities, audio, and video.

\* Cheating and disruptive behavior are intolerable in an academic environment and may result in an automatic F and/or dismissal from class. Copying someone else’s homework or having someone do your assignments for you is cheating.

**II. COURSE OBJECTIVES:**

**(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)**

In the process of completing this course the student will:

A. Understand and interact in simple spoken Spanish within the range of vocabulary topics and structures covered in this course.

B. Recognize and employ new vocabulary and grammatical structures in order to communicate ideas, both verbally and in writing, in the present and past tenses.

C. Understand and convey information and feelings in a given situation for a particular purpose.

D. Understand basic written texts using contextual clues, vocabulary recognition, grammar knowledge, cognates, and inferences.

E. Review, recall and use vocabulary and grammatical structures and concepts from Spanish 1.

F. Compare and contrast the target language and culture with the language and cultures of the U.S. and other countries.

G. Demonstrate a high beginner level of proficiency in the five skills as mandated by the competency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL): comprehension, speaking, reading, writing and an understanding of the people and cultures of Spanish-speaking countries.

**III TENTATIVE SCHEDULE (subject to change)**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1 | Review activities |  | |
| Week 2-4 | Lesson 1 and test |  | |
| Week 5- 7 | Lesson 2 and test | Oral Presentation # 1 | |
| Week 8-10 | Lesson 3 and test |  | |
| Week 11-13 | Lesson 4 and test |  | |
| Week 14-16 | Lesson 5 and test | Oral Presentation # 2 |
| Week 17 | Review lessons 4 and 5 | Reading response due |
| Week 18 |  | Final Exam (4 & 5) |

\*Schedule is subject to change. Test date changes will be announced. It is your responsibility to be in class to receive this information.

Course ID:SPANISH 2 Course Title: High-Beginning Spanish

**IV. COURSE OUTCOMES:**

***(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)***

After the completion of this course, the student will be able to:

A. Engage in conversation applying “survival skill” Spanish outside of the classroom in a variety of contexts such as meeting people, shopping for food, ordering food in a restaurant, asking for and giving directions, traveling, and dealing with health issues.

B. Choose, evaluate and apply the correct usage of basic grammatical structures to express ideas, describe past events, make requests, and discuss future plans.

C. Read and understand specific pieces of information from authentic, graphically-represented text such as ads, short magazine or newspaper articles and short stories.

D. Meet and get to know native speakers of Spanish through face-to-face contact, personal correspondence, the Internet, or travel.

E. Have a greater understanding and appreciation of the diversity of Hispanic cultures and the products of these cultures.

**Reedley College Course Syllabus and Expectations Fall 2010**

Class Sec Hour Days Room Instructor

Spanish 2 72032 6:00-7:15 p.m. TTH SANG-HS Norma Yépez

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 7:25-8:15 p.m. TTH |  |  |  |

CONTRACT

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read carefully and fully understand the syllabus and expectations for this course.

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(signature) (date)

**-------------------------------------------------------------------------------------------------------------------**

**Questionnaire**

Phone number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have you taken any Spanish classes before? (Choose one)

--- never before\_\_\_\_\_\_\_\_\_\_\_

--- in high school\_\_\_\_\_\_\_\_\_\_ how many years?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

--- speak Spanish at home\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you speak any languages other than English?

Why have you chosen Spanish now? (Please be frank.)

What are your career objectives?

What are your hobbies or special interests?

What are your expectations for this course? What would you like to gain from it?

Do you have any special needs or circumstances, or is there anything else you would like me to know about?

Keep in mind this is a four-unit course and requires a considerable investment of time outside of class (two hours of study for every hour of class time).