

SPANISH 2 HIGH-BEG SPANISH (4 UNITS) SCHD# 52424 ~ Spring 2018

MTWThF Class Periods: 4th, 5th, and 6th

PROFESSOR: JORGE VARGAS

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Office: Room 411

Office Hours: M, T, & W 12:00 PM - 12:30 PM and 3:15 PM - 4:00 PM

Spanish 2 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):

High-Beginning Spanish. 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 communicative and 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 are expected to speak only in Spanish and to be prepared for the everyday 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 Materials:

1. Worktext: **¡ADELANTE! DOS** Blanco, José A., Vista Higher Learning, Boston, MA, 2009.
2. Additional handouts from instructor.
3. Chromebook computer and an active Google Account for taking notes and writing homework assignments.
4. Audio headset.

Tests and Grades: Your final grade will be based on six elements:

Oral Performance 20%: Participation in class 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 paired or group activities; completing homework on time, volunteering and being prepared when called on, arriving to class on time, etc. Points will be deducted when students are not on task (i.e.: using English).

Homework 10%: Homework will be assigned daily and it represents 10 percent of your final grade. It is due the next session at the beginning of class and ***will not be accepted late***. NO EXCEPTIONS! You are to complete the assigned exercises, then with the help of the answer key, check your answers and correct any mistakes you may find with a different colored pen. You may miss ***two*** homework assignments (without penalty (ex. sick days, etc.)- an equivalent of one day's homework. In addition, you will be working with the ***¡Adelante! Dos*** Supersite, and you are to submit the online assignments on time. The Lab Manual portion of our worktext is due to the instructor at the beginning of the class ***the day of the chapter exam***, and will be part of this grade as well. Note: you will be required to bring the audio headset to class on our assigned date. Not having your audio headset during class time will result in a deduction of 20 points from your homework grade (an equivalent of two homework assignments!).

Written & Oral exams 50%: Five chapter tests will be given throughout the semester. These will be at the end of each lesson, approximately every two to three weeks. See tentative schedule. NO MAKE-UP EXAMS ARE GIVEN. The tests may be written or oral or a combination of both- this will be announced ahead of time. ***Tests may be graded on selected items or all items.*** Pop quizzes may also be given as part of this grade and may not be announced in advance.

Portfolio Assignments 10%: Throughout the semester, you will be given portfolio assignments. These may include creating a booklet describing and illustrating a passage from your daily life, writing and illustrating a poem or short story, researching and presenting to class an aspect of the Hispanic culture, writing a movie critique etc. Deadline dates as well as further instructions will be provided throughout the semester. ***No late portfolios*** will be accepted unless there is an excused absence.

Final Exam 10%: The final exam is not comprehensive; it will only cover Capítulo 5 & 6. 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.***

Class attendance: Since the emphasis of this class is in development of oral abilities in Spanish, you must be in class to acquire those skills. Regular attendance is required. Roll will be taken at the beginning of each class period. The teacher reserves the right to drop a student if he/she has excessive absences. More than three absences are considered excessive absences.

Tardies: 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.

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

Your grade will be determined by the following:

Homework	10%
Written & Oral exams	50%
Portfolio	10%
Final Exam	10%
Oral Performance	20%

Important Dates

Jan 15 (M) Martin Luther King, Jr. Holiday (No classes)

Jan 24 (W) Last day to request an Enrollment Fee Refund

Jan 31 (W) Last day **to register** for a full-term class for Spring 2018

Jan 31 (W) Last day **to drop** a Spring full-term class to avoid a “W” for Spring 2018

Feb 12 & 19 (M-M) President’s Day (Lincoln and Washington) Holiday (No classes)

March 9 (F) Last day to drop a Spring 2018 full-term class: (letter grades will be assigned after this date)

March 26-30 (M-F) Spring Recess (No classes)

April 2 (No classes)

May 14-18 Finals Week

Final exam date: Thursday, May 17

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 electronic devices. They are an interruption during class time. **Points will be deducted from your participation grade (oral performance grade) if you are using your cell phone during class when is not required.** In case of an emergency, inform me prior to the beginning of class.
- The **¡ADELANTE!** work-text we will be using in the class offers a great Supersite. Go to www.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.**

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

Recuerda.... “El que habla dos lenguas, vale por dos”.

Tentative Schedule

Week	Chapter	Material covered	Exams / Holidays
Jan 8-12	<i>Lección de repaso</i>	The classroom and academic life, days of the week, pastimes and sports, months of the year, seasons and weather, clothing. R.1 Nouns and articles R.2 Present of ser and estar R.3 Adjectives R.4 Present of regular and irregular verbs R.5 Preterite of regular and irregular verbs	
Jan 16-19	<i>Lección 1 La rutina diaria</i>	R.5 Preterite of regular and irregular verbs En detalle: Unas vacaciones de voluntario. Perfil: Surfistas Hispanos. <i>Lecc#1:</i> La rutina diaria Daily Routine Personal Hygiene	Jan. 15 Holiday Wed, Jan. 17: Exam Repaso Start Lección 1: Thurs, Jan. 18
Jan 22-26		Time expressions Fotonovela: ¡Necesito arreglarme! Pronunciación: The consonant ‘r’ En detalle: La siesta Perfil: El mate 1.1 Reflexive verbs 1.2 Indefinite and negative words 1.3 Preterite of ‘ser’ and ‘ir’ Verbs like gustar Recapitulación	
Jan 29- Feb 2		Lectura: ¡Qué día! Escritura Escuchar En pantalla Flash Cultural Panorama: Perú	Fri, Feb. 2: Exam Lesson 1

Feb 5-9	Lección 2 La comida	Food Food descriptions Meals Fotonovela: Una cena... romántica Pronunciación: ll, ñ, c, and z En detalle: Frutas y verduras de América Perfil: Ferrán Adria: arte en la cocina	
Feb 13-16		2.1 Preterite of stem-changing verbs 2.2 Double object pronouns 2.3 Comparisons 2.4 Superlatives Recapitulación	Feb. 12 Holiday
Feb 20-23		Lectura: Gastronomía Escritura Escuchar En pantalla Flash Cultural Panorama: Guatemala Lecc#3: Las Fiestas Parties and celebrations Personal relationships	Feb. 19 Holiday Thurs, Feb. 22 Exam Lesson 2 Start Lección 3: Fri, Feb. 23
Feb 26- March 2	Lección 3 Las fiestas	Stages of life Fotonovela: El Día de los Muertos Pronunciación: h, j, and g En detalle: Semana Santa: Vacaciones y tradición Perfil: Festival de Viña del Mar	
March 5-9		3.1 Irregular preterites 3.2 Verbs that change meaning in the preterite 3.3 ¿Qué? and ¿cuál? 3.4 Pronouns after prepositions Recapitulación	

March 12-16		<p>Lectura: Vida social Escritura Escuchar En pantalla Flash Cultural Panorama: Chile Lecc#4: En el consultorio Health and medical terms Parts of the body</p>	<p>Thurs, March. 15 Exam Lesson 3</p> <p>Start Lección 4: Fri, March 16</p>
March 19-23	<p>Lección 4 En el consultorio</p>	<p>Symptoms and medical conditions Health professions Fotonovela: ¡Qué dolor! Ortografía: El acento y las sílabas fuertes En detalle: Servicios de salud Perfiles: Curanderos y chamanes</p>	
March 26-30	<h1>Spring Break</h1>		
April 3-6		<p>4.1 The imperfect tense 4.2 The preterite and the imperfect 4.3 Constructions with 'se' 4.4 Adverbs Recapitulación</p>	<p>April 2nd No classes</p>
April 9-13		<p>Lectura: Libro de la semana Escritura Escuchar En pantalla Flash Cultural Panorama: Costa Rica Lecc#5: <i>La tecnología</i> Home electronics Computers and the Internet</p>	<p>Thurs, April 12 Exam Lesson 4</p> <p>Start Lección 5: Fri, April 13</p>

April 16-20	Lección 5 La tecnología	The car and its accessories Fotonovela: En el taller Ortografía: La acentuación de palabras similares En detalle: El teléfono celular Perfiles: Los mensajes de texto 5.1 Familiar commands 5.2 Por and para 5.3 Reciprocal reflexives	
April 23-27		5.4 Stressed possessive adjectives and pronouns Recapitulación Lectura: El celular por Tute Escritura Escuchar En pantalla Flash Cultural Panorama: Argentina	Thurs. May 17 Final Exam Lessons 5&6
April 30- May 4	Lección 6 La vivienda	Part of a house Household chores Table settings Fotonovela: Los quehaceres Ortografía: Mayúsculas y minúsculas En detalle: El patio central Perfiles: Las islas flotantes del lago Titicaca	
May 7-11		6.1 Relative Pronouns 6.2 Formal (usted/ustedes) commands 6.3 The present subjunctive 6.4 Subjunctive with verbs of will and influence Recapitulación	

May 14-18		<p>Lectura: Bienvenidos al Palacio de las Garzas</p> <p>Escritura</p> <p>Escuchar</p> <p>En pantalla</p> <p>Flash Cultural</p> <p>Panorama: Panamá</p>	<p>Thurs. May 17</p> <p>Final Exam</p> <p>Lessons 5&6</p>
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Course ID: SPANISH 2

Course Title: High-Beginning Spanish

VI. 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.

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.

<u>Class</u>	<u>Sec</u>	<u>Hour</u>	<u>Days</u>	<u>Room</u>	<u>Instructor</u>
Span 2	52424	Pers:4,5&6	Daily	411	Jorge Vargas

CONTRACT

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

(signature)

(date)

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

