

SYLLABUS - SPANISH 2 - SPRING 2016
HIGH-BEG SPANISH (4 UNITS) - SCH# 56312 - Room: POR 4
LECTURE: Monday - Thursday - 9:00am-9:50am - LAB: Friday - 9:00am - 9:50am
Instructor: Ignacio Lozano E-mail: ignacio.lozano@reedleycollege.edu

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. 5 of this syllabus for Student Learning Outcomes and Objectives as per the Reedley College Credit Course Outline, Spanish 2.)

COURSE DESCRIPTION (for this particular section):

High-Beginning Spanish. This course stresses communication skills in Spanish. Most of the practice work will be done in pairs or groups. The goal is for beginning students to acquire conversational ability in Spanish. By the end of the semester they 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, students will develop greater knowledge of the customs and various cultures that exist in the Spanish-Speaking world. *It is assumed that students are in this class because they want to learn how to communicate in Spanish.* Students will not have developed that ability completely by the end of the semester, but they will be surprised at how many communicative skills they 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 are required to make every effort to speak only Spanish and to prepare for the classroom learning activities ahead of time.

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," "imperfecto," and "subjuntivo."
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 through various creative-writing activities.

MATERIALS REQUIRED:

1. **¡ADELANTE! DOS** (2nd Edition. Blanco, José A., Vista Higher Learning, Boston, MA, 2015) and a new/unused **Supersite** code for Internet access. This is **not** the same as the *webSAM* code, which IS available online BUT we do not use it. Do not purchase a used book –it won't have a valid unused code. It is NOT possible to purchase this code separately online.
2. Additional handouts from instructor.
3. Three-ring binder with paper/spiral notebook for taking notes, writing homework assignments, and keeping handouts.
4. Audio headphones with attached microphone for use during the computer lab.

5. A small Spanish/English dictionary and access to the Internet.
6. A green ink pen (not highlighter, crayon or colored pencil) used for self-correction of class activities.

GRADING (based on 6 elements)

1. Exams/Quizzes [35%]

Exams: 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 in Class Calendar. Exams will evaluate reading, writing, listening and oral skills. Each chapter test will be worth 100 pts. (85 for the written portion and 15 for the oral portion).

Quizzes: Throughout the course there will be written and oral quizzes given. There will be about two quizzes given per chapter. The specific chapter topic you will be quizzed on or the quiz itself may or may not be announced so it is important for a student to come well prepared to each class, meaning they have completed their homework and read and practiced the chapter topics.

SINCE NO MAKE-UP EXAMS OR QUIZZES ARE GIVEN, THE LOWEST EXAM GRADE AND LOWEST QUIZ GRADE WILL BE DROPPED. THIS IS DONE IN CASE YOU WERE ABSENT AND MISSED A QUIZ OR AN EXAM.

2. Homework [20%]

Homework will be assigned every class day. It is due the next session at the beginning of class and **will not be accepted late** NO EXCEPTIONS! You may miss up to three homework assignments without penalty (in case of illness, personal emergencies, etc.). In addition, you will be working with the *¡Adelante! Dos* Supersite, and you are to **complete the on-line assignments by the assigned due date**. The Lab Manual portion of our work-text 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 headsets to the computer lab every day. Not having your audio headsets during lab time will result in a deduction of points from your participation grade.

If you are absent, you will be required to turn in the homework that was assigned the day of your absence(s) on the day you come back at the beginning of class along with the rest of the class. The homework I assigned during your absence will be published on my Blackboard page. You can also get the homework assignment and handouts that were given out during your absence(s) from a classmate so you don't fall behind.

3. Focus Activities (Enfoque)[10%]

When class begins, you will see an activity on the screen/board. You will write the answers down on a sheet of paper and turn it in every two weeks. Each activity is worth 3 points. If you are not working on the activity during the assigned time, you will get a mark on your paper meaning you get a zero for that day. When we go over the activity in class, you will be expected to self-correct it using your green pen. Uncorrected activities will receive 1 out of 3 points. If your answers did not have errors, you must write "100%" next to the day of the focus activity so that I know you corrected it. If you write "100%" and there are errors, you will get a 0 for that day. **Enfoques cannot be made up**, so it is important not to be tardy to class. If you arrive to class after we have already finished going over the *enfoque* or have an absence mark in my attendance log, you will automatically receive a 0 on the *enfoque* for that day.

4. Participation [15%]

Since the emphasis is on developing oral skills in Spanish, you must participate in class to acquire and practice these speaking skills. Points are determined by active, on-task participation in paired or group activities, arriving in class with homework prepared, bringing class materials, 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) or when being disruptive. If you only participate or volunteer during exercises when I call on you, you will lose a large part of this grade. You will receive a total of 15 participation points every week(3 per day). When the instructor tells you “menos puntos”(minus points), these points will be subtracted from the 15 points. When instructor tells you “extra puntos”(extra points), these points will be added to the 15 points. If you are tardy, you lose 1 point for that day. If you leave early, you lose 2 points, and if you are absent, you lose the entire 3 points for that day since you are not in class to participate.

5. Projects [10%]

Two creative projects encompassing what was learned in the units studied will be assigned. Smaller projects that are lower in value than the semester project may also be assigned and will be a part of this grade. Projects may be presented to the class for a separate Oral Quiz grade that will be part of the Exams/Quizzes category. No late projects will be accepted. If there was an emergency and you were not able to turn in the project the day it was due, the instructor may allow you to still turn it in for reduced points. Deadline dates as well as further instructions will be provided throughout the semester. The second project may not be turned in after the Final Exam date. Projects are the best opportunity you will have to get extra credit points by making them extra creative. Late projects will not be eligible for extra credit.

6. Final Exam [10%]

The final exam will be worth 100 pts. (85 for the written portion and 15 for the oral portion). The written final exam is not comprehensive; it will cover chapters 5 & 6. The oral portion of the exam will be a short autobiographical speech presented by you to the class using the various topics learned throughout the semester.

GRADE SCALE: A=90-100% B=80-89% C=70-79% D= 60-69% F=0-59%

Your grade will be determined by the following:

Written & Oral exams	35%
Homework	20%
Focus Activities	10%
Participation	15%
Projects	10%
Final Exam	10%

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.
5. WATCH SPANISH TELEVISION OR MOVIES

OTHER:

1. 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.

2. Tardies: You may 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. Tardiness is disruptive to the class and costs you participation points, enfoque points, and you might miss a quiz because they are usually given right at the beginning of class.

3. 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.

4. Make sure to turn off all cell phones. They are a disruption during class time. **1 point will be deducted from your participation grade if you are using your cell phone during class or if it is visible to me.** You may not use your cell phone or tablet as a dictionary or to use a Spanish App. In case of an emergency that requires you to have your cell phone out, inform me prior to the beginning of class and I will sit you close to the door so you do not disrupt the class when stepping outside to use it.

5. 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.

6. 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, looking at another person's exam during a test or quiz or having someone do your assignments for you is cheating.** Since I often give the oral exam interviews during exams, I will ask you to re-seat yourselves during exams so that you are not next to someone.

7. **Removal from Class by Instructor.** If you are caught cheating or are being disruptive, I will ask you to leave the class. Reedley College's Student Code of Conduct Policy authorizes an instructor to remove a disruptive student from his or her class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the Vice President of Student Services. During the period of removal, a student shall not be returned to the class from which he or she was removed without the concurrence of the instructor of the class. If you refuse to leave the classroom when asked to do so, I will stop the class and contact campus security to escort you.

8. Extra credit: Extra credit work may be assigned. You may also receive extra credit points on class projects by displaying extra creativity.

9. Keep in mind this is a four-unit college/university level course that requires a considerable investment of studying time outside of class.

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.

IMPORTANT DATES:

Jan 22 (F) Last day to drop a full-term class for a full refund

Jan 29 (F) Last day to add a full-term class for Spring 2016

Jan 29 (F) Last day to drop a full-term class to avoid a “W” (in person)

Jan 31 (Su) Last day to drop a Spring full-term class to avoid a “W” on WebAdvisor

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

Mar 21- 25 (M-F) Spring Break

May 16-20 (M-F) Spring 2016 final exams week

Final exam date: Wednesday, May 18th, 2015, 9:00am-10:50

*Schedule is subject to change. Test dates may also change and will be announced during class. It is your responsibility to be in class to receive this information.

NOTES:

Class Sec Hours & Days
Spanish 2 56312 Mon-Fri 9:00am-9:50 (POR 4)

Instructor
Ignacio Lozano

CONTRACT

I have read and fully understand the rules, discipline policies, and grading system in Mr. Lozano’s class; I will abide by them for the Spring 2016 semester.

Student’s Name _____ Signature _____ Date _____

I have read and understand the rules, discipline policies, and grading system in Mr. Lozano’s class. I will support Mr. Lozano as he holds my child accountable for abiding by these rules, discipline policies, and grading system.

Parent/Guardian Name _____ Signature _____ Date _____

PARENT/GUARDIAN CONTACT INFORMATION

Name(s): _____
Telephones: home-_____ cell/work-_____ ask for: _____
Phone number(s) I may call during school hours? _____
Contact e-mail Address _____ Whose e-mail is it? _____

STUDENT INFORMATION

Are you officially enrolled in this class? YES _____ NO _____
Previous study of Spanish (please circle one and fill in information if necessary)
a) Native Spanish Speaker, took exam to get in class
b) Have taken Spanish before: when-where-what level _____
c) Spoke Spanish at home / Spanish was my first language

What is your e-mail address _____
When is your birthday? _____
Hobbies? _____

What do you want to be when you grow up? _____
Why Spanish? _____

Special needs/circumstances? _____

Anything else you want to mention?

