

Reedley College

COURSE SYLLABUS AND EXPECTATIONS

Spanish 2 –T/Th – SPRING 2017

Instructor Information:Instructor: Professor Edgar GalindoOffice Phone: Email preferredOffice: To be arrangedOffice Hours: To be arrangedE-mail: edgar.galindo@sccd.eduWebsite: <http://www.maderacenter.com>**Course Information:** Course 59292 Classroom: SOC-30 Times: T/Th 2:00-4:15PM**SPRING-SYLLABUS: TENTATIVE****PREREQ:** Spanish 1 or 2 years of high school Spanish, or the equivalent skill level as determined by the instructor.**Spanish 2 – High Beginning Spanish: Description and Content**

This is the second half of the beginning level sequence designed to help you develop a good foundation in the four skill areas – listening, speaking, reading and writing – and to help you gain a deeper understanding and appreciation for the richness and diversity of Hispanic cultures. The main course objective for the student is to acquire minimal conversational ability and to understand basic standard of spoken and written Spanish within the scope of level 2 vocabulary and grammar structures. This course will help you develop “survival skills” in the language and provide a foundation for further language only. Course content includes a brief review of material from Spanish 1 and chapters 1 – 5 of the textbook.

REQUIRED TEXT AND MATERIALS:

Adelante dos including answer key and your own Supersite code for Internet access. This is **not** the same as webSAM code, which is available online BUT we do not use. **Do not** purchase a used book because it will not have a valid Supersite code. It is not possible to purchase the Supersite code separately. BELIEVE ME.

ADDITIONAL handouts from instructor.

Additional Resources

Textbook is on reserve for use in the library.

Adelante dos Supersite: <http://www.vhlcentral.com> -- Use your passcode. Access from any place with Internet on or off campus, including open computer lab and library.

Technical support- Visit support.vhlcentral.com or Call: 800-248-2813**STUDENT LEARNING OUTCOMES:**

Upon completion of this course, students will be able to:

- A. Recognize and comprehend basic spoken Spanish at the high beginner level of competency.
- B. Orally produce comprehensible sentences and phrases in Spanish to respond appropriately to questions, initiate and sustain simple conversations, or describe people, places, feelings and activities at the high beginner level of competency.

- C. Read, identify and comprehend specific pieces of information from selected short readings and authentic, graphically-represented text such as ads or short magazine articles.
- D. Construct sentences, compose basic paragraphs and create basic compositions applying correct usage of basic grammatical structures and appropriate vocabulary to express ideas at the high beginner level of competency.
- E. Demonstrate knowledge and appreciation of the diversity of Hispanic cultures and the products of these cultures

COURSE OBJECTIVES

In the process of completing this course, students will...

- Comprehend and interact in simple spoken Spanish within the range of vocabulary topics and structures covered in this course, such as meeting people, shopping for food or clothing, ordering food in a restaurant, asking for and giving directions, traveling, dealing with health issues and describing events in the past.
- Recognize and employ new vocabulary and apply correct usage of grammatical structures in order to Communicate ideas, negotiate meaning, describe present and past events, make requests and discuss future plans, both verbally and in writing.
- Comprehend basic written texts using contextual clues, vocabulary recognition, grammar knowledge, cognates and inference.
- Compare and contrast the target language and cultures with the language and cultures of the U.S. and other countries.
- Demonstrate a high beginner level of competency in the five skills as mandated by the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL): listening comprehension, speaking, reading, writing, and knowledge and appreciation of the people and cultures of Spanish-speaking countries.

GRADING

- Your final grade will be a reflection of your daily preparation, daily participation, performance on tests, quizzes, oral assessments, and the final exam; not on what you know when you enter the class. **If you have already mastered the material in this class, you should be in a more advanced class.**

If you have previously studied Spanish you should consider enrolling in a higher level class in order to be challenged and stay motivated, and to make progress in furthering your language skills. Often students who are not challenged get bored and do not succeed in a class that is essentially a review or repetition of a class already taken. If you remain in this class you are still expected to meet all of the requirements of the course, which is designed for true beginners, and this includes daily participation and the completion of homework assignments covering material you may have already been exposed to in previous studies. Furthermore, you will be expected to interact with students in Spanish during the class period, including students who are true beginners and may be struggling with the language. You will be not allowed to spend class time doing homework from this or any other class, using cell phones or other electronic devices, sleeping, eating or speaking English with classmates. These behaviors will result in being asked to leave the class.

Grading Scale The final letter grade will be determined according to the following chart:

90%-100%	A	70%-79.99%	C	0%-59.99%	F
80%-89.99%	B	60%-69.99%	D		

Grading categories are weighted in the following manner:

Quizzes (3)	10%		
Chapter Exams (3)	30%	Final Exam	10%
Writing Exams (3)	10%	Adelante Homework	20%
Oral Midterm (Cultural Event)	10%	Participation and Preparation	10%
		TOTAL	100%

Quizzes. Your progress will be assessed frequently in the form of short quizzes on material covered between exams. Quizzes will include material from the chapter(s) most recently covered. They may cover any aspect studied such as: verbs, grammar, culture, and vocabulary. Quizzes will be administered at the beginning of class. No make-ups will be given. Do not ask your instructor for special allowances. **Be prepared!**

Exams: There will be a written test at the end of every couple of chapters. There will be approximately 2 written exams. We will try to work through all the chapters. If you have serious and compelling reason for not taking a test on the assigned date, the instructor should be notified in a timely manner. Exam must be taken before the assigned date. There are no make-up exams, unless you make arrangements ahead of time.

- **On test day if you arrive after the listening comprehension component is in progress, you will not be allowed to enter the classroom until students have completed this portion of the test. Please enter once this portion is finished, but the audio activity will not be repeated and you will forfeit those points.**

Writing Assignments. You will be required to write (3) in-class essays over the course of the semester worth 30 points each. The first draft of each essay will be written during the class period and should be double-spaced and approximately 250 words in length. You **must** be in class on the day of the writing assignment. No opportunity to make up missed writing assignments will be extended without an acceptable written justification for the absence.

Oral Exams. An oral midterm and an oral final will be administered as indicated on the syllabus. These exams will be structured as impromptu group presentations. Further details will be provided by your instructor.

Written Exams. Written exams will be administered as indicated on the syllabus. A make-up will be given only in the case of a prior school related commitment or an excused absence for documented illness or family emergency, at the discretion of the course coordinator.

Written Final Exam. The final exam is cumulative, covering all material of the course (Lesson Repaso and 1-5), and is mandatory unless the student is excused by the instructor.

Homework and Preparation. You are expected to dedicate two hours of preparation for every hour of class time and to come to class each day prepared with completed homework and all books and materials. Late assignments are not accepted. The general rule is two hours of preparation for each classroom hour. Don't get behind in this schedule because learning a language is the result of cumulative efforts. Trying to "cram" this week to make up for what you didn't do last week is not an effective way of learning a

language and will make your future progress difficult. Remember to practice speaking aloud when you study so you will feel more confident in class.

Classroom participation: Language learning for real communication is based on four integrated skills: reading, writing, listening and speaking. Grades are based on your participation and skill demonstration as well as on quizzes, chapter exams, and written and oral assignments. Please note that in order to participate and demonstrate your Spanish communications skills, you must be in class. Don't sit back and wait to be called on ---- instead volunteer a response to a question. When you volunteer, no penalty is attached to a wrong answer. Each day you will receive points for participation in class and for using Spanish only. *Your failure to attend class and participate in an informed fashion will lower your grade.*

Workbook: The workbook exercises for each individual chapter will be due at the first day of the period the day of a chapter exam. Each chapter of the workbook will be worth a maximum of 10 points. You must correct your entire workbook before you turn it in. If a section is correct print a "C" in the margin of the section. Please staple your work and place it on my desk before class begins. Workbook chapter will not be accepted after the due date.

Cultural Activities: You will receive cultural points for participation in a Hispanic cultural activities or events on campus, or off campus. (e.g.: Mexican Independence Day, Día de los Muertos and Posadas). More on this later.

Dropping Class: If you wish to drop this class, it is your responsibility to do so. The instructor will not drop unless forced to. Petitions for reinstatement are also the responsibility of the student.

Credit/No Credit (Pass/No-Pass): If you are really concerned about your grade, consider switching to Credit-No Credit; the deadline to apply is the end of the fifth week of the semester. The units count toward G.E and your degree, but CR-NC does reduce the grade pressure a bit.

Extra Help: I am here to help you learn Spanish and to achieve your academic goals. Take advantage of office hours. If you have concerns about the class or your progress talk to me as soon as possible. Be proactive and seek help before you feel overwhelmed. If you need additional help sign up for a tutor in the counseling office or form a study group.

Students with Disabilities. Note: If you have a verified need for an academic accommodation or materials in alternate media (i.e. Braille, large print, electronic text, etc.) per the Americans With Disabilities Act or Section 504 of the Rehabilitation Act, please contact your instructor as soon as possible.

Attendance. Regular attendance is *Mandatory*. Attendance will be taken at the beginning of each class. Attendance and participation in class activities are essential to learning. **You will be allowed two (2) unexcused absences, equivalent to one week of class. Each absence over this number will result in your final grade percentage being lowered by 1.** For example, if a student has 92%, at the end of the semester, and was absent 6 times without formal documentation, the final grade percentage would be lowered by four (6-2 = 4). Thus the student would receive an 88%, or B, for the course. Please plan your schedule to arrive on time. Tardiness and leaving class early are disruptive to instructor and class alike; therefore any combination of 2 tardies and/or early departures from class will count as 1 absence and lower your final grade accordingly. Documentation to excuse an absence may be a note from a doctor or authorized medical staff that specifies the dates of the absence(s) as the dates on which doctor's office or hospital visits occurred, or when the student was ordered not to attend school. It can also be a note from clergy for a family emergency, or from the Athletic Director's office in cases where the student

participates in school related events. **Any student who accumulates eight (8) absences without proper documentation justifying the absences will automatically receive a failing grade.**

NOTE ON ATTENDANCE: Because only two absences are permitted without penalty to your final course grade, it is extremely important that you attend class regularly and only miss class if you absolutely have to. The class meeting following a test or quiz is not a holiday! **Do not miss class because you had a test in the previous class meeting and think, "We just had a test; nothing important is going to happen in class today."** The day after a test is when a new chapter is introduced, and a great deal of important material is covered.

Preparation refers to the student's preparation for that day's class. Students must arrive to class having studied all assigned materials and having completed all exercises assigned, whether they are to be handed in for a grade or not. Students who come to class unprepared are unable to participate actively or profitably in the class, and their grade in this area will be lowered accordingly.

Classroom Policies. Your instructor will provide you with classroom policies and expectations, such as: no gum, no cell-phones, no English, etc. You are also expected to respect your fellow classmates and their efforts to learn and use the language. **Student conduct which disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class.**

Important Dates

January 9: Spring classes begin.
January 16: Martin Luther King, Jr. Holiday
February 17: Lincoln Holiday
February 20: Washington Holiday
April 10-15: Spring Recess
May 15-19: Final Examinations

FINAL EXAM:

TBA

Tentative Course Schedule

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to find out from a reliable classmate what happened during your absence, and what work was assigned.

Date	Chap.	Prepare topics <u>before</u> class	Exams & Quizzes
T, Jan 10	R	<p>¡Adelante! (A): <i>Lección de repaso.</i> A <i>Nouns and articles.</i> A <i>El presente de ser y estar</i> A <i>Adjetivos.</i> A <i>Verbos regulares en el presente. (cont.)</i> Syllabus, course policies</p>	
Th, Jan. 12	R	<p>A <i>Nouns and articles.</i> A <i>El presente de ser y estar</i> A <i>Adjetivos</i> A <i>Verbos regulares en el presente</i> A <i>Verbos tener y venir en el presente</i> A <i>El presente de Ir</i> A <i>Verbos irregulares en el presente</i></p>	
T, Jan. 17	R	<p>A <i>Verbos tener y venir en el presente</i> A <i>El presente de Ir</i> A <i>Verbos irregulares en el presente(cont.)</i> A <i>Verbos regulares en el pretérito (cont.)</i> A <i>Verbos irregulares en el pretérito (cont.)</i></p>	
Th, Jan. 19	R	<p>A <i>El presente de Ir</i> A <i>Verbos irregulares en el presente(cont.)</i> A <i>Verbos regulares en el pretérito (cont.)</i> A <i>Verbos irregulares en el pretérito (cont.)</i></p>	
T, Jan. 24	R	<p>A <i>El presente de Ir</i> A <i>Verbos irregulares en el presente(cont.)</i> A <i>Verbos regulares en el pretérito (cont.)</i> A <i>Verbos irregulares en el pretérito (cont.)</i></p>	
Th, Jan. 26	R 1	<p>A <i>Verbos regulares en el pretérito (cont.)</i> A <i>Verbos irregulares en el pretérito (cont.)</i> A <i>Verbos reflexivos</i> A <i>Indefinite and negative words (cont.)</i> A <i>Preterite of Ser and ir (cont.)</i> LAB</p>	Quiz 1
T, Jan. 31	1	<p>A <i>Verbos reflexivos</i> A <i>Indefinite and negative words (cont.)</i> A <i>Preterite of Ser and ir (cont.)</i></p>	

Th, Feb. 2	1	<p>A Indefinite and negative words (cont.) A Preterite of Ser and ir (cont.) A Verbs like gustar (cont.) A Fotonovela A Recapitulación.</p>	
T, Feb. 7	1	<p>A Indefinite and negative words (cont.) A Preterite of Ser and ir (cont.) A Verbs like gustar (cont.) A Fotonovela A Recapitulación.</p>	
Th, Feb. 9	1	<p>A Verbs like gustar (cont.) A Fotonovela A Recapitulación A Panorama</p>	
T, Feb. 14	1	<p>A Comparisons; más/menos + adjective adverb noun + que A Superlatives; highest or lowest degree of a quality. A Recapitulación A Panorama LAB</p>	
Th, Feb. 16	2	<p>A La Comida A Meals, Food descriptions and meals: Frutas y verduras de América A Preterite of stem – changing verbs. A Double object pronouns</p> <p>Writing 1 assignment in class</p>	Written Exam 1
T, Feb. 21	2	<p>A La Comida A Meals, Food descriptions and meals: Frutas y verduras de América A Preterite of stem – changing verbs. A Double object pronouns</p>	
Th, Feb. 23	2	<p>A Preterite of stem – changing verbs (cont.) A Double object pronouns (cont.) A Comparisons; más/menos + adjective adverb noun + que A Superlatives; highest or lowest degree of a quality.</p>	
T, Feb. 28	2	<p>A Double object pronouns (cont.) A Comparisons; más/menos + adjective adverb noun + que A Superlatives; highest or lowest degree of a quality. A Recapitulación A Panorama LAB</p>	Quiz 2

<p>Th, March 2</p>	<p>3</p>	<p>A Las fiestas A Parties and celebrations, personal relationships and stages of life. A Irregular preterites A Verbs that change meaning in the preterite, conocer, saber, poder, querer. A ¿Qué? and ¿Cuál?</p>	
<p>T, March 7</p>	<p>3</p>	<p>A Irregular preterites (cont.) A Verbs that change meaning in the preterite, conocer, saber, poder, querer. (cont.) A ¿Qué? and ¿Cuál? (cont.) A Pronouns after prepositions</p>	
<p>Th, March 9</p>	<p>3</p>	<p>A Irregular preterites (cont.) A Verbs that change meaning in the preterite, conocer, saber, poder, querer. (cont.) A ¿Qué? and ¿Cuál? (cont.) A Pronouns after prepositions</p>	
<p>T, March 14</p>	<p>3</p>	<p>A Irregular preterites (cont.) A Verbs that change meaning in the preterite, conocer, saber, poder, querer. (cont.) A ¿Qué? and ¿Cuál? (cont.) A Pronouns after prepositions</p>	
<p>Th, March 16</p>	<p>3</p>	<p>A Verbs that change meaning in the preterite, conocer, saber, poder, querer. (cont.) A ¿Qué? and ¿Cuál? (cont.) A Pronouns after prepositions (cont.) A Recapitulación (cont.) A Panorama: Chile LAB</p>	
<p>T, March 21</p>	<p>4</p>	<p>A En el consultorio A Health and medical terms A Parts of the body A symptoms and medical conditions</p> <p>A The imperfect tense (cont.) A The preterite and the imperfect (cont.)</p> <p>Writing 2 assignment in class</p>	<p>Written Exam 2</p>
<p>Th, March 23</p>	<p>4</p>	<p>A The imperfect tense (cont.) A The preterite and the imperfect (cont.) A Constructions with se A Adverbs A Panorama: Costa Rica</p>	

T, March 28	4	<p>A <i>The imperfect tense (cont.)</i> A <i>The preterite and the imperfect (cont.)</i> A <i>Constructions with se</i> A <i>Adverbs</i> A <i>Panorama: Costa Rica</i></p>	
Th, March 30	4	<p>A <i>The imperfect tense (cont.)</i> A <i>Constructions with se</i> A <i>Adverbs (cont.)</i> A <i>Panorama: Costa Rica</i> A <i>Fotonovela</i></p>	
T, April 4		Cultural Event Presentation	
Th, April 6		Cultural Event Presentation	
M-F April 10-15		Spring Recess	
T, April 18	5	<p>LAB</p> <p>A <i>La tecnología</i> A <i>Home electronics</i> A <i>Computeres and the internet</i> A <i>The car and its accessories</i></p> <p>A <i>Familiar commands</i> A <i>Por and para</i></p>	Quiz 3
Th, April 20	5	<p>A <i>Familiar commands (cont.)</i> A <i>Por and para (cont.)</i> A <i>Reciprocal Reflexives</i> A <i>Stressed possessive adjectives and pronouns</i></p>	
T, April 25	5	<p>A <i>Por and para (cont.)</i> A <i>Reciprocal Reflexives (cont.)</i> A <i>Stressed possessive adjectives and pronouns (cont.)</i> A <i>Panorama: Argentina</i> A <i>Recapitulación</i></p>	
Th, April 27	5	<p>A <i>Reciprocal Reflexives (cont.)</i> A <i>Stressed possessive adjectives and pronouns (cont.)</i> A <i>Panorama: Argentina</i> A <i>Recapitulación</i></p>	
T, May 2	5	<p>A <i>Reciprocal Reflexives (cont.)</i> A <i>Stressed possessive adjectives and pronouns (cont.)</i></p>	

Th, May 4	5	<i>A Reciprocal Reflexives (cont.)</i> <i>A Stressed possessive adjectives and pronouns (cont.)</i>	
T, May 9	5	<i>A Reciprocal Reflexives (cont.)</i> <i>A Stressed possessive adjectives and pronouns (cont.)</i> <i>A Panorama: Argentina</i> <i>A Recapitulación</i> <i>A End of chapter of 5</i> <i>Preparation for Final Exam</i>	Exam 3
Th, May 11	5	Writing 3 assignment in class Review	
May 15-19	5	Finals Week	

**REEDLY COLLEGE
CONTRACT
ESPAÑOL 2/SPRING 2017**

<u>Class</u>	<u>Sec.</u>	<u>Hour</u>	<u>Days</u>	<u>Room</u>	<u>Instructor</u>
Spanish 2	<u>59292</u>	<u>2:00-4:15PM</u>	TTH	<u>SOC - 30</u>	Edgar Galindo

I have been advised by my instructor that if I have previously study Spanish I should consider enrolling in a higher level class in order to be challenged and stay motivated, and to make progress in furthering my language skills. He has explained that often students who are not challenged get bored and do not succeed in a class that is essentially a review or repetition of a class already taken. I understand that if I remain in this class I am still expected to meet all of the requirements of the course, which is designed for true beginners, and this includes daily participation and the completion of homework assignments covering material I may have already been exposed to in previous studies. Furthermore, I will be expected to interact with students in Spanish during the class period, including students who are true beginners and may be struggling with the language. I will not be allowed to spend class time doing homework from this or any other class, using cell phones or other electronic devices, sleeping, eating or speaking English with classmates. These behaviors will result in being asked to leave class.

I, _____, have read carefully and fully understand the syllabus and expectations for this course. (Spanish 2)

(Signature)

(Date)