Bienvenidos a... 😊

HU2291:
Spanish Language & Culture IA
Descripción, Información, Expectación
Summer 2007 (Track B)

Instructor:
Dra. Sandra M. Boschetto de Sandoval (Sra. Sandoval 😊)
Office/Hrs: Walker Bldg. 321/ MTuW 1-2; Th 3:30-4:00
Phone: (office) 487-3241 Email: smbosche@mtu.edu
Language Lab: mllmon-l@mtu.edu Phone: 487-3036
Lab Monitor: Joe Uzarski: jsuzarsk@mtu.edu

Required Books and Ancillary Materials:

- ¿Qué tal? An introductory Course, 7th edition (Dorwick, Pérez-Gironés, Knorre, Glass, Villarreal)*
  *[Note to First Time Users: Registration to the Online Learning Center Website is no longer required. All of the student resources contained on the site are freely accessible; you may disregard the registration instructions and the registration code printed on the card at the front of your textbook]
- Audio Program CDs (available with text or in ML Lab-Walker 114)
- Black ink writing pens (NOTE: no penciled work accepted!!)
- Lined paper if assignment is handwritten.

Course Goals:

The main goal of HU2291 is to prepare first-year students to move to the intermediate level of Spanish proficiency. This means that the structures that enable you to express your feelings in a personal way, talk about your own lives, survive basic, predictable situations, ask and answer questions, and in general sustain a good conversation are those that will receive the greatest emphasis in the classroom.

Proficiency in Spanish is not attained merely by knowing about Spanish but by using Spanish as much as possible. While there will be equal emphasis on all four language skills (listening, speaking, reading, and
writing), special emphasis will be placed on reading (la lectura) and writing (la escritura).

Another important goal of the course is cultural awareness; this includes both knowledge and attitude. Both knowledge and attitude can lead to understanding and cultural sensitivity. The course/text is designed to help you gain some knowledge of the everyday customs of Spanish speakers, as well as knowledge about Hispanic geography, history, and contributions to art, literature, film, and so on. Because much of the course will be concerned culturally with “difference,” it is important to understand that all cultural phenomena make sense within the context of the Hispanic cultures where they occur. The best way, of course, to gain cultural awareness, understanding, and sensitivity is through direct immersion (i.e. study abroad, international experience and home stays).

**Expectations** (¿Qué tiene que hacer o no hacer?)

The keys to successful language learning are curiosity, open-mindedness, humor, the willingness to take risks, and above all, constant practice. Be prepared to **set aside at least 18 hours per week for study and practice outside of class (3 hrs. for each hr. spent in class!)**. Additionally, you are expected to:

- Attend regularly and participate actively in class
- Familiarize yourself with the *¿Qué tal?* textbook and workbook, ancillary materials, including CDs, Interactive DVD, and resources available on the Online Learning Center website: www.mhhe.com/quetal7
- **Come prepared to class.** Outside preparation is absolutely crucial to your success in this class.
- Bring required textbooks and materials to class every day.
- Keep up with all oral and/or written assignments, which are designed to reinforce the work we are doing in class.
- Clarify any “issues” with the instructor before week 2!!
- Hand in assignments when assignments are due.
- Do not cram assignments in the last weeks of class, as you will not receive credit for these if you do.
- **REVISE all written assignments and quizzes as necessary** *outside of class,* and **as required by the instructor** (Unrevised work is opportunity lost!!)
• Use only 14 pt. font on all typed assignments; you may use ink, but make sure it is BLACK and BOLD. Penciled assignments or those written in red, blue, or green ink will not be accepted.

• Be prepared to work in small groups, to role-play, and to give informal presentations in class.

• TURN OFF all cellular phones before entering class. If cell phones ring in class, minus points equivalent to ONE UNEXCUSED ABSENCE will be deducted from the participation portion of your grade. A second offense entitles you to a “D” in the participation portion of your grade (25%). Please inform family members or significant others that you are in class, and unavailable by cell phone.

• If you need extra help with assignments Email me at smbosche@mtu.edu or visit my office in Walker (321) or make an appointment with Joe (José) Uzarski, our helpful Spanish coach in the language lab (Walker 114)

• Be respectful and supportive of each other while learning to laugh at your own verbal bloopers. Fluency in a language takes years of hard work, tolerance, and patience!

• Please take responsibility for your learning and that of your peers! Ask for clarification whenever you feel lost. You may also be helping the person next to you!

• Follow proper behavior and classroom etiquette as per MTU student handbook (i.e. in addition to cell phones, no food or drinks are allowed in class without medical authorization from the Dean of Students’ office).

Class Requirements:
Your final grade will be based on the following class requirements. All requirements must be completed to pass the course:

1. Preparation, Attendance, and Class Participation 35%

   Preparation:
   Follow the TENTATIVE SCHEDULE (separate handout) of assignments carefully and complete work diligently; come prepared to DO Spanish in class. We will not be spending too much time talking ABOUT Spanish. USE of Spanish in the classroom is the most efficient way to learn, given the logistical constraints. Prepare to be involved and engaged during each class session.
Participation:
Volunteer responses in class whenever possible; if called upon for a response, do not be afraid to make mistakes. Be prepared to demonstrate verbally that you have prepared the assigned work. Any attempt to do this *in Spanish* is considered participation. Use of English is not! This participation applies for group work as well.

Attendance:
I do not expect attendance to be a problem in this course, knowing that you are a highly motivated group of students. However, summer classes present particular problems that make a strict attendance policy absolutely necessary. Each day, I will circulate a sign-up sheet during the first minutes of class. Make sure that you are in class ON TIME to sign the sheet. If you consistently arrive late for class, you will lose participation credit.

Please note 1: **A simple email note or a verbal communication does NOT qualify as an officially excused absence.** What is an “officially excused absence”? One that is authorized in writing by (i.e. a doctor, another instructor, a coach, a program director, a supervisor, or the Dean of Students). Your grade will be seriously affected if you miss class without an officially authorized excuse for your absence. **Unexcused absences are serious grounds for failure in class participation and failure in the course.**

Please note 2: there are no make-ups for quizzes missed because of unexcused absences. If you know in advance that you will not be able to attend class, it is your responsibility to make prior arrangements with me and to complete the required assignments in a timely manner.

2. **Weekly Written Assignments**

The purpose for assigning *tareas por escrito* (written homework) is to insure that you receive feedback on your progress towards reading and writing proficiency. Several writing assignments are closely linked to reading tasks. Many “A Escribir” sections in the textbook relate directly to the reading sections. Thus the reading sections ("A leer")—in addition to being a source of cultural information—are also vehicles for learning how to read and to write! (Estrategia and Repaso de estrategias sections). Good reading and writing skills lead to successful intermediate work.
Written assignments are of two kinds: graded (GR) and ungraded (UG). These are marked appropriately in your TENTATIVE SCHEDULE. The ungraded assignments are number tallied. Graded assignments are averaged by grade in the final calculation.

All written assignments may be revised for additional credit. Revision is an essential component of all writing assignments in this class. For ungraded assignments, I will use various qualifiers to inform you as to whether the assignment exceeds, meets or falls short of expectations. Excelente, muy bien, and vale (OK) are self-explanatory. If your paper, however, is not qualified in this way, the assignment has not been recorded and must therefore be revised.

Please note 1: All written assignments should be double-spaced in bold black ink or typed. If typed, please use 14 pt. font and leave space between lines. Completed revisions should be clearly labeled, dated and numbered. They should be written on a separate sheet of paper, clipped or stapled to the original assignment. Corrections are never to be made on the original sheet/text/quiz unless told to do so. If the assignment is sloppily written, or otherwise unreadable you have only handed in a chapucería (a sloppy job!) and you will need to redo it.

Please note 2: Assignments that are 4 days past the due date stipulated on the TENTATIVE SCHEDULE will not be accepted for credit.

Please note 3: Do not ask me “if (you) have any missing assignments?” It is your responsibility to keep on target with assignments by following the schedule laid out on the Tentative Schedule—marking assignments turned in and returned/graded, being attentive in class, or following up on our list-serv communication by email.

3. Quizzes

There are no mid-term or final exams in this class. Regular quizzes are approximately 20-25 minutes in length. Quiz dates are noted on the TENTATIVE SCHEDULE (note!: this is a tentative schedule!). All
quizzes are revisable, following the procedure noted above. No make ups for quizzes are allowed for unexcused absences.

**Grades:**

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
<td>76-70</td>
</tr>
<tr>
<td>AB</td>
<td>92-88</td>
<td>69-65</td>
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<tr>
<td>B</td>
<td>87-82</td>
<td>64-60</td>
</tr>
<tr>
<td>BC</td>
<td>81-77</td>
<td>59-</td>
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*All graded work is revisable provided procedures for revision are properly followed.

**Language Lab:**

The Language Lab is located in Walker Bldg. 114. While I will not require attendance, the lab is an important resource for aural and visual comprehension practice. Most of you will acquire the CD program that accompanies *¿Qué tal?* when you purchase the text and workbook. Nevertheless, additional copies of the *¿Qué tal?* CDs and interactive CD-Rom are available in the lab. The lab houses various PCs with internet capability for accessing the Online Learning Center Website: www.mhhe.com/quetaI7, another valuable learning resource. Several assignments may require that you make use of the lab over the course of the summer session.

Lab hours are usually posted outside the door of Walker 114. Joe (José) Uzarski will be available to assist you with the equipment. Joe is also a highly qualified Spanish coach, and can assist you if you have any questions pertaining to your assignments. Please note 1: he is not authorized to complete the assignment for you!

There are various procedures that need to be followed when using equipment or material in the lab. Please follow guidelines laid out there carefully. Make sure you sign-in and sign-out every time you use the language lab! This information will prove useful at the end of the semester! © as a prize is awarded to the student who spends the most time in the lab during the summer session.

Please note 2: You are automatically charged a lab fee upon registration for a language class. Put this money to good use by taking full advantage of the equipment and varied materials, including audio tapes, videos, CD-Roms,
vocabulary and grammar exercises available there and purchased with your money!

© SABÍA UD QUE…? (Did you know…?) ©

There are now as many Spanish speakers in the world as English speakers! Spanish is spoken on four major continents ¿Sabes cuales? (Do you know which ones?). © In 2003 the U.S. Census Bureau declared Latinos to be the largest minority group in the U.S, surpassing African-Americans and reaching 40 million, which constitutes more than 10 percent of the whole Spanish-speaking world. By the end of the 21st century, their impact on U.S. life will be enormous (as will their cultural, political, and economic influence). Every time we celebrate our Spanish heritage we remember the important role that Spanish language, culture, and history have played and continue to play in almost every facet of U.S. culture, including language. Spanish is the unofficial second language of the United States. Indeed to describe Spanish as a “foreign” language in the United States is increasingly problematic. As Ilan Stavans asks: “Is a form of communication so intimately related to the fabric of our nation’s life, spoken by millions, really alien to our collective identity?” (The Chronicle Review, July 2005, B6).

Find out more about Spanish language and culture, as well as other languages of the world by visiting
http://www2.ignatius.edu/faculty/turner/languages.htm en la red!

© HU2291 and the World Cultures Requirement

NOTE: HU2291 is a course for “true beginners,” therefore no placement credit is assigned after completion of the course. If you have had a minimum of two years of Spanish in high school you should enroll in HU2293 (Transitional Spanish I) or HU3291. If you pass HU2293 with a C or higher, you will receive 3 placement credits (in addition to the 3 credits for the course). By placing into higher level courses, you may earn as many as 12 (free) placement credits!

Students who enroll in UN1003 in spring semester and go on to complete HU2292 in fall or spring satisfy the World Cultures requirement for graduation. Students may continue with second, third, and fourth-year level language courses in Spanish and count these courses toward the general education distribution requirement (at least nine credits) and also earn credits toward a Minor or International Minor in Spanish.

NOTE: As a second option, all 15 credits of the distribution requirement
may be filled with modern language credits providing they are not the student’s native language, meet the upper division requirement (3000-4000 level) of nine credits, and any distribution course specified by the major is also taken.

© Minors and International Minors in Spanish Language and Culture!

Competing successfully in the world market requires language skills, cultural awareness, and international experience. The study of a modern language will help you address that challenge. In addition to gaining proficiency in the language and intercultural communication skills, you will also study literature and acquire knowledge of contemporary issues. A minor in Spanish can give you the competitive edge in your career and help you develop skills to cope effectively with the complex challenges of a rapidly changing global environment.

Students who want to earn a MINOR in Spanish (18 credits) must complete two years of the language (12 credits) and at least two courses (6 credits) chosen from Spanish-language specific courses at the 3000 or 4000 level which can be taken either at MTU* or completed through study abroad. Three of the six credits may be earned through participation in an approved internship in a Spanish-speaking country.

Students who want to earn an INTERNATIONAL MINOR in Spanish (21 credits) must complete two years of the language (12 credits) and at least three courses (9 credits) chosen from 3000-4000 level courses which can be taken either at MTU* or completed through study abroad. In addition, students must spend at least six (6) weeks for work or study in a Spanish-speaking country.

*Some restrictions for on-campus course completion may apply.

© Certificates in Spanish Language and Area Studies

Certificates in Spanish and Area Study (21 credits) are also available. The difference between the International Minor and the Certificate is that the Certificate does not mandate either study abroad or advanced study in Spanish and culture. Instead, students may satisfy requirements for the Certificate by completing requirements in English.

For additional information on Certificates, Minors and International Minors, please see your instructor or view our website at:
http://www.hu.mtu.edu/mod_lang/
If you are interested in obtaining information on study abroad, internships, or coop opportunities (with or without financial aid), please consult with one of the Spanish instructors (Department of Humanities), with your major advisor, or with the Office of International Programs (Administration Bldg.). Most of these programs allow for the transfer of credits to MTU. **Study abroad scholarships** are also available through our partner program, University Studies Abroad Consortium (USAC). **NOTE:** I am happy to support your application for study abroad if you maintain at least a C average in this class. **PLEASE NOTE AGAIN:** If you are working toward an International Minor in Spanish, either study or an internship in a Spanish-speaking country is required.

**MORE IMPORTANT NOTES:**

- If you face circumstances that could impact your performance in this class, please see me ASAP so that we can make appropriate arrangements.
- **MTU** complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act of 1990 (ADA). If you have a disability and need reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Associate Dean of Students at 487-2212. For all other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office at 487-3310.
- Your instructor is visually challenged, and has filed under ADA. Please follow guidelines for written assignments carefully. You may be asked to revise or rewrite an assignment if not perceived as legible or clear by the instructor.
- The syllabus and course schedule may be revised during the semester to accommodate the needs either of students or the instructor.
# TENTATIVE CLASS SCHEDULE

(Dates in bold indicate quizzes)

<table>
<thead>
<tr>
<th>DATE</th>
<th>CHAPTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2, 3, 5, 9, 10</td>
<td>Primeros pasos</td>
</tr>
<tr>
<td>July 11, 12, 16, 17, 18</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>July 19, 23, 24, 25, 26</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>July 30, 31, August 1, 2</td>
<td>Chapter 3</td>
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<tr>
<td>August 6, 7, 8, 9</td>
<td>Chapter 4</td>
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<tr>
<td>August 13, 14, 15, 16</td>
<td>Chapter 5</td>
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# HOMEWORK SCHEDULE**

(Assignments Due on Date Indicated)

**The following is based on a chapter-by-chapter schedule, including the day following the quiz.

**Abbreviation Index:**

QT (¿Qué tal? textbook)

QTW (¿Qué tal? workbook)

**make sure to check answers in back of workbook after completing exercise**

OP (Oral preparation assignment)

UW (Ungraded written assignment to be handed in)

GW (Graded written assignment to be handed in)

Lectura (Reading Assignment)

EC (Enfoque cultural or Entrevista cultural segment in the Videoteca section)

EA (Entre amigos segment in the Videoteca section)

MD (Minidrama or Minidíálogo interchangeable)

AP (Autoprueba: self-test)

Escritura (Writing Assignment/self-check/do not hand-in)

REPASO (Review)

### FECHA  (date) | TAREA (homework)
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lunes, 2 de julio | Introducción/Presentación ☺

martes, 3 de julio | REPASO: OP Saludos y expresiones de cortesía 1, 2, 3, 4 (pp. 2-3) **Lectura**: Nota comunicativa: Los cognados (p. 6); **Pronunciación**: las vocales (pp. 7-8)

jueves, 5 de julio | REPASO: OP Notas comunicativas: Otros saludos y expresiones de cortesía (p. 3), Los cognados (p. 6), ¿Cómo es usted? (p. 7), **Pronunciación**: Las vocales (pp. 7-8).
lunes, 9 de julio

**LECCIÓN:**
Nota Cultural: Spanish in the United States and in the world (pp. 9-10)

**REPASO:** OP Los números 0-30; HAY (p. 11), Gustos y preferencias (p. 13)

**ESCITURA:** Primeros pasos: Primer paso en QTW (pp. 1-8) (check answers at the back)

**REPASO:** Los números 0-30; HAY (p. 11), Gustos y preferencias (p. 13); OP ¿Qué hora es? (p. 15); Lectura: La geografía del mundo hispánico (pp. 17-18)

**ESCITURA:** Segundo paso en QTW (pp. 9-14) (check answers at the back)

martes, 10 de julio

**REPASO:** OP Videoteca en QTW (p. 15)

**UW:** #1 Repasemos (Audio Program) en QTW (pp. 15-16)

**GW:** Mi diario en QTW (p. 17) [first graded assignment]

**REPASO:** OP Póngase a prueba en QTW (pp. 17-18)

**QUIZ:** in class