HU 2293: Transitional Spanish  
Fall 2007

Instructor: Prof. Natalia Crespo  
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Office: Walker 337. Tel.: 487-3246.  
Office Hours: M-W-F from 1:50 to 2:50, or by appointment.  
Class meets: M-W-F from 11:05 to 11:55 in Fisher 130.

Required Materials:
- A large Spanish/English dictionary, such as Collins, Cassells, Webster’s, or Larousse.
- A binder. For organizational purposes, I suggest that you divide your binder in the following sections: 1) Class activities and notes, 2) Vocabulary, 3) Grammar, 4) Compositions and exams.

Philosophy:
We learn to talk by talking. We learn to write by writing. The acquisition of a second language is only possible if you practice every day. So, be prepared to do a lot of work in the classroom and outside of it.

Course Goals:
This course will be taught completely in Spanish. It is designed to provide students opportunities to acquire an improved proficiency in five basic areas: listening, speaking, reading, writing, and cultural awareness of the Spanish-speaking World. Proficiency levels mentioned here are the ones established by the American Council on the Teaching of Foreign Languages. Students will build upon previous knowledge through diverse activities with a communicative and cultural approach. Although in this course emphasis is not on grammar, we will review and master some basic linguistic structures¹. Students are expected to attend regularly and participate actively in the coursework. Each student will have to complete at least one hour of daily work at home.

¹ Some of the grammatical structures to be reviewed in this class are: Differences between preterito and imperfecto, use of the subjunctive with certain clauses, prepositions and prepositional structures, the multiple uses of the verb “haber”, appropriate use of transitive verbs (such as gustar, faltar, etc.), commands with imperative mode, the impersonal “se”, the “se” passive and reflexive verbs with “se”, adverbs.

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By the end of the semester, the student will be able to:

- Demonstrate reading comprehension at the upper beginning level of proficiency for texts written originally in Spanish.
- Write at the beginning level in narrative, descriptive, and argumentative essays.
- Demonstrate listening comprehension at the upper beginning level.
- Demonstrate speaking proficiency at the upper beginning level.
- Organize ideas to communicate in a logical and convincing fashion.

On Fridays, the class will meet in the CCLI (Walker 114) and not in Fisher 130. During CCLI classes, you will be required to complete reading and writing activities in small groups or by yourself. We will work with diverse authentic cultural materials, such as on-line newspapers, articles, and different Spanish Web pages through the Internet. As a warm-up activity for Friday classes, you will have to compose and send an e-mail to me addressing a particular issue posed during the first minutes of the class. The content and form of this brief text will be counted as part of your participation grade of the day. Hence, it is very important for you not only to be present on Friday classes but also to arrive on time.

Requirements

- Attendance, Punctuality, and Participation: 20%

Being present in class does not mean the same as participating. I understand participation as your intelligent and helpful engagement with and completion of all the activities and assignments during and after class. In order for your enriching comments to be considered as participation they should be made entirely in Spanish, regardless of the possible mistakes you might commit. To derive the utmost benefit from class time, you must actively participate. Not doing so will make you miss opportunities to speak and hear Spanish. Be aware that information from class discussions and lectures will appear on the exam.

Punctuality does not only refer to your arrival on time to class but also to your capability to complete assignments on time. Hence, it is very important that you comply with the deadlines established in the Programa de clases for each assignment.

We will cover seven to ten (depending on the pace of each group) chapters of the book ¿Qué tal? during the semester. I plan us to work for approximately five classes on each chapter. You are expected to come to class with the assigned pages for each day already read and revised. You are also required to keep up with new vocabulary and new structures.

Since the course meets three times a week, each student is allowed three absences. After the third absence, your grade will be lowered by 5% for each additional cut or unpunctuality, unless you present an official documentation. Examples of official documentation include: doctor’s notes, or a letter from the Dean of Students providing explicit documentation for all the days you were absent. An e-mail is not considered an official documentation. Cases of students with extended absences (more than one week of consecutive class periods) that are appropriately documented will be considered individually. If you are more than five minutes late, your lack of punctuality will be counted as a half-absence.
Any student who is absent is responsible for all assignments and in-class activities for the following class day. Please exchange e-mails and phone numbers with at least three peers at the start of the semester so that you will have someone to call to get what you missed during your absence.

- **Informes Orales: 20 %**

Among its many resources, the Language Lab has a Web Cam settled in one of its computers. You will be required to record **three informes** during the semester. The informes will be oral performances on specific topics previously assigned. You will have to talk in front of the screen (and RECORD it) for three minutes. You are not allowed to read while you record your informe.

There is a specific computer in the Language Lab assigned for recording the informes. You will have to record your informes there. In this computer, you will also find my examples of each informe. You may record the same informe as many times as you need. Once you are satisfied with it, you will have to save your final version of each informe and delete the previous ones. To record each informe, you have to write:

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2293 + In (for Informe) + the number of each informe + your last name.
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Thus, each informe oral recorded should read as follows: E.g: 2293.In.1.Crespo.

Please, do not send me your informes by e-mail, just record them in the computer assigned for that purpose. I will correct each informe from there and then give you a written feedback and a grade. Please see the Grading Criteria for Informes Orales.

- **Actividades de laboratorio: 20 %**

You will have to complete several actividades de laboratorio during the semester. Each actividad will be about a particular topic previously assigned. In general, you will be required to write about the same themes that we are covering in class and in the book, but you might also have to write a critical response about cultural materials from the Web. All actividades will be well-organized, thoughtful analysis of the topic assigned and will display an effective use of grammar, syntax, and vocabulary. The final evaluation of the actividades will be based on both content and form. All actividades must be typewritten in Times New Roman, 12 pt. font, double-space and with four margins of 1" each. You are allowed to revise each actividad up to two times. Always hand in your actividad de laboratorio along with a copy of the correspondent grading criteria. When handing a revised text, you will have to staple the corrected version of your actividad to the previous one and to the already used page of grading criteria.

**Important Note:**
All students must abide by the Academic Integrity and Honesty Code at MTU. Plagiarism, dishonesty and cheating are extremely serious matters for us. All actividades de laboratorio, informes orales, exams, as well as any other homework (unless explicitly specified the contrary by your instructor) must be the result of your entirely individual effort. These assignments are not intended to be collaborative works, and thus you are not allowed to seek help from any person outside the classroom, nor from any classmates unless indicated the contrary by your professor. Your work must to be original.

The effective use of the bibliography and of the World Wide Web requires, as almost everything in life does, that you are a person with a clear ethical integrity, and I believe you all are. Always bear in mind that is very easy for any person to check whether a text is original or plagiarized from the Web, and I do take the time to check this if I suspect any abnormality in my students’ works. The use of electronic translators is completely prohibited in this class. Please do not place yourself and your

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professor in a violent situation. For more information on Academic Integrity at MTU contact: Office of Student Affairs, (906) 487-2212, (906) 487-2465.

- **Mid-Term Exam: 20 %:**
  This exam will cover the linguistic and cultural materials seen in *De paseo* during class activities and homework assignments. More information on the midterm exam will be given later in the semester. The date is indicated in the *Programa estimativo de clases* below. **No make-ups allowed!** So please plan ahead.

- **Final Exam: 20 %:**
  This exam will cover the linguistic and cultural materials seen in *De paseo* during class activities and homework assignments. More information on the midterm exam will be given later in the semester. The date is indicated in the *Programa estimativo de clases* below. **No make-ups allowed!** So please plan ahead.

**SPECIAL ACCOMMODATIONS:** Any student who believes s/he has a condition that may prevent full demonstration of their abilities should contact the professor to discuss needed accommodations.

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<tr>
<th>Grading</th>
<th>Scale</th>
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<tr>
<td>A: 100-93</td>
<td>B: 88-82</td>
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<td>AB: 92-8</td>
<td>BC: 81-77</td>
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<td>CD: 69-65</td>
<td>D: 64-60</td>
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<td>F: 59-</td>
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**Internet. Sitios interesantes.** Here are some interesting Spanish Websites that you can navigate in your spare time:

Some Hispanic Important Newspapers:
- [http://www.jornada.unam.mx/](http://www.jornada.unam.mx/) (Diario La Jornada, Mexico)

Some Webpages about Hispanic Art and Culture:
Grading Criteria for Informes Orales

Name: __________________________________ Date: ___________
Informe Oral #: _______ Topic: _____________________________

1) Content and organization
   • Well developed ideas, clear, to the point. Very well organized. 20
   • Ideas mostly well developed, fairly clear and relevant. Clear organization. 15
   • Ideas present but not well developed. Somewhat disconnected. 10
   • Minimal and/or irrelevant information. Very disorganized. 5

2) Vocabulary
   • Rich and extensive vocabulary; very accurate usage. 20
   • Occasionally lacks basic words; generally adequate for situation. 15
   • Mostly inaccurate or inadequate vocabulary. 10
   • Very limited vocabulary. 5

3) Comprehensibility
   • Completely comprehensible to a broad audience. 20
   • Mostly comprehensible but with some errors, sometimes slow and simple. 15
   • Frequent errors in use of language, sometimes impede comprehensibility. 10
   • Mostly incomprehensible to native speakers of Spanish. 5

4) Fluency
   • Speech generally natural and continuous; no unnatural pauses. 20
   • Some definite stumbling, but manages to rephrase or continue. 15
   • Speech frequently hesitant and jerky: sentences may be left uncompleted. 10
   • Speech halting and fragmentary: long, unnatural pauses or utterances. 5

5) Pronunciation
   • Generally good, accurate stress. 20
   • Rather good but with some striking non-Spanish sounds. 15
   • Generally poor, use of non-Spanish vowels and consonants incorrect stress. 10
   • Very poor and inaccurate pronunciation patterns. 5

GRADE: .......... /100
Comments: _____________________________________________________________

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--- Adapted from www.umass.edu/spanport/andoguete/culturalproject.
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Grading Criteria for Actividades de Laboratorio

Name: ___________________________ Date: ______________

Diario Escrito #: _______ Topic: ______________________________

1) Organization

- Composition is a series of separate sentences with no transitions; lacks a formal essay structure (introduction, discussion, conclusion); ideas confused or disconnected. 0 - 5
- Composition is disjointed but has a few transitions and a formal essay structure; main ideas present, though not clearly stated. 10 - 15
- Composition flows smoothly with adequate transitions; has a formal essay structure; main ideas well stated, well organized. 20 - 25

2) Vocabulary

- Inadequate / limited range for this level; incorrect use of vocabulary recently covered; frequent spelling errors. 0 - 5
- Adequate range but not impressive for this level; occasional incorrect use of vocabulary recently covered; occasional spelling errors. 10 - 15
- Broad range; almost precise; impressive for this level; mostly correct use of vocabulary recently covered; very few spelling errors. 20 - 25

3) Content

- Minimal information provided; inadequate development of topic 0 - 5
- Information is adequate, mostly relevant to topic but lacks detail; adequate development of topic. 10 - 15
- Information is very complete and relevant to topic; thorough development of topic 20-25

4) Grammar

- Almost complete lack of attention to grammatical points covered up to this point; frequent errors. 0 - 5
- Adequate accuracy in basic grammatical points recently covered; adequate range of grammatical structures covered up to this point; occasional errors 10 - 15
- Wide range of grammatical structures covered up to this point including recently covered grammar with few significant errors; few errors. 20 - 25

GRADE: ........../100

Comments: ________________________________________________

1 Adapted from http://www.nuxx.cc.al.us.

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Programa Estimativo de Clases

Semana 1: Capítulo I.
Lunes 14 de enero: Presentación del curso y del Syllabus.
Expresiones útiles. Formas de cortesía.
Tarea: Leer detenidamente el Syllabus.
Miércoles 16 de enero: Capítulo I
Viernes 18 de enero: Nos reunimos en el CCLI (Walker 114). Introducción al Laboratorio. A partir de ahora, todos los viernes la clase será en el CCLI. Trabajo con la caja de herramientas (CP).

Semana 2: Capítulo I.
Lunes 21 de enero: Martin Luther King, Jr. Day celebrations
Miércoles 23 de enero: Lectura comprensiva y actividades orales.
Tarea: Páginas a asignar del libro.
Viernes 25 de enero: Clase en CCLI. Actividad de Laboratorio.

Semana 3: Capítulo II.
Lunes 28 de enero: Lectura comprensiva y actividades orales.
Tarea: Páginas a asignar del libro.
Miércoles 30 de enero: Lectura comprensiva y actividades orales.
Tarea: Actividades de audio.
Viernes 1 de febrero: Nos reunimos en el CCLI (Walker 114). Actividad de laboratorio.

Semana 4: Capítulo II.
Lunes 4 de febrero: Lectura comprensiva y actividades orales.
Tarea: Páginas a asignar del libro.
Miércoles 6 de febrero: Lectura comprensiva y actividades orales.
Tarea: Actividades de audio.
Última fecha (deadline) para grabar el Informe Oral # 1.
Viernes 8 de febrero: Winter Carnival.

Semana 5: Capítulo III.
Lunes 11 de febrero: Lectura comprensiva y actividades orales.
Tarea: Páginas a asignar del libro.
Miércoles 13 de febrero: Lectura comprensiva y actividades orales.
Tarea: Actividades de audio.
Viernes 15 de febrero: Nos reunimos en el CCLI (Walker 114). Actividad de laboratorio.

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Semana 6: Capítulo III.
Lunes 18 de febrero: Lectura comprensiva y actividades orales.
Tarea: Completar las actividades del Workbook.
Miércoles 20 de febrero: Lectura comprensiva y actividades orales.
Tarea: Actividades de audio.
Viernes 22 de febrero: Nos reunimos en el CCLI (Walker 114).
Actividad de laboratorio.

Semana 7: Capítulo IV.
Lunes 25 de febrero: Lectura comprensiva y actividades orales.
Tarea: A asignar.
Miércoles 27 de febrero: Lectura comprensiva y actividades orales.
Tarea: Actividades de audio.
Viernes 29 de febrero: Nos reunimos en el CCLI (Walker 114).
Preparamos la presentación.

Semana 8: Capítulo IV.
Lunes 3 de marzo: Repaso.
Miércoles 5 de marzo: MID-TERM
Viernes 7 de marzo: Ultima fecha (deadline) para grabar el Informe Oral # 2.
No hay clases.

Semana 9: Capítulo V.
Lunes 17 de marzo: Lectura comprensiva y actividades orales.
Tarea: Páginas a asignar del libro.
Miércoles 19 de marzo: Lectura comprensiva y actividades orales.
Tarea: Actividades del audio.
Viernes 21 de marzo: Nos reunimos en el CCLI (Walker 114).
Actividad de laboratorio.

Semana 10: Capítulo V y Capítulo VI.
Lunes 24 de marzo: Lectura comprensiva y actividades orales.
Tarea: Completar las actividades de las páginas 68 y 69.
Miércoles 26 de marzo: Lectura comprensiva y actividades orales.
Tarea: Páginas a asignar del CI.
Viernes 28 de marzo: Nos reunimos en el CCLI (Walker 114).
Actividad de laboratorio.

Semana 11: Capítulo VI.
Lunes 31 de marzo: Lectura comprensiva y actividades orales.
Tarea: A asignar
Miércoles 2 de abril: Lectura comprensiva y actividades orales.
Tarea: Completar las actividades de audio.
Viernes 4 de abril: Nos reunimos en el CCLI (Walker 114).
Actividad de laboratorio.
Semana 12: Capítulos VI y VII.
   Lunes 7 de abril: Lectura comprensiva y actividades orales.
   Tarea: Páginas a asignar del libro.
   Miércoles 9 de abril: Lectura comprensiva y actividades orales.
   Tarea: Completar las actividades de audio.
   Viernes 11 de abril: Nos reunimos en el CCLI (Walker 114).
   Actividad de laboratorio.

Semana 13: Capítulo VII.
   Lunes 14 de abril: Lectura comprensiva y actividades orales.
   Tarea: Páginas a asignar del libro.
   Miércoles 16 de abril: Lectura comprensiva y actividades orales.
   Tarea: Completar las actividades de audio.
   Viernes 18 de abril: Nos reunimos en el CCLI (Walker 114).
   Actividad de laboratorio.
   Última fecha (deadline) para grabar el Informe Oral 3.

Semana 14: Repaso.
   Lunes 21 de abril: Repaso General del curso.
   Miércoles 23 de abril: Repaso general.
   Viernes 25 de abril: Cierre del curso.

Semana 15: Examen Final. Day and time to be determined by Dean’s Office.