**HU 3293: Spanish for Special Purposes: Topics in Environment, Sustainability, and Energy**

*Spring 2008*

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Office Hours: M-W-F from 1:50 to 2:50, or by appointment.  

**Prerequisite:** A minimum score of 341 in the Placement Test or successful completion of HU 2291/2292 (with a grade of C or better).

**Required Materials:**
- Course-packet (available at the bookstore).
- 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 when using Spanish for talking/writing about sustainability, environment, and energy. Its focus is intrinsically interdisciplinary, as it covers topics of interest to students in majors such as social sciences, forestry, engineering, geography, and biology. We will concentrate in diverse topics included within the broad themes of sustainability, environment, and energy with the goal of learning how to think of and talk about them in Spanish. Even though content is very important in this class, the course does not intend to teach students new concepts or technologies in relation to environment, sustainability and/or energy, but rather to provide them with linguistic and cultural skills sufficient for them to interact with Spanish-speakers about these important issues. As this is not a translation course, the use of Spanish in class is mandatory.

Proficiency levels mentioned here are the ones established by the American Council on the Teaching of Foreign Languages, adapted to the particular focus of this class (environment, sustainability, and energy). Students will build upon previous knowledge through diverse activities with a communicative and cultural approach. Although in this course emphasis is not on grammar,

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1 I would like to acknowledge the enriching assistance of Prof. Fernando Ponta, from MEE-ME, in the development of this Syllabus.

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we will review and master some basic linguistic structures\(^2\). Students are expected to attend regularly and participate actively in the coursework.

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

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<tr>
<td>• Demonstrate a strong knowledge of vocabulary and Spanish forms necessary for discussing issues related to environment, sustainability, and energies.</td>
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<td>• Demonstrate reading and listening comprehension at the high level of proficiency for Spanish texts dealing with special topics of environment, sustainability, and energies.</td>
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<td>• Demonstrate speaking proficiency at the intermediate level when talking about environment, sustainability, and energies.</td>
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<td>• Write at the intermediate level in informative and argumentative essays about environment, sustainability, and energies.</td>
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<td>• Use appropriately those grammatical and linguistic structures that tend to be problematic for English speakers.</td>
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<td>• Make limited use of a Spanish/English dictionary.</td>
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### On Fridays, the class will meet in the CCLI (Walker 114) and not in Fisher 125.** 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 devoted to the topics of environment, sustainability, and energy.**

### 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 estimativo de clases* for each assignment.

We will work with the texts included in the course-packet. This course-packet is a compilation of excerpts from four different books devoted to environment, sustainability, and energies. I will assign specific readings for each class. 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 linguistic structures.

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\(^2\) 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.
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 two informes during the semester. The informes will be oral performances on specific topics related with environment, sustainability, and energy. You will have to talk in front of the screen (and RECORD it) for five 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:

  3293 + In (for Informe) + the number of each informe + your last name.

  Thus, each informe oral recorded should read as follows: E.g: 3293.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 written activities during our Lab meetings. You will be required to write about particular questions within the ample themes of environment, sustainability, and energies. All actividades escritas should be well-organized texts, thoughtful analysis of the topic assigned and will display an effective use of grammar, syntax, and vocabulary. The final evaluation of each actividad 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 along with a copy of the correspondant grading criteria. When handing a revised text, you will have to staple the corrected version of your diario to the previous one and to the already used page of grading criteria.

- Presentación oral: 15%:
  You will be required to prepare an oral presentation about one particular topic related to environment, sustainability, or energies. You can orient your preparation with the bibliography included in the course-packet. Specific guidelines for the oral presentation 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.
• **Examen final: 25 %:**

This exam will cover the most important linguistic and cultural materials seen all over the semester. More information on the final 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.

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

**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.

**Grading Scale:**

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<th>Minimum Score</th>
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<tr>
<td>A</td>
<td>100-93</td>
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<tr>
<td>B</td>
<td>88-82</td>
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<td>C</td>
<td>76-70</td>
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<td>D</td>
<td>64-60</td>
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<tr>
<td>AB</td>
<td>92-89</td>
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<tr>
<td>BC</td>
<td>81-77</td>
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<tr>
<td>CD</td>
<td>69-65</td>
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<tr>
<td>F</td>
<td>59-0</td>
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**Internet. Sitios interesantes.** Here are some interesting Spanish Websites that you can navigate in your spare time:

A fantastic Web-site about Environment, Sustainability, and Energy written in Spain: 
[www.revistaambientum](http://www.revistaambientum)

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:

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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: ________________________________________________________________

5 Adapted from www.umass.edu/spanport/handouts/culturalproject.

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Grading Criteria for Actividades de Laboratorio

Name: ___________________________ Date: ________________
Actividad #: ________ 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: ________________________________________________

* Adapted from http://www.nacc.cc.al.us.
**Unidad I: Vocabulario y conceptos para hablar de medio ambiente**
- El conjunto de los países ................................................................. 2
- Los Estados y sus territorios ............................................................ 10
- El sistema mundial ........................................................................... 20
- La superficie terrestre ..................................................................... 30
- Llanuras y montañas ...................................................................... 38
- Las áreas tropicales y los desiertos ............................................... 46
- Las áreas costeras .......................................................................... 54
- La distribución de la población ....................................................... 60
- Las ciudades ................................................................................... 70
- La población y el trabajo ............................................................... 78
- Las condiciones de vida de la población ........................................ 86

**Unidad II: Problemas con el medio ambiente**
- Recursos naturales y espacios rurales en América Latina ............... 95
- Producción, distribución y consumo ............................................... 103
- Los problemas ambientales ........................................................... 113

**Unidad III: El desarrollo sostenible o sustentable**
- Desarrollo sostenible .................................................................... 103
- El papel del crecimiento económico dentro del desarrollo sostenible ....................................................... 127
- Los problemas ambientales ........................................................... 128
- Problemas ambientales en América Latina ...................................... 130
- Progresos del desarrollo sostenible ............................................... 133
Programa Estimativo de Clases

Semana 1: Unidad I.
Lunes 14 de enero: Presentación del curso y del Syllabus.
Tarea: Leer detenidamente el Syllabus.
Miércoles 16 de enero: Lectura y comprensión de las páginas 1 a 6 del course-packet (CP).
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: Unidad 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 CP.
Viernes 25 de enero: Clase en CCLI. Actividad de Laboratorio.

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

Semana 4: Unidad II.
Lunes 4 de febrero: Lectura comprensiva y actividades orales.
Tarea: Páginas a asignar del CP.
Miércoles 6 de febrero: Lectura comprensiva y actividades orales.
Tarea: Páginas a asignar del CP.
Viernes 8 de febrero: Winter Carnival.

Semana 5: Unidad II.
Lunes 11 de febrero: Lectura comprensiva y actividades orales.
Tarea: Páginas a asignar del CP.
Miércoles 13 de febrero: Lectura comprensiva y actividades orales.
Tarea: Páginas a asignar del CP.
Viernes 15 de febrero: Nos reunimos en el CCLI (Walker 114). Actividad de laboratorio.
Ultima fecha (deadline) para grabar el Informe Oral #1.
Semana 6: Unidad II.
Lunes 18 de febrero: Lectura comprensiva y actividades orales.
Tarea: Completar las actividades de la página 37.
Miércoles 20 de febrero: Lectura comprensiva y actividades orales.
Tarea: Páginas a asignar del CP.
Viernes 22 de febrero: Nos reunimos en el CCLI (Walker 114).
Actividad de laboratorio.

Semana 7: Unidad III.
Lunes 25 de febrero: Lectura comprensiva y actividades orales.
Tarea: Completar las actividades de las páginas 44-45.
Miércoles 27 de febrero: Lectura comprensiva y actividades orales.
Tarea: Páginas a asignar del CP.
Viernes 29 de febrero: Nos reunimos en el CCLI (Walker 114).
Preparamos la presentación.

Semana 8: Unidad III.
Lunes 3 de marzo: Presentaciones orales.
Miércoles 5 de marzo: Presentaciones orales.
Viernes 7 de marzo: Leer y completar las actividades de las páginas 50-53.
No hay clases.

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

Semana 10: Unidad IV.
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 CP.
Viernes 28 de marzo: Nos reunimos en el CCLI (Walker 114).
Actividad de laboratorio.

Semana 11: Unidad IV.
Lunes 31 de marzo: Lectura comprensiva y actividades orales.
Tarea: Completar las actividades de las páginas 76 y 77.
Ultima fecha (deadline) para grabar el Informe Oral # 2.
Miércoles 2 de abril: Lectura comprensiva y actividades orales.
Tarea: Completar las actividades de la página 85.
Viernes 4 de abril: Nos reunimos en el CCLI (Walker 114).
Actividad de laboratorio.
Semana 12: Unidad IV.
Lunes 7 de abril: Lectura comprensiva y actividades orales.
   Tarea: Páginas a asignar del CP.
Miércoles 9 de abril: Lectura comprensiva y actividades orales.
   Tarea: Completar las actividades de las páginas 92 y 93.
Viernes 11 de abril: Nos reunimos en el CCLI (Walker 114).
   Actividad de laboratorio.

Semana 13: Unidad IV.
Lunes 14 de abril: Lectura comprensiva y actividades orales.
   Tarea: Páginas a asignar del CP.
Miércoles 16 de abril: Lectura comprensiva y actividades orales.
   Tarea: Completar las actividades de la página 102.
Viernes 18 de abril: Nos reunimos en el CCLI (Walker 114).
   Actividad de laboratorio.

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.