Bienvenidos a... 😊

HU2291:
Spanish Language & Culture IA
Descriptión, Información, Expectativas
Winter/Spring 2009
Walker 109, MWF

Instructor:
Dra. Sandra M. Boschetto de Sandoval (Sra. Sandoval 😊)
Office/Hrs: Walker Bldg. 321/ MW 2-3 p.m./Tues/Thurs 1-2 p.m.
(Other hrs. by appointment)
Phone: (Office) 487-3241 Email: smbosche@mtu.edu

Language Lab: 487-3036
Online Learning Center http://www.mhhe.com/quetal7

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*

- 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 all four language
skills (listening, speaking, reading, and writing) will be stressed, special emphasis will be placed on reading (la lectura) and writing (la escritura).

Another important goal of the course is to skill you in the practice of becoming an intercultural speaker. By engaging with the many variants of the Spanish language, and the lives of the people who live them and use them as one of their powers of expression, you become part of a network of relations—through interaction and exchange of your experiences of life, your imagination, your ideas, the things you can do, your likes and dislikes. **Being intercultural** is not about being safe in your knowledges and ways of doing things; it is about working away as border crossers, making the links, filling in the gaps, and then taking time to be quiet, to listen and to reflect. This is one way to describe **critical intercultural understanding**.

As we proceed in our journey toward intercultural being, the course/text will 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. Since 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 and indigenous cultures where they occur. The best way, of course, to gain critical intercultural understanding and self-reflection is through direct immersion in the target language and culture (i.e. study abroad with home stays, international work and service learning experience). HU2291 aims to provide important preliminary preparation for this type of focused intercultural experience.

**Expectations** (¿Qué tiene que hacer o no hacer?) [Some do’s and don’t’s]

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 9 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 resources available on the Online Learning Center website: www.mhhe.com/quetal7.
- **Come prepared to class.** Outside preparation is absolutely crucial to your participation and 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.
• Follow Tentative Class Schedule [separate handout] for assignments. Keep track of your assignments!
• DO not arrive late to class. If you are consistently late (more than twice!), you will be asked to leave the classroom.
• Utilize the Online Learning Center (http://www.mhhe.com/quetal7) for additional practice with listening, vocabulary and grammatical points. If you complete and forward online quizzes to me via email, you may earn additional participation credit.
• Clarify any “issues” with the instructor before week three (3)!!
• 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 (individually) 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.
• Double-space all written assignments. Single-spaced assignments will not be accepted.
• Be prepared to work in small groups, to role-play, and/or 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.
• NO LAP TOPS are to be used in class unless you have permission from the Dean of Students’ Office.
• If you need extra help with assignments Email me at smbosche@mtu.edu or visit my office in Walker 321 during office hours or arrange for another mutually convenient meeting time.
• 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, winter/spring session 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. There are serious consequences for consistent late arrival to class.

   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** 35%

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 (GW) and un-graded (UW). These are marked appropriately in your TENTATIVE SCHEDULE. The un-graded assignments are number tallied. Graded assignments are averaged by grade in the final calculation. **NOTE: GW assignments are to be completed and handed in individually; UW assignments may be completed collaboratively, but are still required to be handed in individually.**

All written assignments may be revised for additional credit. Revision is an essential component of all writing assignments in this class. For un-graded 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. **NOTE:** Completed revisions should be clearly labeled (GW or UW), dated and page referenced. 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 chapaucería (a sloppy job!). It will be returned to you, 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. Chapter Quizzes

30%

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. [See above for procedures]

Grades:

Grades will be assigned according to the following scale*:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
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<tr>
<td>AB</td>
<td>92-88</td>
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<td>B</td>
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<td>BC</td>
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<tr>
<td>D</td>
<td>64-60</td>
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<tr>
<td>F</td>
<td>59-</td>
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*All graded work is revisable provided procedures for revision are properly followed.
Language Lab:
The recently-remodeled and refurbished Modern Language (Walker 114) is an especially important resource that will be of great help to you over the course of the semester. LAB hours are posted outside the door (Walker 114). While I am not requiring lab attendance this semester, DVDs and CDs pertinent to the Videoteca sections in ¿Qué tal? are required viewing in the lab. Dictionaries, language and art videos, audio cassettes, and other useful books and materials are also available there. If you do not have a personal computer with internet capability, the Online Learning Center website can be accessed via any computer in the Language Lab.

NOTE: Materials are not to be removed from the lab. Specific procedures and forms for use of lab materials are prepared/required by lab monitors and coaches assigned to work in the lab. Becky Austin is the language lab coordinator. If you have concerns or problems in using the lab, please direct your concerns to her at rhudson@mtu.edu. Students who spend at least 20 hours in the language lab each semester will receive an award! 😊

😊 ¿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 cuáles? (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 (online)!
MUY IMPORTANTE: HU2291, placement credit 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 prior background in Spanish [whether through high school, college, or study abroad], you should enroll in HU2293 (Transitional Spanish I) or HU3291 (Intermediate Level I). If you pass HU2293 with a C or higher, you will receive 3 placement credits (in addition to the 3 credits for the course) for a total of 6 credits! If you pass 3291 with a C or higher you may earn as many as 9 credits [half way to a Spanish minor!]. By placing into higher level courses, you may earn as many as 12 (free) placement credits!

NOTE: If you have taken Spanish at another school, you are required to take the MTU language placement test in order to receive placement credits!

If you go on to complete HU2292 or 2293 or 3291 and also enroll in UN1003 during the same semester, you will 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 1: 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. [Be sure to work closely with your major advisor to insure that you do not double count 3000 credits.]

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/

MTU Study Abroad and International Experience (Mexico, South America, Spain)
If you are interested in obtaining information on study abroad, internships, or co-op 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 BC 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:
- Academic integrity: Students who cheat, plagiarize, or fabricate information as well as students who help others cheat, plagiarize, or fabricate can receive sanctions ranging from warning to special failing grade to expulsion from the University, depending on the severity of the offense. See the MTU Student
Handbook or the Academic Integrity Policy: 
www.admin.mtu.edu/usenate/propose/02/18-02.htm

- 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 I

(Dates in bold indicate quiz days)

<table>
<thead>
<tr>
<th>DATE</th>
<th>CHAPTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12, 14, 16, 21, 23</td>
<td>Primeros pasos</td>
</tr>
<tr>
<td>January, 26, 28, 30, February 2, 4, 9</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>February 11, 13, 16, 20, 23, 25</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>February 27, March 2, 4, 6, 16, 18</td>
<td>Chapter 3</td>
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<tr>
<td>March 20, 23, 25, 27, 30</td>
<td>Chapter 4</td>
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<tr>
<td>April 1, 3, 6, 8, 10, 13</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>April 15, 17, 19, 20, 22, 24</td>
<td>Chapter 6</td>
</tr>
</tbody>
</table>

### HOMEWORK SCHEDULE (Primeros Pasos)**

**Chapter by chapter schedule; assignments due on date indicated

#### Abbreviation Index:

- QT (¿Qué tal textbook)
- QTW (¿Qué tal workbook) *make sure to check answers in back of workbook after completing exercises*
- OP (Oral preparation assignment)
- UW (Un-graded written assignment to be handed in; **may be completed collaboratively**)
- GW (Graded written assignment to be handed in; **must be completed individually**)
- Lectura (Reading assignment)
- Escritura (Writing Assignments/self-check/do not hand in)
- OLCW: Online Learning Center Website
- LAB: Walker 114
- AP (Autoprueba in QT or QTW)
- EC (Enfoque cultural or Entrevista cultural segments as cultural readings)
- REPASO (Review, scan, study) ☻
- HOJA: handout distributed in class hard copy or electronically

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**lunes, 12 de enero (primera semana)**

Presentaciones: ☻; Introducción al curso; Introducción: Online Learning Center: [http://www.mhhe.com/iquetaI7](http://www.mhhe.com/iquetaI7)

Los saludos

**martes, 13 de enero**

UN1003 Students: required orientation meeting this evening 7 p.m.
miércoles, 14 de enero

REPASO: OP. Familiarize yourselves with the Online Learning Center Website: http://www.mhhe.com/questa

REPASO: OP. Saludos y expresiones de cortesía 1, 2, 3, 4 (pp. 2-3). Nota comunicativa: los cognados (p. 6); Pronunciación: las vocales (pp. 7-8). OLCW: OP. Review Primeros Pasos chapter

miércoles, 14 de enero
UN1003 Students: Required orientation meeting 7 p.m.

viernes, 16 de enero

REPASO: OP. Primeros Pasos. 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).
Lectura: Nota cultural: Spanish in the United States and in the World (pp. 9-10); REPASO: OP Los números 0-30; HAY (p. 11)

lunes, 19 de enero
NO HAY CLASE: Celebremos a Martin Luther King! ☺

miércoles, 21 de enero [segunda semana]

REPASO: OP. Guisos y preferencias (p. 13); OP. ¿Qué hora es? (p. 15); Lectura: La geografía del mundo hispánico (pp. 17-18)
Escritura: Primeros pasos: Primer paso in QTW (pp. 1-8) [check answers at the back]

viernes, 23 de enero

REPASO:
Escritura: Segundo Paso in QTW (pp. 9-14) [check answers at the back]
UW: #1 Repasemos (Audio Program in QTW, pp. 15-16 [hand-in]
GW: Mi diario in QTW (p. 17) [first graded assignment to be handed in] ☺
REPASO: OP Póngase a prueba in QTW (pp. 17-18)
PRUEBA I [Quiz I: Primeros Pasos]