HU 2292: Level I-B of Spanish
Fall 2009

Instructor: Prof. Natalia Crespo
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Office: Walker 335. Tel.: 487-3246.
Office Hours: Mondays and Wednesdays from 2 to 3, Fridays from 10 to 11 am
Class meets: M-W-F from 12:05 to 12:55 in Walker 116.

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 structures.

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.

Crespo. HU 2293 1
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 your own. We will work with diverse authentic cultural materials, such as online 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 email 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 email is not considered an official documentation. Cases of students with extended absences

Crespo, HU 2293
(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.

• Informe Oral: 10 %
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:

2293 + In (for Informe) + the number of each informe + your last name.

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: 25 %
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.

• 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.

• Second 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.

**University Policies**
Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University’s policies.

If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

Michigan Tech complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need a reasonable accommodation for equal access to education or services at Michigan Tech, please call the Dean of Students Office, at 487-2212. For other concerns about discrimination, you may contact your advisor, department head or the Affirmative Action Office, at 487-3310

**Academic Integrity:**
http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html

**Affirmative Action:**
http://www.admin.mtu.edu/aa/

**Disability Services:**
http://www.admin.mtu.edu/urel/studenthandbook/student_services.html#disability

**Equal Opportunity Statement:**

**Grading Scale:**

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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.eluniversal.com.mx/ (Diario El Universal, Mexico)

Crespo. HU 2293
http://www.jornada.unam.mx/ (Diario La Jornada, Mexico)
http://www.lanacion.com.ar/ (Diario La Nacion, Argentina)
Some Webpages about Hispanic Art and Culture:
http://www.epdlp.com/ About art in general, but all in Spanish.
http://www.colarte.arts.co/colarte/ About art in Colombia.
http://www.ecultura.gob.mx/ About art in Mexico.
http://www.literatura.org/ About Argentine Literature.
Grading Criteria for Informe Oral

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: ___________________________________________________________________
____________________________________________________________________________

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

Crespo. HU 2292 6