HU 2293 Transitional Spanish and Culture/Spring 2010

Off. Hrs: M/W/F: 10:00/10:50 and by Appointment
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© BIEVENIDOS a HU 2293 (Transitional Spanish Language and Culture)

Notes:

1. 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 a reasonable accommodation for equal access to educational services at MTU, please call Dr. Gloria Melton, Associate Dean of Students, (72212). For other concerns about discrimination, you may contact your advisor, department

2. ACADEMIC INTEGRITY: Students who cheat, plagiarize, or fabricate information, as well as students who help others to cheat, plagiarize or fabricate information, can receive sanctions ranging from warning to special failing grade to expulsion from the university depending on the severity of the offence. See the MTU Student Handbook or the Academic Integrity Policy:
www.admin.mtu.edu/usenate/prose/02/18-02.htm

3. The instructor of this course reserves the right to modify this syllabus if pedagogical reasons for doing so arise

4. Laptop computers use in class is not allowed without written authorization from the Dean of Students.

5. Cellular phones must be turned off while attending class.

6. No food, no drinks are allowed in class

7. Students with previous knowledge of Spanish who place into the Transitional Spanish course HU2293 can opt out of UN 1002 (World Cultures) by taking 2293 plus another semester of Spanish Language and Culture, plus the ONE CREDIT UN1003 (Culture Workshop) which is offered ONLY in Spring and must be taken simultaneously with the language class. The UN1002 LANGUAGE ALTERNATIVE is valid for the first two years of study here at MTU (i.e. during the freshman and/or sophomore years).

By passing the Transitional HU2293 course with C or higher grade, you will receive THREE extra placement credits (the equivalent of one semester of first Year HU 2292). Depending on the Major degree requirements, such placement credits may count as free electives. Should students opt to continue with the study of the Spanish language, these placement credits may also count toward the general distribution requirement and/or toward the Spanish minor.
GENERAL COURSE OBJECTIVES
a) Motivate students to CONTINUE studying the Spanish language, for academic, cultural and intellectual purposes
b) Encourage students to make use of learning means or resources available to them, such as specialized Grammars, professor's office hours, the internet, music and language lab materials that may help them to foster further personal study of the language, and development of language skills and cultural sensitivity (reading, listening, speaking, writing)
c) Encourage students to pursue a regular Spanish Minor or an International Spanish Minor.

SPECIFIC OBJECTIVES
a) Provide students with a comprehensive review and refinement of BASIC grammar structures which help them to improve speaking, reading and writing in meaningful communicative contexts.

b) To accomplish specific objectives contained in each one of the chapter, exercises and readings assigned from the Class Texts and other ancillary materials

TEXTS
1. A good bilingual dictionary Spanish-English (Oxford Langenscheidt, or Vox)

STUDENT RESPONSIBILITIES:
1) READ the introductory sections and tips for studying and fostering the different language skills (reading, listening, speaking, writing and analyzing cultural patterns) in your text books. You must FAMILIARIZE yourself with the structure of the different sections of your text books. You must learn how to use them in a way that is productive to yourself, according to your level of proficiency, personal motivation and habits of study.

2) Attend class regularly. Unexcused/Unjustified absences will seriously affect your final grade in this course. Accepted excused absences must be produced by the Dean of Students, your Doctor Physician, or another University faculty member.

3) Be prepared before coming to class. You are expected to put effort and study in order to fill in grammar and comprehension gaps you might have or encounter as we advance in this language course. You are also responsible for asking the pertinent questions or finding help in clarifying these gaps which otherwise might slip by.

4) Write a final report on the Spanish sentence structure as you have understood it. Your report must explain each one of the elements and transformations as practiced on the structure presented in class.

NEVER WAIT TO THE LAST MINUTE TO CLARIFY WHATEVER DOUBTS YOU MIGHT HAVE
NOTE: You must be prepared for UN-announced quizzes on the topics/structures as the course develops.

GRADING SCALE
93-100 Excellent (A) 70-74 Average (C)
86-92 Very Good (AB) 63-69 Below Average CD
80-85 Good (B) 59- 62-(D)
75-79 Above Average (BC) Below 58 Failure (F)

Your final grade will be based on the following percentages:
General Exam or project 50%
Quizzes/assignments 50%

Absolutely, no make ups, except for medically excused illness.

Y ahora en español:

Puesto que el objetivo general del presente curso es una revisión general de estructuras y habilidades previamente estudiadas y equivalentes a un primer año de estudio a nivel universitario, su SYLLABUS se ajustará PROGRESIVAMENTE al nivel, intensidad y ritmo con que el curso se desarrolle. La secuencia de tópicos de estudio se ajustará a los objetivos de REVISION O REPASO para el presente curso.

Para empezar, la primera semana seguiremos los primeros pasos y primera lección de Punto y Aparte.

Para el resto del curso, el esquema de clases se adaptará al ritmo de progreso de la clase.

ESQUEMA ESTRUCTURAL DE LA UNIDAD BASICA DE COMUNICACIÓN: ESQUEMA DE LA ORACIÓN GRAMATICAL [SENTENCE STRUCTURE]

Este curso analizará cada uno de los elementos del esquema sintáctico de la oración que indica el siguiente esquema:

S-V-OI-OD-CC

S (sujeto) + V (verbo) / oi (objeto indirecto del verbo) / od (objeto directo del verbo) + CC (complementos circunstanciales de tiempo, modo, lugar, causa, etc).

Según este esquema, especificaremos:

a) La función de los nombres o sustantivos (humanos, no humanos concretos o reales (personas y cosas) y/o abstractos, (ideas, conceptos) en la oración (en sus frases, y/o cláusulas).

b) los determinantes de los nombres o sustantivos (artículos, adjetivos (cuantificadores, demonstrativos, determinados, indeterminados y otros

c) Las diferentes clases de verbos, sus tiempos, aspectos y modos ( TAM)

D) Las palabras calificativas de los nombres (adjetivos)

El) Otros tipos de relaciones posibles entre los nombres mismos y entre estos y los productores y receptores del discurso, oral o escrito. Estas
relaciones incluyen relaciones de propiedad o pertenencia, complementaridad directa, indirecta o de circunstancias particulares de causa y efecto, de situaciones, de sucesos en el tiempo y el espacio, y que se establecen mediante el uso de pronombres, adjetivos, preposiciones, conjunciones y adverbios.

Trataremos de poner en práctica el esquema de la oración leyendo párrafos, escribiendo oraciones y párrafos cortos a partir de estructuras sencillas que se harán más complejas a mediad que avancemos en la comprensión y uso de estructuras gramaticales representativas de la lengua castellana.