BIENVENIDOS 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/proposal/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.

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 HU2293 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 BC 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,
either for academic, or for cultural and intellectual purposes.

b) Encourage students to complement their learning process by recurring to the use of other resources available to them, such as specialized Grammars, professor's office hours, the internet, music and language lab. materials that may help them to further improve their personal language skills and cultural sensitivity in/towards the Spanish speaking cultures.

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 their reading, writing as well as their understanding and speaking abilities in meaningful communicative Spanish contexts.

b) To accomplish specific objectives contained in each one of the chapters, exercises, readings and or assigned tasks 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 practicing 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 on your own, in a productive way for yourself, according to your level of proficiency, personal motivation, and your study habits.

Be aware that the text book and the "The New Reference Grammar of Modern Spanish" requested for this class are books that require some background in Spanish as to be studied productively. Accordingly, you must make time in your schedule for you to study and peruse them as much as you need in order to be prepared to do the assigned readings in these books, to do some writing AND EXERCISES, and to ACTIVELY participate in class THROUGH DISCUSSIONS AND THE ASKING OF QUESTIONS THAT HELP CLARIFY FOR YOURSELF AND THE ENTIRE CLASS THE THEMES OR TOPICS BEING COVERED AS WE ADVANCE IN THIS COURSE.

Finally, being prepared for this class may require that you consult the INTERNET and use some search engines such as those of Google and/or other language links and sites on the web that are related to Spanish language and culture. In other words, BE PREPARED TO LEARN HOW TO STUDY, OR HOW TO LEARN TO CONSULT AND SOLVE YOUR DOUBTS ABOUT THE SPANISH SYNTAX STRUCTURES ON YOUR OWN.

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 in coordination with your Doctor Physician, or another University faculty member.

3) Be prepared before coming to class. You are expected to put serious, personal effort and study in order to fill in grammar and comprehension gaps that you might have or may encounter as we advance in this language course. You are also responsible for asking pertinent questions that help you in clarifying these gaps. Do not let these gaps linger too long in your mind. TAKE RESPONSIBILITY FOR YOUR OWN LEARNING.

4) Write a final report on the Spanish sentence structure as you may come to understand it at the end of the course. Your report must explain each one of the elements and transformations as you have practiced them in and out of class BY MEANS OF EXAMPLES FOR EACH ONE OF THE GRAMMAR CONCEPTS AND STRUCTURES THAT WRITE ABOUT ON YOUR FINAL REPORT.

NEVER WAIT TO THE LAST MINUTE IF YOU HAVE TO CLARIFY WHATEVER DOUBTS YOU MIGHT HAVE.

Be prepared for UN-announced quizzes on the topics/structures as they are covered during the course.

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A (Excellent)</td>
<td>93/100%</td>
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<tr>
<td>AB (Very Good)</td>
<td>86/92%</td>
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<tr>
<td>B (Good)</td>
<td>80/85%</td>
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<tr>
<td>BC (Above Average)</td>
<td>75/79%</td>
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<tr>
<td>C (Average)</td>
<td>70/74%</td>
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<tr>
<td>CD (Below Average)</td>
<td>63/69%</td>
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<tr>
<td>D (Deficient)</td>
<td>59/62%</td>
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<tr>
<td>F (Failure)</td>
<td>Below 58%</td>
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Your final grade will be based on the following percentages:

- Attendance AND PARTICIPATION 25%
- General Exam or project 50%
- Quizzes/assignments 25%

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

Y ahora en español:

Puesto que (sínce) el objetivo general del presente curso es una revisión general de estructuras y habilidades QUE Ud. ha adquirido hasta ahora y que equivalen a un primer año de estudio a nivel universitario, el SYLLABUS se ajustará PROGRESIVAMENTE al nivel, intensidad y ritmo con que el curso se desarrolle. La secuencia de estudio se ajustará a los conocimientos y habilidades en el uso de la lengua que Ud tenga al iniciar el 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 se enfoca en cada uno de los SIGUIENTES CONCEPTOS del esquema sintáctico de la oración como se indica a continuación:

S-V-O-CC

S (sujeto)
V (verbo)
Objeto del verbo [objeto in/directo (personal o impersonal)]
CC (complementos circunstanciales (de tiempo, de modo, de lugar, de causa, etc)).

Según este esquema, aclararemos:

a) La función de los nombres o sustantivos (concretos o reales y abstractos (ideas, conceptos) en la oración.

b) los determinantes de los nombres o sustantivos (artículos, adjetivos (cualificadores, demostrativos, determinados, indeterminados y otros).

c) Las diferentes clases de tiempos, aspectos y modos del verbo (TAM)

d) Las palabras de uso calificativo de los nombres (adjetivos)

E) Otros tipos de palabras/partículas funcionales para establecer diferentes tipos de relaciones gramaticales posibles entre los nombres mismos y con los productores y receptores de las diferentes oraciones del discurso, oral o escrito.

Este tipo de palabras-función incluyen:

preposiciones que sirven para establecer relaciones de propiedad o pertenencia, de posición en tiempo y espacio, de complementariedad directa, indirecta o de circunstancias particulares de causa y efecto, de situaciones o de sucesos.

Conjunciones o palabras de enlace entre varios elementos de la oración o entre varias oraciones.

Finalmente mencionemos los usos de palabras calificativas o adjetivos que sirven para delimitar o precisar cualidades o calificaciones referentes a las nombres.

Trataremos de poner en práctica el esquema de la oración a través de lecturas cortas y la escritura de oraciones y párrafos y/o composiciones cortas a partir de la práctica de estructuras sencillas que se harán más complejas a medida que avancemos en la comprensión y uso de estructuras gramaticales representativas de la lengua castellana.