HU 2293 Transitional Spanish and Culture/FALL 2012
Dr Ciro A. Sandoval M/W/F /Fisher 125/ 10:05/10:55 and 12:05/12:55
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© BIENVENIDOS a HU 2293 (Transitional Spanish Language and Culture) Sections R01 and R02

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. This 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 a B 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 or language certificate.

GENERAL COURSE OBJECTIVES
a) Motivate students to CONTINUE studying the Spanish language, for academic, cultural and intellectual purposes.

b) Encourage students to enhance their learning process by recurring to other resources, such as specialized Grammars, professor’s office hours, music and language lab materials such as videos or Web sites that may help them to foster their personal language skills and cultural sensitivity.

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 and speaking abilities in meaningful, communicative contexts.

b) To accomplish specific objectives geared to each one of the chapters, lessons, exercises and readings 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 book. You must FAMILIARIZE yourself with the structure and content of the different sections of your text book. You must learn how to use your books and dictionary in a productive way for yourself, according to your level of proficiency, personal motivation and habits of study.

2) Attend class regularly.

3) REMINDER: Unexcused/Unjustified absences will seriously affect your final grade in this course. Accepted excused absences must come from the Dean of Students, your Doctor Physician, or another University faculty member.

3) Be prepared before coming to class. You are expected to put personal 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 on time, as you find them on your study of the language. Do not wait to the last minute to try to solve any doubt you might have, before it slips by.

4) Write a final report on the Spanish sentence structure as you have come to understand it at the end of the course. Your report must explain and ILLUSTRATE with pertinent examples, each one of the elements and transformations as these have been presented in class.
AGAIN, NEVER WAIT TO THE LAST MINUTE IF YOU HAVE 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 written 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 QUE Ud. ha practicado previamente 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 tópicos 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 pasos del capítulo preliminar de su libro de texto.

Para el resto del curso, el esquema de clases (syllabus) se adaptará a las necesidades y nivel de conocimiento de la lengua española y al ritmo con que la clase progrese.

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

Este curso se enfoca en cada uno de los conceptos del esquema sintáctico de la oración y su aplicación a la escritura y transformación de oraciones correctas y significativas y a la identificación de las mismas estructuras en las lecturas de su libro de texto.

Seguiremos el esquema sintáctico siguiente.

S-V-OI-OD-CC

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

Según este esquema, aclararemos:

a) La función de los nombres o sustantivos (concretos o reales y abstractos (ídeas, conceptos) en la oración.
b) los determinantes de los nombres o sustantivos (artículos, adjetivos (cuantificadores, demostrativos, determinados, indeterminados y otros)

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

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

E) 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 pueden establecerse mediante el uso de pronombres, adjetivos, preposiciones, conjunciones y adverbiales.

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 medida que avancemos en la comprensión y uso de estructuras gramaticales representativas de la lengua castellana.