HU 2293 Transitional Spanish and Culture/Winter/Spring /2014

M/W/F /Fisher 131/ 10:05/10:55

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Off. Hrs: M/W/F: 11:05/12:05 and by Appointment

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UNIVERSITY POLICIES

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1. Michigan Tech. Has standard policies on academic misconduct and complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act (ADA) of 1990. For more information about reasonable accommodation for or equal access to educational services at MTU, please call the Dean of Students Office at (906) 487-2212 or go to http://www.mtu.edu/provost/faculty-resources/syllabus-policies

2. COLLABORATION/PLAGIARISM RULES

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/propose/02/18-02.htm

3. The instructor of this course reserves the right to modify this syllabus if the development of this course requires some pedagogical modification of its initial syllabus.

4. Lap top computers, CELL PHONES, BLACKBERRIES, iPODS, or any other electronic devices are not to be used in the classroom. Calculators or other devices are strictly prohibited. Information exchange on these devices during class are also prohibited and violate the Academic Integrity Code of Michigan Tech. Any electronic device must be turned off while you attend class.

5. No food is allowed in class

7. By passing the Transitional HU2293 course with a B or higher grade, you will receive THREE extra placement credits for 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.

GENERAL COURSE OBJECTIVES

Motivate students to CONTINUE studying the Spanish language, not only for academic, but also for 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, language lab materials such as videos or Web sites that may help 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 further refinement of BASIC grammar structures which may 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 related 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 grammar and cultural patterns) you may find in each of the chapters of your text book. You must FAMILIARIZE yourself with the structure and content of the different chapters and 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.

You must also learn how to read and study on your own by using the
ancillary grammar text together with your regular class text book in order to complement your knowledge and understanding of your already acquired skills in the production of basic sentences. This should make you aware of the kind and forms of basic elements that you need to work on your own in order to put them together into logical and meaningful sentences that allow you to communicate in common everyday language situations, such as asking questions or telling simple stories as well as reading short and simple common everyday texts, from newspapers, magazines, restaurant menus, traveling signs and schedules, etc.

2) Attend class regularly.

3) REMINDER: Unexcused/Unjustified absences will seriously affect your final grade in this course. The ONLY ACCEPTABLE excused absences must come from the Dean of Students, your Doctor Physician, or another University faculty member. Bear in mind that other excuses for unattended classes outside of the above stipulated context, are not accepted as valid or justified excuses for not attending/or missing class.

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 upon beginning this Transitional Class. Likewise, you are also responsible for asking pertinent questions or finding help in clarifying and filling these gaps on time, and/or as you find them during your study of the language.

Do not let any doubt or question slip by or before it is too late to try to understand what you have not understood in the time left at the END the class.

PLEASE, NEVER WAIT UNTILL THE LAST MINUTE IF YOU HAVE TO CLARIFY WHATEVER DOUBTS YOU MIGHT HAVE ABOUT THIS CLASS, ITS METHOD OR ANY INSTRUCTIONAL MATERIAL OR ASSIGNMENTS REQUESTED DURING THIS COURSE. ANY DOUBTS YOU DO NOT FEEL LIKE ADDRESSING IN CLASS NEED TO BE TIMELY ADDRESSED AND CLARIFIED BY VISITING THE INSTRUCTOR OFFICE. NO E-MAIL WILL SUBSTITUTE FOR PERSONAL COMMUNICATION AT THE INSTRUCTOR OFFICE.

AGAIN: BEAR IN MIND THAT VISITING THE INSTRUCTOR’S OFFICE IN THE LAST MINUTE, FOR CLARIFICATIONS OF ANY KIND RELATING TO THIS COURSE, WILL NOT HELP YOU OR THE REST OF PARTICIPANTS OF THIS CLASS........

NOTE: You must be prepared for UN-ANNOUNCED quizzes 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 final Exam            30%
Quizzes/                        30%
Assignments                    10%
Class attendance               20%
IN CLASS PARATICIPATION        10%

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

REMINDER:

As the title of this class announces, this is a TRANSITIONAL CLASS. This is not a class for real beginners. Hence, its title of TRANSITIONAL SPANISH is also a reminder that this class will not follow the pace of a beginner's class, since all of the students that register for this class have already taken at least two years of Spanish classes, and therefore already have acquired some experience and skills about learning a second language before this class.

According to the above statements, the general objective of this class will be a GENERAL REVIEW of the general structures of the Spanish Language that you have already studied before coming to Michigan Tech. According to this stated general goal, we will take the basic, general structure of the Spanish Sentence as a point of departure for the development of the syllabus of the present class.

Taking the structure of the sentence as the basic departure point for this class, requires that the sequence of presentation, explanation and practice of grammar topics and concepts in their communicative cultural contexts be adjusted to the general level of knowledge and skills of the students enrolled in this class. This means that we must learn to adapt and use the books in a manner that bring all the students of this class to the same level of understanding of grammar structures and ability to use them in a productive communicative way and according to the needs of the class. This also means that in striving to achieve this goal, students will be prepared as to advance to higher level classes if they intend and desire to continue studying the language for future cultural and professional purposes.

This also means that we will have to RE/ARRANGE the sequence of study of the concepts and topics of each one of the book chapters in order to accommodate the SYNTACTIC STRUCTURE OF THE SPANISH SENTENCE to the written and oral communicative skills.

We will be constantly referring to/elaborating on each one of the elements of the SYNTACTIC STRUCTURE OF THE SPANISH SENTENCE AND THE
DIFFERENT TYPES OF RELATIONS ONE CAN ELABORATE AMONG THEM.

S-V-OI-OD-CC

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

We will ELABORATE ON:

The kinds of nouns and the function that they can perform in the sentence

b) The Spanish KIND OF determiners AND THEIR relation to the nouns.

The different kind of adjectives that help to specify or define the kinds of nouns to which they refer.

c) The different kinds of Spanish verbs and the main concepts that Spanish Speakers apply to them as they use them to communicate the idea of action, happenings, states of being and changes, for instance, both in space and time.

d) We will complement the above syntactic scheme of the sentence with other kinds of “function Words” such as prepositions, conjunctions, adverbs and interjections.

TENTATIVE SCHEDULE

Having stated the above required strategy for this class, we will begin each chapter to be covered in this course, by presenting, explaining and practicing the grammar announced in “Estructuras” for each one of the chapters we will study.

Week 1- We will start with a general introduction to the class and the phonetic structure of Spanish, as well as a general explanation on the different elements of its basic Syntactic Structure and its special feature of “concordancia”.

In the meantime you should start reading from Butt and Benjamin’s grammar book, according to your convenience, the chapters about nouns, articles and adjectives and the concepts of gender (masculine, feminine, neutral) and number, (singular or plural) and how these concepts apply to the ideas of Spanish “concordancia” and the basic noun phrase structure.

Weeks 2-and 3- Estructuras” in CHAPTER2, beginning on page 45: Uses of
ser, estar and haber"

Read the chapters on Ser and Estar, (ch. 29) and the chapter on haber: Existential Sentences (Chap 30) in Butt &Benjamin’s grammar book.

Weeks 4/5- Estructuras Chapter 3, beginning on page 74 and following pages