



COURSE SYLLABUS
BEGINNING SPANISH II
SPANISH 1412
SPRING 2013 - CRN 21143

INSTRUCTOR: Carlos Villacis
Email. vica924@gmail.com

PHONE: 713-718-6682

OFFICE LOCATION AND HOURS: FAC 303

T T 1:00 pm - 3:00pm ; F 9:00am - 3:00pm

Course Location and Times **FAC 323 MW 1:00pm - 3:30pm**

4 credits (3 lecture, 2 lab)
80 hours per semester
16 weeks

Type of Instruction: On Site

COURSE DESCRIPTION

SPANISH 1412, Introduction to the Spanish language and Hispanic culture. Continuation of SPAN 1411. Further development of listening comprehension, speaking, reading, and writing skills, and cultural awareness. More advanced grammar. Transfers as foreign language credit. Core Curriculum Course

Prerequisites: SPAN 1411 or satisfactory score on an advanced placement examination or at least 2 years of high school Spanish within the last two years; Must be placed into GUST 0342 (or higher) in reading and ENGL 0310/0349 (or higher) in writing.(If you obtained a grade of "D" for Spanish 1411, we recommend you repeat the course)

Course Goal

In Spanish 1412, vocabulary, language patterns and grammar are introduced and applied in the context of practical communication such as greeting others and getting acquainted; identifying yourself, your family, your studies; talking about your activities; shopping; ordering something to eat and drink. The class includes dialogues, tapes, oral and written exercises, computerized practice, role-playing, partner work and laboratory exercises. You will also learn cultural information about values, beliefs and practices related to the above situations and to speakers of Spanish. In a more general sense, you will learn about the cultural contexts of the Spanish language.

Core Curriculum

Spanish 1412 fulfills **the communication requirement of the Core Curriculum.**

Spanish 1412 fulfills **the cross cultural requirement of the Core Curriculum.**

Spanish 1412 meets **the objectives for the Global Studies Certificate**

Please see the HCCS Catalog 2009-2011 pp 60 - 66

Core Curriculum Competencies: Reading, Writing, Speaking/Listening, Critical Thinking, Computer/Information Literacy

Program Learning Outcomes

The student will:

1. Speak clearly and fluently enough for a target-language speaker to understand and interpret intent without difficulty.
2. Comprehend the main points of standard discourse and authentic material in target language spoken at near-native speed.
3. Write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames.
4. Read with understanding authentic written material in the target language on a variety of topics related to daily life in the target-language world.
5. Demonstrate knowledge and awareness of characteristics, perspectives, practices and products that reflect the culture of the target language.

Course Student Learning Outcomes

The student will:

1. Communicate orally in the target language using a series of simple sentences to describe self, family, and academic, work, and social experiences.
2. Comprehend clear standard discourse related to self, family, and academic, work and social experiences.
3. Create connected text on topics of familiar and of personal interest, such as short letters describing experiences and impressions.
4. Comprehend authentic texts, such as newspaper articles, letters, and brief narratives that use everyday high frequency language.
5. Compare and contrast the characteristic perspectives, practices and products that reflect the culture of the target language and those of the student's own culture.

Learning Objectives

- 1.1 speak in complete sentences about everyday activities using past tense, object pronouns and reflexives
- 1.2 construct dialogues in the present and past tenses regarding travel, technology, relationships, household chores
- 2.1 respond accurately in the past tense and expressing health issues, and unexpected and accidental occurrences
- 2.2 elaborate in the past tense on elements of a given conversation
- 3.1 write in short cohesive sentences in the past tense describing situations regarding travel, technology, relationships, and household chores
- 3.2 narrate a short paragraph using the present and past tenses
- 4.1 read an article and respond accurately to questions in different modalities
- 4.2 analyze and summarize major themes and characters from selected readings
- 5.1 recognize and interpret the nuances within the target culture
- 5.2 evaluate the cultural aspects that provide insight into the unique characteristics between the Spanish-speaking cultures and the United States' culture

7. STUDENT ASSESSMENTS FOR LEARNING OBJECTIVES

1. 1: Students will construct dialogues in complete sentences about everyday activities and will be assessed using a rubric

2.1 Students will be interviewed by the instructor and/or their peers using questions in the present tense dealing with everyday activities and will be evaluated according to:

- a. fluency
- b. vocabulary
- c. grammar
- d. pronunciation

3.1 Students will write short compositions about everyday life situations, including their own experiences. They will be assessed according to content, grammar, vocabulary, and sentence structure.

4.1 Student will read a short passage They will be assessed using different modalities, such as multiple choice, true/false, short answers, and/or fill in the blank.

5.1 Students will research and present either orally or in writing a brief report on cultural aspects of the target language such as health, sports, the environment, and the arts.

HCC Calendar: Traditional 16 week session	
Classes Begin	Monday, January 14
Official Day of Record	Monday, January 28
Holidays and Breaks	Monday, Jan. 21 MLK Day Feb. 18 President's Day March 11–17 (Mon-Sun) Spring Break March 29–31 (Fri-Sun) Spring Holiday
Priority Deadline to file for graduation	Friday, February 15
Last day to drop classes with a grade of W	Monday, April 1
Instruction ends	Sunday, May 5
Final examination	May 6, Monday

SPANISH 1412 TENTATIVE LESSON PLAN

The professor reserves the right to make changes to the syllabus

NOTE: All assignments will be given in class by the professor.

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Week 1:

Jan.14 (M) Introduction to course: Syllabus and Repaso. **Capítulo 7: ¡A Comer!** (Food and Meals) Vocabulary: Meals and food related phrases. The verbs **SABER** and **CONOCER**. The personal “a.”

Jan. 16 (W) Direct objects and direct object pronouns.

Week 2:

Jan. 21 (M) No Class-Martin Luther King, Jr. Observance

Jan. 23 (W) Expressing negation: Double negatives. Indefinite and negative words. Formal commands.

Week 3:

Jan. 28 (M) Formal commands. Cultural note: La Comida del Mundo Hispano.

Jan. 30 (W) **EXAMEN: Capítulo 7**

Week 4:

Feb. 4 (M) **Capítulo 8: De Viaje. De Vacaciones.** Vocabulary.

Feb. 6 (W) Expressing to whom or for whom: indirect object pronouns; **dar** and **decir**.

Week 5:

Feb. 11 (M) Expressing likes and dislikes: **gustar, encantar, interesar, odiar.**

Feb. 13 (W) - Expressing past action: Preterite of regular verbs and the irregular verbs

dar, hacer, ir, and ser. Nota Cultural.

Week 6:

Feb. 18 (M) **Presidents' Day – No Classes**

Feb. 20 (W) **EXAMEN: Capítulo 8**

Week 7:

Feb. 25 (M) **Capítulo 9: Los días festivos** – Vocabulary: emociones y condiciones.

Talking about the past: Irregular Preterites.

Feb. 27 (W) Talking about the past: Preterite of stem changing verbs.

Week 8:

March 4 (M) Using direct and indirect object pronouns together. Nota Cultural.

March 6 (W) **EXAMEN: Capítulo 9**

Week 9:

March 11 (M) **Spring Break – No Classes**

March 13 (W) **Spring Break – No Classes**

Week 10:

March 18 (M) **Capítulo 10: El Tiempo Libre** Vocabulario: Los pasatiempos, diversiones y aficiones. Talking about the past: Descriptions and Habitual Actions in the Past - The imperfect of Regular and Irregular Verbs.

March 20 (W) Uses of the imperfect. Summary of Interrogative Words.

Week 11:

March 25 (M) Expressing extremes: The Superlative. Nota Cultural.

March 27 (W) **EXAMEN: Capítulo 10**

Week 12:

Apr. 1 (M) **Chapter 11: La Salud y el Bienestar.** Vocabulary: En el consultorio

Apr. 3 (W) Preterite & Imperfect, narrating in the past.

Week 13:

Apr. 8 (M) Relative pronouns (que, quien[es], lo que); Reciprocal actions. Nota cultural.
Apr. 10 (W) **EXAMEN: Capítulo 11**

Week 14:

Apr. 15 (M) **Chapter 12: La Ciudad y el Barrio.** Vocabulary: Tú (informal) commands.

Apr. 17 (W) Introduction to the Subjunctive: Formation of the Present subjunctive.

Week 15:

Apr. 22 (M) Continuation of the Subjunctive: Expressing subjective actions or states. Expressing desires and requests.

Apr. 24 (W) Continuation of the Subjunctive: Expressing desires and requests. Nota Cultural.

Week 16:

Apr. 29(M) **EXAMEN: Capítulo 12**

May 1 (W) **ORAL SECTION OF FINAL EXAM. Review for Final Exam**

May 6 (M) **FINAL EXAM. 9:00 am**

NOTE; THE FINAL EXAM CAN NOT BE GIVEN BEFORE THE OFFICIAL EXAM DATE.

**NOTE: EATING AND DRINKING IS NOT ALLOWED IN THE CLASSROOM.
PLEASE TURN OFF ALL YOUR CELL PHONES, BEEPERS, ETC. BEFORE COMING TO CLASS.**

DO NOT WEAR ANY KIND OF HATS DURING EXAM.

INSTRUCTIONAL METHODS

As your professor, I want you to be successful in this class. We will work together to achieve the levels of proficiency previously stated. I will create activities where you can experience, speaking, reading, writing, listening, and cultural understanding of Spanish. I will also pay attention to your learning style without sacrificing the standards you should achieve. I will rely on your feedback through exams, quizzes, and lab work. There will be extra credit points that can be redeemed throughout the summer session.

Exams. All the exams test vocabulary, grammar, reading, writing, speaking and listening. If you do all assigned work and study prior to taking the exam, you should do well.

Quizzes. There will be 12 quizzes: 6 vocabulary quizzes and 6 grammar quizzes.

Web assignments: All students are expected to do all assignments in our language labs.

Workbook. All assigned workbook exercises are done at home and turned in the day of the test. No exceptions.

All the aforementioned assessment instruments determine how successfully you are at achieving the learning outcomes previously outlined. If you find you are not mastering the language skills, please reflect on your study habits and time management skills and prepare for each class.

STUDENT ASSESSMENT

1. Communicate orally in the target language using a series of simple sentences to describe self, family, and academic, work, and social experiences.

Oral part of Exams

2. Comprehend clear standard discourse related to self, family, and academic, work and social experiences.

Listening Part of exam

3. Create connected text on topics of familiar and of personal interest, such as short letters describing experiences and impressions.

Written compositions

4. Comprehend authentic texts, such as newspaper articles, letters, and brief narratives that use everyday high frequency language.

Reading part of exam

5. Compare and contrast the characteristic perspectives, practices and products that reflect the culture of the target language and those of the student's own culture.

GRADE DISTRIBUTION

100-90: A 89-80: B 79-70: C 69-60: D 59-0: F
FX (F because of absences) W (withdrawn) I (incomplete)

Instructor Grading Criteria

You are expected to do all assignments and tests. Students who fail to turn in an assignment will receive a grade of 0 for the assignment or test. You will be evaluated as follows:

1.	Oral participation and lab (including attendance, and tardiness):	10%
2.	Written homework and quizzes:	20%
3.	6 Chapter Tests – oral and written portions:	40%
4.	Final Exam – oral and written portions:	30%

Instructional Materials

TEXTBOOKS AND MATERIALS REQUIRED

PUNTOS DE PARTIDA 9 ed. Volume II
Knorre, Dorwick, Perez-Gironés, McGraw-Hill
Houston Community College

Book set (shrink wrap) for HCC Span 1412 found at any HCC bookstore (Volume II).

It contains: Textbook, Supplementary materials, Workbook and Lab manual.

Students will have access to audio, video, and supplementary pages through the publisher's web site. The student's password will be provided on the first page of the textbook. The publisher's web site is: www.mhhe.com/puntos8 or www.mhcentro.com

NOTE: All students must have their books by the second day of classes. Books can be bought at any HCCS bookstore or from

Access Student Service Policies: <http://hccs.edu/student-rights>

STUDENTS WITH DISABILITIES

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office-Room LHSB Room 106 1300B Holman Phone: 713-718-6164 equal.ed@hccs.edu at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office."

SCHOLASTIC DISHONESTY

Students engaged in any scholastic dishonesty: cheating, plagiarism or collusion, as described by the Student Handbook may be penalized as specified in the Student Handbook (pp. 28-29). Please, familiarize yourself with the student handbook.

ATTENDANCE POLICY

Class will begin at the scheduled time. Please be on time, as coming and going is disruptive. The class roll will be called every day at the beginning of class. Students are expected to attend classes every day and will be responsible for materials covered during their absence, as per the course lesson plan and additional materials assigned by instructor. Students will lose points on the participation grade for every class missed. As per HCCS policies, stated in the Student Handbook (P. 2), the instructor has full authority to drop a student after the student has accumulated absences in excess of 10 hours, including lecture and laboratory time. However, it is recommended that the student be responsible for dropping the course if he/she has been absent more than 10 hours of class. This policy will be strictly enforced, particularly for veterans. If a student is late by more than 10 minutes or leaves class 15 minutes before the class ends, the student will receive one 1/2 absence. After 2 of these absences the student will get one full absence. Poor attendance records tend to correlate with poor grades. There are no excused or unexcused absences; they are all absences.

Absences will be counted from the first class day of the semester, no matter when the student registers or first attend.

MAKE UP TEST POLICY

Students **are responsible** for material covered during their absences. . Exchanging phone numbers with one or two other students for times when you miss a single class is a good idea. Make-up exams will not be given except in well-documented dire circumstances. LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

REPEATED COURSE FEE

Students who repeat a course for a third or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your professor / counselor about opportunities for tutoring / other assistance prior to considering course withdrawal or if you are not receiving passing grades.

CLASSROOM BEHAVIOR

The guidelines for student conducts and consequences for their violation are specifically defined in The Student Handbook " [As] mature, responsible adults., they will voluntarily observe these rules as a matter of training and habit. Students [will] not interfere with or disrupt the orderly educational process of the College System." It is expected that the students will demonstrate both courtesy and cooperation in the **classroom**. **A student who either cannot or will not extend both courtesy and cooperation may not continue the course.**

USE OF RECORDING DEVICES IN HCC FACILITIES

Per HCCS Policy, "Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a

reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.”

NOTE: Faculty members will not be able to give a “W” after April 1. The student will receive the grade that he/she is making. If a student does not take the final exam and/or misses other exams, a grade of “0” will be assigned for those exams. If you drop the class, you MUST drop it before April 1. If you just disappear from your class, you will get an “FX” as your final grade (even if you show up for the final exam).

OTHER STUDENT INFORMATION

EGLS₃-- Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

PHONES, BEEPERS, AND FOOD

Ringling cellular phones or sounding beepers constitute an interruption of instruction. Students must remember to turn off phones and beepers in class.

Eating is not allowed in the classroom except for a medical condition. Please notify the instructor and provide a note from your physician if you need to eat or drink while in class.

SUPPORT SERVICES

Equipment: Computers are available in the library, LHSB.

Tutoring: There is free Foreign Language (Spanish) tutoring available on a walk in basis. FAC 310. Many students of all skill levels take advantage of this service. Go early and often to get help in generating ideas, developing organization, and practicing grammar. Check the schedule on the door for the times for World Language tutors.

SCHOOL CLOSING

Please check the local radio and TV stations for information regarding school closing due to inclement weather. You can also check the following web site:

<http://www.school-closing.net>

Q - 1	Q - 2	Q - 3	Q - 4	Q - 5	Q - 6	Q - 7	Q - 8

Ex- 1	Ex- 2	Ex- 3	Ex- 4	Ex- 5	Ex- 6
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