*SPN 263. ELEMENTARY SPANISH I

Spanish 263

3 CREDIT HOURS: 2 CLASS HOURS, WEEKLY
Spring ,2008 EVANS 318
Tues./Thurs. 8-9:20 AM
Ray Renteria
*Evans 457
*936-294-1424; rsr001@shsu.edu
*Office hrs.: TT 10-11 AM;*Other days & times by appt.

*DESCRIPTION OF COURSE:
A class for students with SPN.141,142 previous instruction in Spanish and are non-native speakers. (Native speakers should take the CLEP or register for 264.) Intro to pronunciation, vocabulary and basic language codes stressing an oral approach. Special emphasis on conversation & oral drill. Two one-hour lab periods required weekly. No pre-requisites.


NOTICE – The prerequisite for enrolling in SPN 263 is the completion of SPN 142 with a grade of C or higher or appropriate scores on the CLEP or AP examinations. The prerequisite for enrolling in SPN 264 is the completion of SPN 263 with a grade of C or higher or appropriate scores on the CLEP or AP examinations.

EVALUATIONS: Your final grade will be based on the following:

50%  6 chapter exams
20%  Comprehensive final exam
10%  Quizzes
10%  Homework-Workbook
10%  Oral Interview

*STYLE
This course has two delivery methods: an on-line BLACKBOARD for information outside class meetings and a SEMINAR-STYLE, student-centered, format in class meetings with a minimum of professor lecture. English will be the preferred language in both in the majority of cases but code-switching will be practiced when necessary. Since language is a social skill and activity, this is the only way to effectively learn. In either
language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

**GENERAL GOALS (Optimal results)**
1. increased **AWARENESS** of and **APPRECIATION** for Hispanic language and culture
2. more than minimal **VOCABULARY** in Spanish, especially of cognates (and false cognates) and the ability make educated guesses about unknown words based on context as well as to identify unknown cognates
3. ability to **CONJUGATE** regular, stem-changing, and many irregular verbs in present indicative, present subjunctive, preterite, imperfect indicative, imperfect subjunctive, future, conditional, progressives and perfects in both indicative and subjunctive
4. ability to carry on more than minimal **LIFE-SUPPORT CONVERSATIONS** related to visiting/living in a Spanish-speaking country, e.g., arrange and execute transportation, accommodations, meals, etc.
5. ability to carry on more than minimal **SOCIAL CONVERSATIONS**, adapting to unexpected questions or responses

**COURSE OBJECTIVES (Optimal activities)**
1. To **LISTEN** to and comprehend a more than survival percentage of standard Spanish spoken at average native speed by concentrating on major words known (with the help of cognates) and by making educated guesses at the rest
2. To **SPEAK** without notes (or read aloud) a more than survival percentage of standard Spanish with few enough pronunciation errors (speed secondary) to be comprehended by a native speaker
3. To **READ** and comprehend a more than survival percentage of standard Spanish by concentrating on major words known (with the help of cognates) and by making educated guesses at the rest. With the further help of a dictionary, to be able to comprehend a high percentage of standard Spanish
4. To **WRITE** at a more than survival level in standard Spanish with few enough grammar errors to be comprehended by a native speaker

**CLASSROOM RULES OF CONDUCT**
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**ACADEMIC DISHONESTY**
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YOUR ENROLLMENT IN THIS CLASS CONSTITUTES YOUR LEGAL AND MORAL OBLIGATION TO THE HONOR CODE. Because this course is a listening, speaking, reading, and writing one, I encourage you to work together. HOWEVER, plagiarism—copying others’ work without crediting them for it—is legally and ethically unacceptable—AND GROUNDS FOR FAILURE, NOT JUST IN THE ASSIGNMENT, BUT IN THE CLASS. Paraphrases, as well as quotes, must be documented. See the article, *Plagiarism*, posted in documents in Blackboard.

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RESPECT FOR OTHERS' VIEWS AND SPACE, not necessarily in agreement with one's own, is required on the part of every participant, including what is expressed, shared, etc., in the course of class interaction.

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YOU ARE RESPONSIBLE FOR ALL MATERIAL, in books, presented in class, etc., whether you are listening or not.

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I INTEND TO BE AVAILABLE TO DISCUSS, ADVISE, ETC., DURING AND OUTSIDE OF CLASS AS MUCH AS POSSIBLE. Please set prior appointment times. Once in a while I may not be available. If so, I will leave a note as to my return. Please
also either honor your appointment or call to cancel. I will afford you the same courtesy if I have an unavoidable conflict. Email is always better than telephoning.

I INTEND TO RETURN ASSIGNMENTS WITH COMMENTARY AND/OR GRADES AS SOON AS POSSIBLE, usually within a week.

RESOURCES FOR THIS CLASS

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*Students will be asked to complete a course/instructor evaluation form towards the end of the semester.

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**ATTENDANCE POLICY**

**ATTENDANCE IS REQUIRED** for every SINGLE class meeting. If you are absent without making arrangements, with justification, before or during with the professor, your grade will be lowered at least 10% per occurrence. Incompletes beyond the August 15, 2007 deadline for final projects will given only for cases of emergency when a student is unavoidably unable to complete the course, must be requested, and are at the discretion of the professor according to university guidelines.

**DEADLINES**

Syllabus assignments will be performed or handed in at the corresponding class. Daily grades will be assigned at the professor's discretion. In case of serious illness or death in the family, advance or concurrent notice of your absence is required. Call or email and leave a message and, if possible, send your corresponding assignment with another student.

**NO LATE PAPERS OR EXAMS WITHOUT WRITTEN EXCUSE (DOCTOR, HOUSEMOTHER, MORTICIAN, ETC.) AND USUALLY MUST BE MADE UP AS SOON AS POSSIBLE AFTER ABSENCE.**

**REQUIRED TEXTS AND REFERENCE/READING LIST**


**REQUIRED SUPPLIES**

- something with pockets for class materials (handouts, notes, etc.) with lined notebook paper for your own use plus journal entries
- pencil or pen for taking notes in class
- personal skills and attitudes: enthusiasm and interest; listening skills, willingness to speak and open-mindedness; time every day outside of class for reading and reflection, awareness that this class is an academic experience which requires intellectual efforts and results

**OPTIONAL TEXTS, REFERENCES OR SUPPLIES**

- one three-ring notebook binder
- colored highlighters for marking passages

**EXTRA CREDIT:** up to 10 points per cultural experience for up to 5 extra such experiences (5 are required; see above). You may visit sites or have other experiences pre-approved by professor. Present a 5-sentence description (who, what, why, where, when) in class.
COMPONENTS OF WRITTEN GRADE (in order of importance)
1. Mechanics (grammar & spelling)
2. Vocabulary & style
3. Content
4. Organization
5. Investigation/research

COMPONENTS OF ORAL GRADE/PRESENTATION: (in order of importance)
1. Pronunciation
2. Style of presentation (eye contact, intonation, etc.)

KEEP THE RUNNING TOTAL SECTION OF THIS SYLLABUS CURRENT IN ORDER TO KNOW YOUR GRADE STANDING PRIOR TO FINAL EXAMS, FINAL PAPER AND FINAL GRADE CALCULATION AND CHECK BLACKBOARD.

*ASSIGNMENTS
COMPONENTS/EXPLANATIONS OF ASSIGNMENTS/GRADERS AS APPLICABLE TO UNDERGRADUATE

PRESENCE & PARTICIPATION IN CLASS: Be present in class, having previously prepared each assignment on the schedule portion of the syllabus before coming to the class when that assignment will be discussed. You may study the assignments as much as you wish or have time for, incidentally. Suggestions: Reflect afterwards and make notes of questions/observations.

HOMEWORK may include
Workbook
Worksheets: Perform activity, either on own or in group during class, fill out sheet, turn in on due date
Finding Internet sources: find one on the topic, write down the address and a synopsis of what the site contains
Other unspecified assignments
You may work together or alone on homework. DO NOT COPY.

*EXAMS

ACTIVITIES
Attend an approved activity outside of class. If you would like immediate feedback, write a maximum 5-sentence, 50-word summary of who, what, why, when, where and how, which you will hand to the prof immediately before presenting your synopsis to the class. However, your only grade will be on the oral presentation. DO NOT READ WHAT YOU HAVE WRITTEN ALOUD.
MAXIMUM 1 MINUTE.
MAY NOT BE “MADE-UP” IF YOU ARE ABSENT OR FORGET SERVICE LEARNING
EXTRA CREDIT
You may earn up to 10 points per additional experience. You may have 5 experiences (beyond the five required). You may see videos, visit museums or have other experiences pre-approved by professor such as concerts, theatre, dance, etc. Write a 5-sentence description (who, what, why, where, when), typed and double-spaced to discussion board; be prepared to present in class.

Spring 08 SPN 263 T-TH (TENTATIVE SCHEDULE)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>TH-Jan.17</td>
<td>(wk.1) Introducción – <strong>Review</strong> Imperfect Tense &amp; Subjunctive in Ch. 9 &amp; 10</td>
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<td>(wk.2) Subj. w/ impersonal express pp. 367-370, Wkbk. 11-7, 8</td>
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<tr>
<td>TH-Jan. 24</td>
<td><strong>EXAMEN sobre Imperfect vs. Preterito</strong> Exam # 1</td>
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<tr>
<td>TH-Feb.7</td>
<td>(wk.3) Subj. &amp; Indic. w/ adverb. Conjunctions pp. 379-384, Wkbk. 11-19 &amp; 20</td>
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<tr>
<td>TH-Feb. 14</td>
<td>(wk.4) <strong>CHAPTER 11 EXAMEN</strong> Exam # 2</td>
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<tr>
<td>TH-Feb. 21</td>
<td>(wk.5) Pres. Perf. Indica. pp. 403-408, Wkbk. 12-6, 12-7 &amp; 12-9</td>
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<tr>
<td>TH-Feb. 28</td>
<td>(wk.6) Wkbk. 12-10, 11, 12, 13 &amp; 15 – Condi. &amp; cond./probab. pp. 419-421/Tú commands, pp. 422-424</td>
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<td>TH-Mar. 6.</td>
<td>(wk.7) Repaso Wkbk. 12-35, 36 &amp; 37</td>
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<td>TU-</td>
<td>Spring Break</td>
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<td>TH-Mar.11</td>
<td>(wk.8)</td>
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<td>TU-Mar.18</td>
<td><strong>CHAPTER 12 EXAMEN</strong> Exam # 3</td>
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<td>TH-Mar. 27</td>
<td>(wk.10) Observaciones pp. 461-469, Repaso Wkbk. 13-26 thru. 29</td>
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<td>TU-Apr.1</td>
<td><strong>CHAPTER 13 EXAMEN</strong> Exam # 4</td>
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<td>TH-Apr.3</td>
<td>(wk.11) “Seamos cultos” voc. Pp. 472-475, Wkbk. 14-1, 2, 3 &amp; 5 –</td>
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<td>Hacer in time expressions pp. 476-478, Wkbk. 14-7, 8, 9</td>
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<tr>
<td>TH-Apr.-10</td>
<td>(wk.12) 490, Wkbk. 14-10, 16 &amp; 17</td>
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CHAPTER 14 EXAMEN
Exam #5

TU-Apr-15-  CHAPTER 14 EXAMEN          Exam #5
TH-Apr.- 17 (wk.13) Vocabulary 500-505,WK.15-1, Subj. vs. Indefinite antecedents
WK.15-5,6,7,

TU-Apr.-22 (wk.14) Relative pronouns pp. 509-518, Wkbk. 15-1, 2 – Segunda
parte, voc. pp. 514-517, Wkbk. 15-5 & 7
“Se” unplanned occurances pp. 518-520, Wkbk. 15-9 –
Passive voice pp. 520-522, Wkbk. 15-13, 16 & 17

TH-Apr.-24

TU-Apr.-29 (wk.15) Pero or sino pp. 522-524, Wkbk. 15-20 – Observaciones
pp. 525-535

TH-May.-1  CHAPTER 15 EXAMEN          Exam# 6

TU-May-6 (wk.16) Repaso Wkbk. 15-27 thru. 31
TH-May-8 Orales

TU-May 13 (wk.) Orales
TH-May 15 Repaso para el examen final “Last day of class”

STUDY TIPS
MODERN LANGUAGE LEARNING STRATEGIES: SPANISH

GENERAL RULE OF THUMB: TRY TO INCORPORATE SPANISH INTO
YOUR REGULAR, EVERYDAY LIFE AS MUCH AS POSSIBLE.

Practice listening and speaking:
make a friend who speaks Spanish (either as a student or as a native:
attend Charla or Tertulia (to be scheduled)
attend Spanish Club

Practice listening:
watch television: news reports on SIN, anything on SIN
listen to the radio
go to movies or rent videos in Spanish: children's level

Practice reading:
Buy or borrow books or articles in Spanish: children's level, your particular interest:
cookbooks, medical studies, etc.
Subscribe to, buy or borrow a newspaper or magazine: AMERICAS, VANIDADES,
BUEN HOGAR, COSMO

Practice writing:
find a pen pal: write and receive letters in Spanish
keep a journal/diary in Spanish
write your notes in Spanish
write creatively (stories) in Spanish

Use computer programs

SPECIFIC STUDY STRATEGIES

Study with other students
get a tutor

Buy or borrow a workbook or a text by another author:
write out exercises

Review your text:
table of contents (write all you know and check)
exercises (redo)

Make note cards:
use ink colors to indicate gender of nouns, etc.
make visualization/collage cards

Listen to your text tapes extra times or get other tapes
repeat
do exercises in accompanying workbooks

Use computer programs:
Language Lab
Library
Personal software available
Spanish 263.02

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*EXAMS

ACTIVITIES
Attend an approved activity outside of class. If you would like immediate feedback, write a maximum 5-sentence, 50-word summary of who, what, why, when, where and how, which you will hand to the prof immediately before presenting your synopsis to the class. However, your only grade will be on the oral presentation. DO NOT READ WHAT YOU HAVE WRITTEN ALOUD.
MAXIMUM 1 MINUTE.
MAY NOT BE “MADE-UP” IF YOU ARE ABSENT OR FORGET

SERVICE LEARNING

EXTRA CREDIT
You may earn up to 10 points per additional experience. You may have 5 experiences (beyond the five required). You may see videos, visit museums or have other experiences pre-approved by professor such as concerts, theatre, dance, etc. Write a 5-sentence description (who, what, why, where, when), typed and double-spaced to discussion board; be prepared to present in class.
**¡Arriba! 4e**  
Integrated Syllabus

## Spanish 263.02 MWF

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- The past participle
- The present perfect indicative
- The future and the future of probability |

**STUDY TIPS**
MODERN LANGUAGE LEARNING STRATEGIES: SPANISH

GENERAL RULE OF THUMB: TRY TO INCORPORATE SPANISH INTO YOUR REGULAR, EVERYDAY LIFE AS MUCH AS POSSIBLE.

Practice listening and speaking:
- make a friend who speaks Spanish (either as a student or as a native):
  - attend Charla or Tertulia (to be scheduled)
  - attend Spanish Club

Practice listening:
- watch television:
  - news reports on SIN, anything on SIN
  - listen to the radio
  - go to movies or rent videos in Spanish: children's level

Practice reading:
- Buy or borrow books or articles in Spanish: children's level, your particular interest: cookbooks, medical studies, etc.
  - Subscribe to, buy or borrow a newspaper or magazine: AMERICAS, VANIDADES, BUENOS AIRES, etc.
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<td><strong>Primera parte</strong> Grammar (pp. 509-512) Culture: <strong>Comparaciones</strong> (pp. 513)</td>
<td>Activities 15-9 to 15-10</td>
<td><strong>Primera parte</strong> Grammar: Review, Activities W 15-2 to W 15-3</td>
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<td>Culture: Web Resources, <strong>Comparaciones</strong> La política y los hispanos</td>
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<td>Friday Apr.25</td>
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<td><strong>Segunda parte</strong> Introduction (pp. 514-515) Vocabulary (Activities pp. 516-517)</td>
<td>Activities 15-11 to 15-14</td>
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<td><strong>Segunda parte</strong> Grammar (pp. 518-520)</td>
<td>Activities 15-15 to 15-16</td>
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<td><strong>Lab Manual:</strong> Activity 15-40</td>
<td>- <em>Se</em> for unplanned occurrences</td>
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<td>- The passive voice</td>
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<td>- <em>Pero</em> or <em>sino</em></td>
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<td>Wed. Apr.30</td>
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STUDY TIPS
MODERN LANGUAGE LEARNING STRATEGIES: SPANISH

GENERAL RULE OF THUMB: TRY TO INCORPORATE SPANISH INTO
YOUR REGULAR, EVERYDAY LIFE AS MUCH AS POSSIBLE.

Practice listening and speaking:
- make a friend who speaks Spanish (either as a student or as a native:
  attend Charla or Tertulia (to be scheduled)
  attend Spanish Club

Practice listening:
- watch television: news reports on SIN, anything on SIN
- listen to the radio
- go to movies or rent videos in Spanish: children's level

Practice reading:
- Buy or borrow books or articles in Spanish: children's level, your particular interest:
  cookbooks, medical studies, etc.
- Subscribe to, buy or borrow a newspaper or magazine: AMERICAS, VANIDADES,
  BUEN HOGAR, COSMO

Practice writing:
- find a pen pal: write and receive letters in Spanish
- keep a journal/diary in Spanish
- write your notes in Spanish
- write creatively (stories) in Spanish

Use computer programs

SPECIFIC STUDY STRATEGIES

Study with other students
get a tutor

Buy or borrow a workbook or a text by another author:
write out exercises

Review your text:
table of contents (write all you know and check)
exercises (redo)

Make note cards:
use ink colors to indicate gender of nouns, etc.
make visualization/collage cards
Listen to your text tapes extra times or get other tapes
repeat
do exercises in accompanying workbooks

Use computer programs:
Language Lab
Library
Personal software available