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SPNS 102.01: Elementary Spanish II

Linda Carol Bailey

University of Montana, Missoula

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SPNS 102: Elementary Spanish II, Spring 2018

Instructor: Linda Bailey

Email: linda.bailey@mso.umt.edu Use your UM email to contact your instructors (not gmail, yahoo, etc.)

Office: LA 432

Office hours: T, W, Th 10:30 – 11:30

Course Description:

The purpose of this course is to continue developing proficiency in Spanish in all four skills (listening, speaking, reading, and writing). It is designed as a continuation of Spanish 101, but can also be taken by those with equivalent experience in the language, such as two or more years of high school Spanish. While grammatical topics are covered, the importance of using language for communicative purposes is emphasized. Since acquisition cannot take place without input in the target language, instructors use Spanish almost exclusively.

Learning Outcomes: The successful student will be able to:

1. Understand spoken and written Spanish in the context of common situations and in a broadening range of grammatical structures and expressions, specifically, those emphasized in the *Puntos de partida* textbook, Chapters 7 - 11.
2. Produce comprehensible spoken and written Spanish, including short compositions of several paragraphs and brief verbal responses to a range of communication topics, also specified by *Puntos de partida*.
3. Acquire increased knowledge of the geography, culture and people of regions where Spanish is spoken, as indicated by the cultural units provided in *Puntos de partida*.

REQUIRED Class Materials:

- **Textbook:** Dorwick, Thalia...[et al.] *Puntos de partida: an invitation to Spanish, 9th edition*. You must have access to the text in class. Available at The Bookstore (\$34.20 used), also available electronically on Kindle.
- **Workbook:** Arana, Alice A...[et al.] *Workbook/Laboratory Manual to accompany Puntos de partida, Chapters 7-11*, custom bound edition. Available at The Bookstore (\$42.45).
- **Moodle:** Homework is posted on Moodle, as are links to grammar tutorials, workbook audio, and other practice content.
- 3 narrow red scantrons (available at UC Bookstore), a #2 pencil
- A binder with dividers to organize class papers and handouts
- Standard 10.5" x 8" lined loose-leaf notebook paper without fringe for turning in assignments

Recommended Materials:

- A Spanish-English Dictionary
- *501 Spanish Verbs*

Materials on reserve in The Mansfield Library, by request at circulation desk:

- *Puntos de partida* textbook and workbook, Chapters 7-11
- Emily Spinelli's *English Grammar for Students of Spanish*

Grading:

- 40% = Exams (Exams Cap. 7, Cap. 8 = 10% each; Final Exam Caps. 9-11 = 20%)
- 25% Quizzes
- 35% = Compositions, Projects, Homework and Daily Preparation (25%) + *Active Attendance (10%)

* Please be advised that late arrivals and early departures as well as engaging in non-class activities such as cell phone use are grounds for a lowered attendance score. Four absences or fewer will be considered perfect attendance (100%). See chart below for score equivalencies for five absences or more:

ATTENDANCE CALCULATOR

Absences:	Attendance grade %:	Absences:	Attendance grade %:
5-7	90	17-19	50
8-10	80	20-22	40
11-13	70	23-25	30
14-16	60	More than 25	0

Exam Policy: You will need a narrow red scantron and pencil for each exam. Only one missed exam is allowed, provided that you contact your instructor prior to the exam with an acceptable excuse. The final exam grade will be used to replace the excused exam at the end of the semester. There will be no makeup exams. Please note; the final exam is cumulative, with a focus on the last three chapters. All electronic devices must be packed away and turned off for the duration of all exams. Baseball caps or hats with visors cannot be worn for any of the exams. Once graded, exams will be available for viewing and review during office hours. Students will not keep their exams. During review of graded exams in class, all electronic devices must be turned off and packed away.

Quizzes: Your instructor will give quizzes on a regular basis, and will announce them at least a day in advance to allow time for preparation. Only one missed quiz is allowed if you contact the instructor prior to the quiz with an acceptable excuse. If you miss a quiz for an acceptable excuse, the subsequent quiz grade will also be entered in the grade book in place of the missed quiz grade.

Testing Anxiety: There are many strategies for coping with testing anxiety. Some resources on campus include [Curry Health Center's Testing Anxiety workshops and courses in meditation](#), and [Campus Recreation's Yoga classes](#).

Homework: You will have homework to complete every night. Your instructor will post this daily. In addition to spending time on new material, you should incorporate review on a regular basis. Please note that University of Montana guidelines state that for every one hour spent in class, you should expect to spend two hours on homework. This course is 4 credits and fast-paced, and your success in it will depend on your consistent dedication to your work, both in and outside of class. **You will need to budget 12 hrs./ wk. for this course.**

- **Turning in homework:** In addition to exercises from the text and workbook, you will be asked to write a few short paragraphs or compositions to turn in. These will be announced in class with the heading **"PARA ENTREGAR"** They should be neatly hand-written, double-spaced with minimal cross-outs, on loose leaf paper (no spiral fringe) and ready to hand in at the start of class on the due date, unless otherwise specified. Please note that you may not submit these via email unless you have made arrangements with your professor to do so in the case of extenuating circumstances. You will be expected to use only vocabulary and grammatical structures that you have learned by the time of the assignment to complete these. Take on the challenge and be creative in expressing yourself with the language you know. Ultimately, you will have much more success in a second language if you are able to engage in this process. Please note that the use of online translators is prohibited. You are permitted to use a dictionary or your book's glossary. Wordreference.com is an excellent online dictionary.

Participation and in-class assessments: There will be frequent in-class assessments of your progress over the course of the semester. No makeups will be permitted and each missed assessment is a loss of points, unless you have an excused absence. These may be pop quizzes or other in-class work to ensure that you study at home and prepare for class, and will count toward your class participation. All electronic devices must be packed away for the duration of the assessment.

1. **Attendance:** Arrive for class on time, and plan to take care of bathroom visits before or after class. Attendance will be recorded daily at the beginning of class. More than four absences will result in a lower participation grade, as will unexcused late arrivals or early departures. If you do miss a class, it is your responsibility to find out what written work or other activities you missed to get caught up. Lessons, interactions, conversations and discussions in class are impossible to make up, which is why it is crucial to be in class every day. Exchange contact information with at least two other classmates so that you are accountable in the event that you need to miss class.
2. **Homework:** Have homework already completed before class and be ready to discuss your work with others. Unannounced spot checks of homework may be used in calculating your participation grade.
3. Make a strong effort to speak Spanish exclusively in class, even after finishing assigned activities.
4. Volunteer often to respond to the instructor's questions or to offer ideas and opinions to the entire class.

5. Participate actively in small group and pair discussions by presenting ideas and opinions.
6. Demonstrate an attentive, alert, and engaged attitude during class as well as respect for others by contributing to a classroom atmosphere conducive to learning.
7. **Electronics:** Please mute your cell phone and keep it packed away during class. The use of cell phones or other electronic devices during class without prior arrangement with your instructor is unacceptable, and will result in a participation grade reduction. If you have only purchased access to your textbook via an online platform, you may have your computer open to access your book. Other use of the computer during class, such as emails, social media, completing work for other classes is also unacceptable.

Tutoring:

- If you earned a C or lower in Spanish 101 it is highly recommended that you work with a tutor from the very beginning of 102.
- Study Jam Sessions are **free** and meet Mondays and Wednesdays 6:30 – 9:00 pm in the UC Commons (2nd floor dining area). The first session will be _____
- [TRIO](#) has **free** tutoring for those eligible. [Visit their website](#) for more information, or go to their office in Lommasson Center, 180.
- The UM app. has a new Tutoring Board where you can search for tutors in various disciplines.
- Some private tutors advertise on the MCLL bulletin board, on the southwest stairway, between the 3rd and 4th office floors. Your instructor can also provide you with tutoring contacts.

Academic honesty: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

Grading scale * Be sure you know what grade you need for your major

Letter grade	Number grade	Letter grade	Number grade
A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

***For CR/NCR grading option, you must earn a D- or above to receive credit.**

____ Please note that your instructor is not permitted to share grading information with you via email.

____ Please arrange an appointment with your instructor if you would like to discuss your grade.

____ Also, all email communication with your instructor must take place through official UM email addresses.

Course withdrawal: Friday, February 9, 2018, 5 pm is the deadline to withdraw from the course with a partial refund. Monday, April 2, 2018, 5 pm is the deadline to withdraw without Dean’s signature and without notation of Pass/Fail status on transcript. For a detailed listing of important University dates and deadlines, please see the [Registrar’s Calendar links online](#).

Students with disabilities: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students \(DSS\)](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with [DSS](#), please contact [DSS](#) in Lommasson 154. I will work with you and [DSS](#) to provide an appropriate accommodation. You must present your instructor with a letter from DSS in order to request accommodation.

PUNTOS DE PARTIDA SPNS 102				
Day			Pages	Topic
1.	M	1/22	-	Intro. to course, Begin review of 101, greetings, present tense habitual and reflexive
2.	T	1/23	-	Review of 101 cont'd: ser/estar, ir+a+inf
3.	W	1/24	-	Present Progressive, and additional review
4.	Th	1/25	200-203	CAP. 7 Food and Meals
5.	M	1/29	200-203	Food and Meals cont'd
6.	T	1/30	200-203	Food and Meals cont'd
7.	W	1/31	203-205	Saber and Conocer
8.	Th	2/1	203-205	Saber and Conocer
9.	M	2/5	206-209	Direct Object Pronouns and Personal <i>a</i>
10.	T	2/6	206-211	More with Direct Object Pronouns
11.	W	2/7	211-215	Negative and Indefinite Words
12.	Th	2/8	211-217	Negative and Indefinite Words
13.	M	2/12	216-217	Formal Commands intro.
14.	T	2/13	216-218	Formal commands
15.	W	2/14		Review
16.	Th	2/15		EXAM CAP. 7
	M	2/19		NO CLASSES – PRESIDENTS' DAY
17.	T	2/20	232-234	CAP. 8 Voc. Travel
18.	W	2/21	234-236	Voc. Vacations
19.	Th	2/22	238-241	Indirect Object Pronouns Intro. and practice in present tense
20.	M	2/26	238-242	Indirect object pronouns and new verbs, and placement rules
21.	T	2/27	243-246	Gustar
22.	W	2/28	243-248	Gustar conditional and modifiers,
23.	Th	3/1		intro. preterit regulars
24.	M	3/5	248-252	Preterite spelling change, Dar, Hacer, Ir, Ser
25.	T	3/6	248-254	Preterite practice
26.	W	3/7	258-261	Telepuntos video Cap. 8 and Review
27.	Th	3/8		EXAM CAP. 8
28.	M	3/12	266-269	CAP. 9 Vocabulary - Celebrations
29.	T	3/13	269-270	Vocabulary - Emotions
30.	W	3/14	271-274	Irregular Preterite
31.	Th	3/15	271-274	Irregular Preterite verbs with change of meaning from present tense
32.	M	3/19	275-277	Preterite verbs with stem change
33.	T	3/20	271-278	Irregular Preterite summary and review
34.	W	3/21	279-281	Double object pronouns with conjugated verbs
35.	Th	3/22	279-282	Double object pronouns part two
				SPRING BREAK March 26-30, 2017
36.	M	4/2		Double object pronouns and preterite
37.	T	4/3	284-285	Review
38.	W	4/4	294-296	CAP. 10 Vocabulary - Pastimes
39.	Th	4/5	296-298	Vocabulary - Household Chores
40.	M	4/9	299-302	Introduction to the Imperfect
41.	T	4/10	299-304	Imperfect with chapter vocabulary
42.	W	4/11	305-308	Interrogative words
43.	Th	4/12		Interrogative words and Superlatives
44.	M	4/16	305-310	Superlatives
45.	T	4/17		Review
46.	W	4/18	322-323	CAP. 11 Vocabulary -The Body, Health and well-being
47.	Th	4/19	324-326	Vocabulary- The Doctor's office
48.	M	4/23	322-326	More with vocab. Cap. 11
49.	T	4/24	327-330	Intro. Preterite vs. Imperfect
50.	W	4/25	330-331	Preterite and Imperfect

PUNTOS DE PARTIDA SPNS 102

Day			Pages	Topic
51.	Th	4/26	332-333	Preterite and Imperfect
52.	M	4/30	334, 340	Preterite and Imperfect
53.	T	4/1	341	Review
54.	W	5/2		Review
55.	Th	5/3		Review and course evaluations
56.	M	5/7		FINAL EXAM – 6:30 pm – 8:30 pm (Chapters 9-11)

	Spanish 102 Communicative Goals	Spanish 102 Grammatical Structures
Cap. 7	<ul style="list-style-type: none"> • discuss what you eat and drink • discuss your favorite restaurant • order and pay for food • talk about what and who you know • answer questions with negative and affirmative words • tell someone to do something (Ud./Uds.) 	<ul style="list-style-type: none"> • saber and conocer • direct object pronouns • personal a • acabar de • indefinite and negative words • formal commands
Cap. 8	<ul style="list-style-type: none"> • talk about trips and traveling • express to whom and for whom you do something • talk about likes and dislikes more fully • talk about things that happened in the past 	<ul style="list-style-type: none"> • indirect object pronouns • dar and decir, present tense with I.O.P. • gustar • preterite forms • preterite uses
Cap. 9	<ul style="list-style-type: none"> • discuss holidays and celebrations • discuss your feelings in different situations • give emphatic opinions and reactions • talk more about past events • avoiding repetition with obj. prons. 	<ul style="list-style-type: none"> • superlative form –ísimo/a • irregular preterites • stem-changing preterites • change in meaning preterites • double object pronous
Cap. 10	<ul style="list-style-type: none"> • talk about free time activities and household chores • talk about what you used to do • describe past conditions and states • express extremes • get information by asking questions 	<ul style="list-style-type: none"> • imperfect of regular and irregular verbs • question words • superlatives
Cap. 11	<ul style="list-style-type: none"> • talk about your health • talk about past actions and events 	<ul style="list-style-type: none"> • use the preterite and imperfect
Additional topics and review	<ul style="list-style-type: none"> • talk about daily routines • make polite requests, give advice and suggestions in ways that are not commands 	<ul style="list-style-type: none"> • present tense • ir + a + infinitive

Student survey: Please answer and return to your instructor.

Last Name _____ First Name _____
Name you wish to be called (if different from first name) _____
major _____ year _____
e-mail _____
phone # _____

1. Did you use *Puntos de partida* at UM for 101? _____ If so, what grade did you earn? _____
Please tell me how much Spanish you have taken, and where and when you studied it.

2. Have you ever traveled to or lived in a Spanish speaking country or region? Where? For how long?

3. What other languages have you studied? What other languages do you speak?

4. Do you have future plans for Spanish? Work? Study? Travel? Other?

5. What grade do you plan to earn in this class?

6. Please share your expectations for this class (needs, hopes, fears...).

7. What are some of your hobbies and interests?

8. How did you spend your winter break?

9. Is there anything else you would like me to know about you?