

## Course syllabus Elementary Spanish II (SPAN 1020)

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Credit Hours: 4  
Room: Hum 202

### Catalogue Course Description

This course is the second semester of a two-semester sequence designed for students with no prior instruction in Spanish; the student will develop a solid grammar foundation, utilize practical vocabulary, and perform elementary reading and writing tasks in the Spanish language. Emphasis is placed on idiomatic conversation and Hispanic culture.

**Prerequisite:** SPAN 1010

### Entry Level Standards

The student is expected to have an English and Reading competence at the college level and Span 1010.

### Texts

**PUNTOS DE PARTIDA**, Knorre et al, 8th Edition, McGraw Hill, 2005,

**Centro Online Workbook Code.** Note: If you have used Centro before, you only need to register into this class.

**A Spanish/ English dictionary**

**Schaum's Spanish Grammar** (recommended text)

**501 Verbs in Spanish** (recommended text)

### PSLO: (Goal- Program Student Learning Outcome)

The goal of the Humanities/Fine Arts requirement is to enhance the understanding of students who, as citizens and educated members of their community, need to know and appreciate their own human cultural heritage and roots, Through the study of the Humanities and Fine Arts, such students will gain substantial knowledge and appreciation of their global heritage, both of its western and non-western aspects. Also, through study of Humanities and Fine Arts, students will develop an understanding, which they otherwise would not have, of the present as informed by the past.

### CSLO: Course Student Learning Outcomes

The student should have/be able to demonstrate a more advanced ability ...

- CSLO1 To communicate orally on practical topics with grammatical correctness,
- CSLO2 To communicate in writing with increased skill on practical topics,
- CSLO3 To pronounce correctly and more fluently elementary vocabulary in context,
- CSLO4 To have a better understanding of normal spoken Spanish,
- CSLO5 To read more complex texts in Spanish,
- CSLO6 To have a greater understanding of Hispanic culture.

### Assessments

Student competency development and teaching effectiveness will be evaluated by

Tests evaluating oral, aural, writing and reading skills	25%
Attendance, Participation, Homework, Quizzes	30%
An Oral Proficiency Interview	15%
A Cultural presentation.	10%
A Final Exam covering all skills except speaking.	20%

### Other Learning Indicators or Objectives

At the end of this course, students should achieve:

- Score 70% on Oral Proficiency Interview (CSLO 1, CSLO 2, CSLO 3, CSLO 4, I1, I2)
- Write an error free paragraph of at least 5 sentences on a general theme. (CSLO 2, CSLO 5, I5 )
- Score 70% on Reading Comprehension of on a cultural topic. (CSLO 5, CSLO 6, I8, I9)

### Required Assessments

#### **3 Exams covering Caps 6-10**

Students will complete objective exams to demonstrate their understanding and skill in using and applying the core concepts of the chapters. Test will include aural and written exercises. CSLO1, CSLO4

### **Culture Day Presentation.**

Working in groups or alone, students will produce for the class information on a chosen country or an item of interest in the Hispanic World and present it with power point. CSLO1, CSLO4,CSLO5

### **Oral Proficiency Interview**

Student will have an oral interview with the instructor at the end of the semester. CSLO1, CSLO2, CSLO3, CSLO4

### **Final Exam**

Students will complete a comprehensive final exam assessing their knowledge of course content and the acquisition of needed aural and oral skills. CSLO1, CSLO4

<b>CSLO</b>	<b>CSLO1</b>	<b>CSLO2</b>	<b>CSLO3</b>	<b>CSLO4</b>	<b>CSLO5</b>	<b>CSLO6</b>
<b>Assessments:</b>	OP Interview Group Presentation	Exam and Final Exam	OP Interview	Exams Final OP Interview	Exams and Final	Culture Day Presentation

### **Topics**

- Review Capítulo 1-5
- Capítulo 6 “Qué le gusta comer?”  
La comida, Food related phrases  
Saber/conocer  
Direct Object Nouns, Pronouns, the personal “a”  
Indefinite and Negative words  
Formal Commands  
Exam
- Capítulo 7 “De vacaciones:”  
De viaje y vacaciones  
Indirect Object Pronouns  
Gustar and verbs that work like gustar  
Talking about the past. Preterite of regular verbs and dar, hacer, ir and ser.  
Exam
- Capítulo 8 “Los días festivos”  
Festivales  
Emociones y los estados afectivos  
Talking about the past: Irregular preterites  
Preterite of Stem-changing verbs  
Expressing direct and indirect objects together, double object pronouns  
Exam
- Capítulo 9 “El tiempo libre”  
Los pasatiempos, diversiones y aficiones.  
Los quehaceres domésticos  
Talking about the past: Descriptions and habitual actions in the past: Imperfect of regular and irregular verbs  
Expressing extremes: Superlatives  
Summary of Interrogative words  
Exam
- Capítulo 10 “La Salud”  
La salud y el bienestar  
En el consultorio del médico  
Narrating in the past : Preterite and Imperfect  
Recognizing: que, quien(es), lo que, Relative pronouns  
Expressing *each other*: Reciprocal actions with reflexive pronouns  
Final Exam

### **Instructional Activities**

The students will develop proficiency in the course competencies by:

- I1 Doing a variety of oral and aural exercises including role-playing and interviews, (CSLO1, CSLO3)

- I2 Doing a variety of oral exercises with an emphasis on grammatical correctness, (CSLO1, CSLO3, CSLO4)
- I3 Doing a variety of writing exercises in a notebook or journal,(CSLO2, CSLO5)
- I4 Doing online and other computer exercises for vocabulary and grammar development (CSLO2, CSLO5)
- I5 Practicing with vocabulary cards,(CSLO1, CSLO2, CSLO3, CSLO4)
- I6 Hearing Spanish spoken at a normal rate of speed by the professor and in the lab,(CSLO4)
- I7 Reading more complex texts in Spanish, and (CSLO5)
- I8 Hearing and preparing Power Point presentations on various aspects of Hispanic culture.(CSLO6)

<b><u>Grading Scale</u></b>	A = 100- 90
	B = 89- 80
	C = 79- 70
	D = 69- 65
	F = below 65

### **Course Delivery Format**

*Hybrid Format:* This format requires significant online activity. Students in hybrid classes must access course content and assessments using the Internet in order to pass the class, whether it meets full-time or part-time in the classroom. Faculty need not hand out a copy of the syllabus and any other required course materials, including their contact information.

### **Statement on Academic Integrity**

We are part of the Academic Integrity Program. Students are encouraged to:

- Be truthful when providing excuses for classroom absences
- Be truthful when turning in any work/assignment where research was required
- Be truthful when taking a test or doing a special project where outside help are not allowed

Students are also encouraged to:

- Take pride in their work, knowing that the work they turn in is their own and no one else's
- Take pride in attending their college/courses
- Take pride in being truthful to themselves, their classmates, and their instructors

### **Disabilities Notice**

Students who have educational, psychological, and/or physical disabilities may be eligible for accommodations that provide equal access to educational programs and activities at Chattanooga State. These students should notify the instructor immediately, at least two weeks into the semester, and should contact Disabilities Support Services (S-226, phone 697-4452), in order to discuss individual needs. The student must provide documentation of the disability so that reasonable accommodations can be requested in a timely manner. All students are expected to fulfill essential course requirements to receive a passing grade, with or without reasonable accommodations.

### **Class Policies**

***Tutorial/Conference:*** All students are required to come to see the instructor at least once during the course of the semester, during regular office hours. The subject of discussion will be any concerns you or the instructor may have about your work in this class.

***Attendance:*** if you have 4 unexcused absences your final grade will be lowered a letter grade. For example if you would have an A you will receive a B, if you would have a B you will receive a C etc. Therefore, written and official documentation MUST be provided to the instructor in order for the student to be excused. *Leaving class early is not acceptable unless prior approval is given.* Arriving more than 10 minutes late or leaving early will count as one full absence. **You receive credit for attendance and participation in class so attendance is important.**

***Classroom disruption:*** students should be actively engaged in classroom activities. **Cell phones and beepers should be turned off before class starts and can only be used in emergencies. The student must talk to the instructor before class if such an emergency exists.** The instructor reserves the right to remove from the classroom any student(s) who are being disruptive in class. Rude behavior and complaining out loud in class will not be tolerated.

***Make ups:*** if you must miss an exam, and hope to make it up, you must contact the instructor in advance. Documentation must be provided.

***Assignments:*** have to be turned in on they day they are due in class. If they are turned in on a different day, they MUST be accompanied by a written excuse

***Cheating:*** students will be given an "F" if caught cheating in class or on assignments given

***Quizzes:*** Oral and/or written quizzes will be given frequently. **If you are late for class and miss the quiz you will receive a "0" grade.**

***Oral presentations:*** students will be asked to do oral presentations with Power Point.

***Oral proficiency interviews:*** students will have interviews with their instructor during the semester.

***Index cards:*** this is a good suggestion for learning vocabulary in each lesson.

***Dress Code:*** located on page 40 of the *Chattanooga State Student Handbook:* Students are expected to use good taste in considering appropriate dress on campus. They should dress in a manner appropriate to their position as college students **preparing for professional and career employment.**

This class is governed by the terms and conditions stated in the current Chattanooga State Student Handbook. Additional or more specific guidelines may apply. **The instructor reserves the right to modify this syllabus in writing at any time.**

Please note all communication with instructors about your course work should be through the eLearn Email system. For assistance on how to use the eLearn Email tool go to this url:  
[http://river.chattanoogastate.edu/orientations/Student\\_PDFs/eLearn\\_eMail\\_aug09.pdf](http://river.chattanoogastate.edu/orientations/Student_PDFs/eLearn_eMail_aug09.pdf).

For all other communication the official email system used by the college is through Tiger Mail. This is accessible by clicking the blue paw icon from the top right hand side of your Tiger Web home page:  
<https://tigerweb.chattanoogastate.edu/cp/home/displaylogin>.

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#### **What Is Class Participation? How Can I Do Well On It?**

- You need to be in class every day, and on time.
- You need to bring all the necessary materials to class.
- You need to be actively engaged in classroom activities-group activities, paired activities, individual activities.
- You need to avoid any type of classroom disruption. If you have questions or comments, raise your hand. If you still need help with the material, see the instructor after class or during office hours. You can also contact your instructor by phone or email.
- Your class participation and preparation counts for a part of **one third of your grade**.
- Being late for class or leaving early affects your daily grade.

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I have received and read a copy of the course syllabus for Spanish 1020 for the Fall semester of 2006. I fully understand the course requirements, grading scale, testing procedures, attendance standards, and the Chattanooga State Community College standards concerning policies such as: attendance, cheating, and classroom disturbances.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Are your parents or grandparents Hispanic? If so, do they speak Spanish at home?

How many years have you taken Spanish? Where? What grade did you earn? What was most difficult to learn in your previous classes?

Have you traveled to a Spanish speaking country? When and for how long were you there?

### **Fall 2010 Spanish 1020 Tuesday and Thursday Tentative Calendar**

	<b>IN CLASS ACTIVITY</b>	<b>HOMEWORK</b>
Aug. 31	Introduction to course	Get textbook and into online WB
Sept. 2	Repaso de Ante Todo & Capítulo I	mhhe.com/puntos8
7	Repaso de Capítulo II & III	mhhe.com/puntos8
9	Repaso de Capítulo IV & V	mhhe.com/puntos8
14	Vocabulario Capítulo VI	Textbook Audio

	16	Vocabulario	Online Workbook Vocab
	21	Gramática	Online Workbook Gram
	23	Gramatica	Online Workbook Gram
	28	<u>Test on Review and Capitulo VI</u>	
	30	Vocabulario Capitulo VII	Textbook Audio
Oct.	5	Vocabulario	Online Workbook Vocab
	7	G	Workbook Gram
	12	G	Workbook Gram
	14	<u>Test on Capitulo VII</u>	
	19	<i>Fall Break</i>	
	21	Vocabulario Capitulo VIII	Textbook Audio
	26	V	Workbook Vocab
	28	G	Workbook Gram
Nov.	2	G	Workbook Gram
	4	<u>Test on Capitulo VIII</u>	
	9	Vocabulario Capitulo IX	Textbook Audio
	11	V	Workbook Vocab
	16	G	Workbook Gram
	18	G	Workbook Gram
	23	Vocabulario Capitulo X	Textbook Audio
	25	<i>Thanksgiving</i>	
	30	V	Workbook Vocab
Dec.	2	G	Workbook Gram
	7	Culture Day Reports	
	9	Oral Proficiency Interview	

Final Exams: Dec 13-16