

BEGINNING SPANISH II

Bienvenidos a Beginning Spanish II. What follows is the course syllabus with basic information about the course. **Please read it thoroughly, and do not hesitate to ask me if you have any questions.**

COURSE DESCRIPTION : MLSP 102 (section 04) (3 credits): Beginning Spanish II is a continuation of Beginning Spanish I (MLSP 101) or its equivalent.

Emphasis is on communication through the **continued development of reading, writing, speaking, and listening skills in the language.** Students will continue to acquire **grammar, syntax, vocabulary, and correct pronunciation,** which will enhance their ability to **initiate and sustain conversations, read basic Spanish passages, and write basic Spanish sentences and dialogues.** Various aspects of Hispanic and Latino cultures will be explored.

PREREQUISITE: The Modern Language Department recommends this course to students with **one or two years of previous study in Spanish at the high school level or one semester at the college level. PLEASE SPEAK TO ME IF YOU HAVE ANY QUESTIONS ABOUT YOUR PLACEMENT INTO THIS COURSE.**

TEXT: Blitt, Mary Ann and Margarita Casas. **Exploraciones.** Boston: Cengage Learning, 2016. ***(If you took Beginning Spanish I since fall 2015 or later, you will use the same text as you did in Beginning Spanish I. This text is also packaged with the SAM (Student Activities Manual and iLrn for students who buy the text at the Massasoit bookstore.)***

COURSE OVERVIEW: We will briefly review the material presented in the first 4 lessons (*Capítulos 1-4*) of Exploraciones, continuing through the next 4 lessons (*Capítulos 5-8*), or as far as time allows. We will make every effort to perfect our pronunciation and to further develop facility in conversation.

COURSE OBJECTIVES: The main goal of **Beginning Spanish II** is to **develop further communicative skills in Spanish** as a **second language**. Students will be able to **continue to understand, speak, and write Spanish phrases, sentences, and messages**. Students will also be able to **engage in slightly more complex dialogues in Spanish dialogues**.

For example, **students will be able to**

- **Understand which situations require either “*ser*” or “*estar*,” the two verbs “*to be*” in Spanish**
- **Understand which situations require either “*saber*” or “*conocer*,” the two verbs “*to know*” in Spanish**
- **Gain some facility with the preterite tense (simple past tense)**
- **Gain some facility with direct and indirect object pronouns in order to reduce any redundancy in speech and/or writing**
- **Gain some facility with the imperfect tense (long-term past tense)**
- **Gain some facility with the passive “*se*” in both speech and writing**

A second goal of the course is for students to **develop further their knowledge of cultural differences between the U.S. and the Spanish-speaking world**.

For example, **students will have a better understanding of the**

- **Superstitions and expressions (“dichos/refranes”)** which are common in the Spanish-speaking world, and how similar or different they are to those in the English-speaking world
- How **job announcements** might appear differently in a periodical in a Spanish-speaking country
- The **“siesta” and other customs which are not typically observed in English-speaking countries**
- **Role** that **certain sports play** in the **Spanish-speaking world**
- **The role that the travel and tourism industry plays** in many nations of the Spanish-speaking world
- How people in the Spanish-speaking world **purchase and prepare food**

ANTICIPATED COURSE OUTCOMES: *By the end of the semester, students should be able to read, write, and communicate in Spanish with greater facility, including idiomatic expressions.* Students should also have a stronger comprehension of international Spanish-speaking cultures and local communities.

- **Communication: Students will continue to be able to describe activities** in the **present tense and** continue to be able **to read simple passages.** They will also be able **to describe activities** in the **past tense, and** will continue **to acquire current and useful vocabulary** that relates to, for example, **careers, daily hygiene, sports and other leisure activities, vacations, and food.**

- **Connections:** Students will become more knowledgeable about **historic events** and **figures** of the **Spanish-speaking world**. They may also learn about **some famous writers** and **artists** of the Spanish-speaking world.
- **Comparisons:** Students will develop further awareness of the **differences and similarities** between **U.S. culture** and **those of Spanish-speaking countries**.
- **Communities:** Students will interact with **Spanish-speaking guests** and **participate in events** as they occur on **campus** and **in the community**, when possible. They may also **learn about current events** in **Spanish-speaking cultures**

COURSE STRUCTURE AND PROCEDURES FOR EVALUATING STUDENT PERFORMANCE:

Further acquisition of the language **will be obtained through daily reading and conversational activities**. **Students will engage in reading and grammar exercises, as well as dialogues**. We will work with a variety of authentic oral and written texts, mainly our textbook, as well as a few secondary texts, mainly newspaper articles and selections from other texts.

GRADING:

- **Tests and/or quizzes:** We will probably have **four in-class quizzes/tests** over the course of the semester, which will have varying lengths of points/value. However, they will have an **approximate**

total value of 275 points)

50 %

- ***Homework and/or other assignments:*** These **out-of-class assignments could include take-home tests or other exercises** that you complete on your own time. They will have an ***approximate total value of 150 points):***

25%

- ***Class participation (explained below):***

15%

- ***Final exam (mandatory regardless of a student's average):***

10%

GRADING SYSTEM:

A (94-100)

A- (90-93)

B+ (87-89)

B (84-86)

B- (80-83)

C+ (77-79)

C (74-76)

C- (70-73)

D+ (67-69)

D (65-66)

F (0-64)

ATTENDANCE POLICY: After the first absence, and for every subsequent absence, your participation grade will reflect that you have missed class and this will influence the outcome of your final grade. **Each day that you are absent you miss information, so it is to your advantage to attend every class session.**

It is **NOT mandatory** that **students contact me if they are only going to miss one class (except on days of tests—please read further)**. However, you are very welcome to do so. If you believe that ***you are going to miss more than two consecutive classes, please contact me***. It might be a good idea to exchange contact information with a classmate as well.

PARTICIPATION:

Participation is an important component of your final grade. **If you miss class, no participation points can be awarded for that day. Therefore, you will receive a zero. You cannot make up class participation.**

Full credit:

- Student **arrived on time** and **attended entire class period**
- Student **was prepared for class** and **participated**

Partial credit:

- Student **arrived late** for **left class early**
- Student **was not prepared for class** and/or **did not participate in activities**

No credit:

- Student **was absent or disruptive** (talked to others, did homework for other classes, kept checking messages on phone, slept, etc.)

Students will get the most out of the course if they read the lesson and have completed the assigned activities BEFORE coming to class.

Also, **students are more likely to be successful in the course** if they **participate actively** and **ask questions**. **Daily practice is crucial to language learning**. **PLAN ON SPENDING TIME OUTSIDE OF CLASS AS WELL**. It is **your responsibility to seek clarification** by raising your hand and/or by contacting your instructor if you don't understand something.

Please shut off any and all electronic devices when you enter the classroom. **If you are reading or sending text messages or checking your voicemail during class, it will be reflected in your participation grade.**

ADDITIONAL NOTES TO STUDENTS:

- **If you are absent the class period before a scheduled quiz or test, you are not excused from taking it.** The scheduled quiz or test date will appear on the syllabus, and I also will have announced the date two classes in advance.
- If you cannot take a quiz or test as scheduled, please tell me in advance so that we can make other arrangements. **IF YOU DO NOT CONTACT ME IN ADVANCE, YOU WILL NOT BE ABLE TO TAKE A MAKE-UP.** **If you are not able to notify me personally** that you cannot take a quiz or a test, **please contact me by voice mail at _____ or by e-mail at _____.**
- **MAKE-UP TESTS MUST BE COMPLETED WITHIN ONE WEEK OF THEIR ORIGINALLY SCHEDULED DATE.**
- **I cannot allow people to re-take a test or quiz because they are unhappy with the grade that they received.** If you have a lot of exams one particular week, would like more time to prepare, and would like to reschedule any exam for this class, I would be willing to make arrangements. ***However, please be advised that the make-up test must be held at my convenience, and that the setting for a make-up exam is often less than ideal.***

- **I will collect homework *periodically*. “Other assignments” (see “GRADING, *above*)** refer to projects (long or short) that I may have you do over the course of the semester. If you are missing too many homework and/or “other” assignments, this may affect your overall grade.
- **Late work may be accepted with a grade reduction.** However, ***late work must be completed prior to ending the chapter*** in which that particular concept is covered.
- **Please try to purchase your textbook by the end of the first week of class.**

STUDENTS WHO NEED DISABILITIES OR WHO NEED SPECIAL CONSIDERATION/ACCOMMODATIONS STATEMENT:

Students with disabilities who believe that they may need accommodations in the classroom are **encouraged to contact a Disability Counselor; Andrea Henry** at extension **1805**; **Julie McNeil-Kenerson** at extension **1424**, or **Cathy Brogna** at extension **1425**, as soon as possible, in order to ensure that such accommodations are implemented in a timely fashion.

TENTATIVE SCHEDULE: Please keep in mind that this is a **tentative schedule**. Some weeks we may need to move more slowly (or more quickly) than what is indicated here. ***I reserve the right to change anything, and students are responsible for any changes announced in class—particularly dates of tests/quizzes.***

Semana 1-

-Introducciones

-Repaso general

-Begin **Capítulo 5: ¿Estás feliz en el trabajo? : Estar with adjectives and the present progressive/Ser and estar/Verbs that are irregular in the first person/Vocabulario—las profesiones/Saber and conocer**

Semana 2-

-Continue Capítulo 5

Semana 3-

-Continue Capítulo 5

Semana 4—

-Begin **Capítulo 6: ¿Cómo pasas el día? Reflexive verbs/ Indefinite and negative words/Vocabulario—los pasatiempos/The regular preterite/Stem-changing verbs in the preterite**

-Prueba 1

Semana 5

-Continue Capítulo 6

Semana 6—

-Continue Capítulo 6

Semana 7

-Continue Capítulo 6

-Prueba 2

Semana 8—

-Begin ***Capítulo 7: ¿Cómo pasaste las vacaciones?:Vocabulario-- Las vacaciones/
Irregular verbs in the preterite/Por and para and prepositional
pronouns/Vocabulario—La comida/Direct object pronouns***

Semana 9—

-Continue Capítulo 7

Semana 10—

-Continue Capítulo 7

-Prueba 3—

Semana 11—

-Continue Capítulo 7

Semana 12—lunes, el 13 de abril; miércoles, el 15 de abril; viernes, el 17 de abril

-Begin ***Capítulo 8: ¿Qué te gustaba de niño?/Vocabulario—el supermercado/Indirect object pronouns/Vocabulario—Las actividades favoritas de los niños/Constructions with se/The imperfect tense/Double object pronouns***

Semana 13—miércoles, el 22 de abril; viernes, el 24 de abril (NO HAY CLASE—LUNES, EL 20 DE ABRIL—PATRIOT'S DAY)

-Continue Capítulo 8

-Prueba 4—

Semana 14—

-Continue Capítulo 8

-Repaso general

EXAMEN FINAL