

Spanish 102 Experiencing Spanish and the Spanish-Speaking World II Dr. Norris
Spring, 2013

LIBERAL STUDIES PERSPECTIVE: WORLD CULTURES COURSE

Office: McKee 131 B

Section 03 MWF 10:10 –
11:00 am MK 113

Office hours: MWF 12:15 pm –
1:15 pm

TTh 11:30 am – 12:30 pm
and by appointment

Office telephone: (828) 227-3906
(voicemail)

Text: Sol y viento: En breve
Bill Van Patten, Michael J. Leeser
Gregory D. Keating
McGraw-Hill, 2008

e-mail: norris@email.wcu.edu
<http://paws.wcu.edu/norris>

Helpful Hispanic Links are
useful for individual student study.

Selected assignments from
Manual de actividades for
Sol y viento: En breve

COURSE OBJECTIVES:

Students build their basic functional proficiency in Spanish as they acquire cultural and real-world knowledge of the Spanish-speaking world. As students learn this information, they develop their ability to listen, speak, read and write the Spanish language.

GRADING:

Quizzes 30%

Exams (2) ... 40% (20% per exam)

Homework .. 20%

(including selected workbook assignments and short compositions)

Attendance and
participation ... 10%

GRADING SCALE:

100 – 98 A+

83- 80 B-

69- 67 D+

97 – 94 A

79 – 77 C+

66-64 D

93 – 90 A-

76- 74 C

63- 60 D-

89 – 87 B+

73- 70 C-

59 or below F

86 – 84 B

EXAMS AND QUIZZES:

Quizzes and exams must be made up within a week of the original quiz/exam date. The exams and quizzes require that you demonstrate your knowledge of the vocabulary and the structures studied in this class, as well as cultural information obtained from readings and class discussions. You are required to apply this knowledge in meaningful contexts. On quizzes and exams, questions on the cultural readings will be graded

based on the ability of the student to demonstrate his/her understanding of the cultural readings, his/her ability to express ideas clearly in the Spanish language using appropriate grammatical structures for the context of the answer, and in relevant situations, the ability of the student to supplement his/her knowledge of the assigned text with original ideas.

The exams will have the following components:

- I. *Comprensión auditiva*: objective and short-answer questions based on short passages students will hear.
- II. *Vocabulario*: writing your definition of target words or expressions provided.
- III. *Lenguaje y Gramática*: the accurate application of grammatical points studied to meaningful contexts.
- IV. *Contenido*: Información general y cultural: identificación, multiple-choice, and short essay questions based on the content of the course to include readings and class discussions.

THE FINAL EXAM IS COMPREHENSIVE. A STUDY GUIDE WILL BE PROVIDED.

ATTENDANCE POLICY: Regular attendance is required to receive full credit for this course. For every absence beyond three unexcused absences, two points will be deducted from the final grade. An excused absence must be verified in writing and must be one due to serious illness, death in the immediate family, or a valid university function. If you know you will miss class, turning in assigned work early is encouraged.

HOMEWORK AND EXTRA-CURRICULAR ACTIVITIES. Your homework must be completed and turned in on time for full credit. Two extra-curricular activities are required as part of your homework grade. Extra-curricular activities include attendance at Foreign Film Festivals, Hispanic Heritage Month, or attendance at other Spanish-related activities on campus.

DISABILITY STATEMENT:

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu You may also visit the office's website: disability.wcu.edu.

ADVERSE WEATHER POLICY: During adverse weather conditions, assume that class **will** be held unless the Chancellor announces a university closing or unless I e-mail you that I will not be holding class on that day. If you are not able to come to class because of adverse weather conditions such as snow or flooding, please leave a message at (828) 227-3906 or norris@email.wcu.edu. Do not call the department secretary.

GOALS (metas) of Spanish 102:

1. Continue to develop basic communicative skills in Spanish as a second language
Relevant language tasks using oral communication and writing skills are:
 - how to talk about pastimes and leisure activities
 - how to speak about special occasions and holidays
 - how to talk about past activities using the preterite tense
 - how to talk about the Internet and other electronic devices in Spanish
 - how to use the imperfect tense to talk about activities that you used to do
 - how to express years, decades, centuries
 - how to use the preterite and the imperfect together to narrate events
 - how to describe historical and personal events in Spanish
 - using vocabulary related to taking trips and traveling
 - how to give someone instructions using formal commands
 - how to order food in restaurants using Spanish
 - how to talk about what has happened using the present perfect tense
 - discussions on geography, ecology and the environment in Spanish
 - use of the superlatives to discuss extreme situations
 - to talk about feelings and mental conditions
 - use verbs to describe changes in emotion or mood
2. Students will study the Spanish language and Hispanic culture in order to better understand themselves as global citizens, to recognize and accept cultural diversity, and to arrive at a broader understanding of real world social issues.

CLASS PROCEDURES:

The class will consist of presentation of the lesson by instructor, with various activities designed to promote interaction between students and their classmates. The class will be conducted in Spanish the vast majority of the time. It is up to the individual to seek clarification and raise his/her hand if there is a point that he/she does not understand. Disruptive class behavior or excessive use of English not relevant to the class activity will result in loss of participation grade points. It is also very important for maximum class participation points **not** to text in class.

For the most possible credit for class participation, it is important to come to class prepared, volunteer answers in Spanish and listen to your classmates respectfully.

CLASS PROCEDURES:

In Spanish 102, students will begin to develop their spoken and written Spanish through classwork and assigned homework. Through assigned readings, students will also increase their knowledge of Spanish culture. A written quiz will be given at the end of each chapter, as it completed in class, unless an exam in Spanish 102 is scheduled for the same day. For full credit, homework must be written in complete sentences and handed in on time. For each late homework assignment, **five** points will be subtracted from that individual assignment grade. As part of the homework section, you are responsible for doing the assigned sections of the Manual de actividades for Sol y viento: En breve as announced by the professor. No automatic make-ups on quizzes or examinations. Any make-ups must occur within one week of the original test date.

POLICIES:

1. Come to class every day and be as prepared as possible.
2. Try to stay current with assignments.
3. Participate in class activities; express your opinion in Spanish.
4. Two extra-curricular activities are required as part of your homework grade. Extra-curricular activities include participation in Spanish language related presentations on campus or other activities announced by the professor.
5. If you miss a class, contact a classmate or the professor and get the assignment.
6. Learn your professor's office number, office hours, and e-mail address.
7. See your professor as soon as you have any questions or concerns.
8. If you enjoy learning with other students, form a study group. This is especially useful to review for quizzes or exams.
9. All your work that you submit must be your own. Western Carolina University has an "Academic Honesty Policy" that you should read and honor. This is found in the WCU Student Handbook.
10. Students will be expected to write in Spanish in workbook/textbook assignments and on quizzes/exams according to the specific instructions for each section

LAST DAY FOR AUTOMATIC “W” is Monday, February 11, 2013.

This calendar is tentative and subject to change depending on class needs.

Este calendario se puede cambiar por un anuncio de la profesora.

CALENDARIO

	LUNES	MIERCOLES	VIERNES
SEMANA 1 el 14,16 y 18 de enero	Introducción a la clase <u>Sol y viento: en breve</u> Repaso del vocabulario de la comida en Lección 3 Repaso de <i>ser</i> vs. <i>estar</i>	Lección 4A de <u>Sol y viento: en breve</u> “Cuando no trabajo” Vocabulario: “El tiempo libre,” págs. 188 - 189 Vistazo cultural: “Las fiestas”, pág. 191	Lección 4A de <u>Sol y viento: en breve</u> Gramática: el pretérito, pág. 192
SEMANA 2 el 21, 23 y 25 de enero	DIA DEL CUMPLEANOS DE MARTIN LUTHER KING No hay clases.	<u>Sol y viento: en breve</u> Lección 4A: Segunda parte Vocabulario: “El ejercicio y el gimnasio” pág. 197 Vistazo cultural: “El fútbol y otros deportes” pág. 199	Gramática: pretérito de Verbos de -er y -ir pág. 200 <u>Sol y viento: en breve</u> Lección 4A: Tercera parte Vocabulario: “¿Cuándo celebras tu cumpleaños?”
SEMANA 3 el 28, 30 de enero y 1 de febrero	. Vistazo cultural: “Los días festivos en el mundo hispano”, pág. 205 Gramática: las formas irregulares del pretérito, pág. 208. <i>Tarea escrita:</i> <u>Manual de actividades</u> para Lección 4	<u>Sol y viento: En breve</u> Lección 4B”: “En casa” Primera parte. Vocabulario: “¿Dónde vives?” pág. 214	Vistazo cultural, pág. 215 Gramática: el pretérito de cambio radical, pág. 218 Lección 4B Segunda parte: págs. 222-223

CALENDARIO

	LUNES	MIERCOLES	VIERNES
SEMANA 4 el 4, 6 y 8 de febrero	<u>Sol y viento: En breve</u> Lección 4B Segunda parte: Vistazo cultural: pág. 225 Gramática: los pronombres, pág. 226	<u>Sol y viento: en breve</u> Tercera parte Vocabulario: “¿Te gusta lavar la ropa?” págs. 230-231	Vistazo cultural: pág. 233 <u>Sol y viento: en breve</u> Gramática: por vs. para
SEMANA 5 el 11, 13 y 15 de febrero	Episodio 4 de “Sol y viento” (la película)	Quiz 1 sobre Lección 4 Introducción a Lección 5 A	Lección 5A.: “La tecnología y yo” Primera parte Vocabulario: “Mi computadora”
SEMANA 6 el 18, 20 y 22 de febrero	<u>Sol y viento: En breve</u> Lección 5A Primera parte: Vistazo cultural: “Periódicos hispanos en el Internet,” pág. 245 Gramática: Verbos como gustar	Lección 5A de <u>Sol y viento: En breve</u> Segunda parte: Vocabulario: “Mi celular” pág. 252	Vistazo cultural: “El uso de los teléfonos celulares en Latinoamérica” pág. 253 Gramática: las estructuras reflexivas pág. 256

CALENDARIO

	LUNES	MIERCOLES	VIERNES
SEMANA 7 el 25, 27 de febrero y 1 de marzo	Lección 5A de <u>Sol y viento</u> : en breve Tercera parte: Vocabulario: “Mi niñez y juventud” págs. 260-261 Vistazo cultural: “Las muñecas Barbie” pág. 261 el imperfecto, p. 264	<i>Tarea escrita:</i> <u>Manual de actividades:</u> Lección 5 de <u>Sol y viento</u> : <u>en breve</u> Lección 5 B Vocabulario: “En 1972” pág. 270	Vistazo cultural: Fechas importantes, pág. 271 Gramática: el contraste y entre el pretérito y el imperfecto, pág. 274
SEMANA 8 el 4, 6 y 8 de marzo	Lección 5B de <u>Sol y viento</u> : <u>en breve</u> Segunda parte: Vocabulario: “Durante la guerra” págs. 278-279	Vistazo cultural: “¿Un descubrimiento?” pág. 279 Gramática: “No lo sabía,” pág. 282	<u>Sol y viento: en breve</u> Lección 5B Tercera parte: Vocabulario, págs. 286-287 Vistazo cultural: “Las bodas en los países hispanos”
SEMANA 9 el 11, 13 y 15 de marzo	Episodio 5 de la película “Sol y viento”	Quiz 2 sobre Lección 5 de <u>Sol y viento: en breve</u> Introducción a Lección 6	Lección 6A de <u>Sol y viento</u> : Primera parte: Vocabulario: “Para hacer viajes” págs. 300 – 301 Vistazo cultural: pág. 303
SEMANA 10 el 18, 20 y 22 de marzo	REPASO PARA EXAMEN 1	EXAMEN 1 sobre Lecciones 4A - 6 A de <u>Sol y viento</u> : <u>en breve</u>	EXAMEN 1 sobre Lecciones 4A - 6 A de <u>Sol y viento</u> : <u>en breve</u>

CALENDARIO

	LUNES	MIERCOLES	VIERNES
SEMANA 11 el 25, 27 y 29 de marzo	DESCANSO DE PRIMAVERA	DESCANSO DE PRIMAVERA	DESCANSO DE PRIMAVERA
SEMANA 12 el 1, 3 y 5 de abril	Lección 6A de <u>Sol y viento</u> : Segunda parte: Vocabulario: “¿Cómo llego?” págs. 308-309	<u>Sol y viento: en breve</u> Lección 6A Tercera parte: Vocabulario: “En el restaurante” págs. 316-317	Vistazo cultural: “En los restaurantes hispanos” pág. 317
SEMANA 13 el 8, 10 y 12 de abril	Gramática: el presente del perfecto, pág. 320 <i>Tarea escrita:</i> <u>Manual de actividades</u> , 6A	Lección 6 B de <u>Sol y viento</u> : Vocabulario, “¿Cómo es el paisaje?” pág. 326 Vistazo cultural, pág. 327	Lección 6B de <u>Sol y viento</u> : Mandatos afirmativos informales, pág. 330
SEMANA 14 el 15, 17 y 19 de abril	Lección 6 B de <u>Sol y viento</u> : Segunda parte Vocabulario: “El medio ambiente,” pág. 334	Lección 6B: Vistazo cultural, pág. 335 Mandatos informales negativos, pág. 338	Lección 6 B: “La naturaleza y el medio ambiente” Tercera parte: Vocabulario “De vacaciones” págs. 342-343 Episodio 6 de la película “Sol y viento”

CALENDARIO

	LUNES	MIERCOLES	VIERNES
SEMANA 15 el 22, 24 y 26 de abril	Lección 6B “Superlativos” pág. 346 Lección 7A: “¿Cómo te sientes?” Primera parte Vocabulario: “Emociones y condiciones” pág. 356	Leccion 6B Los verbos pseudo- reflexivos pag. 360.	Leccion 6 B de Sol y viento: en breve Segunda parte: “Estoy un poco enfermo” pags. 364- 365.
SEMANA 16 el 29 de abril, el 1 y 3 de mayo	REPASO DE SOL Y VIENTO (la película)	REPASO PARA EL EXAMEN FINAL	REPASO PARA EL EXAMEN FINAL

El examen final para Spanish 102-03 será el miércoles el 8 de mayo desde las 8:30 (ocho y media) hasta las 11:00 (once) de la mañana en McKee 113.