



SPANISH 102: Elementary Spanish II

(4 credits)

Quito, Ecuador

Pre-REQUISITE:

Spanish 101 or equivalent or as determined by department testing.

COURSE DESCRIPTION:

In this class, students will begin to develop the four basic skills of listening, speaking, reading, and writing in Spanish while learning about Spanish-speaking cultures, in particular Ecuadorian culture, building on concepts that were mastered in Spanish 101.

The focus in class will be the application of grammar principles in daily communicative situations. In other words, grammar explanations will not be the focus of class lessons. Students are expected to read and study grammar explanations in the textbook prior to coming to class, pay close attention to the material presented in class, and then to review any unclear points on their own at home.

We will also seek to deepen faith and integrate spiritual themes into classroom discussion and assignments, seeking to reinforce the ideas of life as starting at the core from Christ as the Source, keeping life-giving rhythms, leading to unity and community with others, and focusing on our purpose of glorifying God.

COURSE OBJECTIVES:

By the end of the semester, students will be able to perform the following tasks at the **novice-high** level (or higher) according to the ACTFL proficiency guidelines in speaking, writing, listening and reading:

- Talk about and describe clothing
- Express preferences in a store
- Negotiate and pay for items you buy
- Describe your daily routine
- Talk about personal hygiene
- Reassure someone
- Order food in a restaurant

- Talk about and describe food
- Express congratulations
- Express gratitude
- Ask for and pay the bill at a restaurant
- Describe how you feel physically
- Talk about health and medical conditions

In addition to improving their linguistic abilities, students will be able to:

- Locate Spanish-speaking countries on a map
- Identify and analyze some practices, products and perspectives of Latin American culture (Ecuador in particular)
- Recognize basic cultural similarities and differences between Spanish-speaking countries (Ecuador in particular) and the U.S.
- Articulate the importance of knowing about other languages and cultures in order to better love our neighbor and live out the Great Commission

REQUIRED TEXTBOOKS:

Blanco, J. A. & Donley, P. Redwine (2012). **Vistas, 4th Edition: Introducción a la lengua española**. LooseLeaf Text + Supersite. Boston, Massachusetts: Vista Higher Learning. ISBN #: 978-1-61767-242-2

COURSE EXPECTATIONS:

- _____:
Engagement and participation are essential to learning in any environment. Active course participation is therefore considered mandatory. Therefore it is required that students arrive ON TIME and attend each class session. If there is some extreme emergency for missing a class or arriving late, please contact the professor by phone or e-mail with as much advanced notice as possible (contact information on page 1). Absences, tardiness and participation will impact the final grade (see grading information). Good preparation on the part of all members of the class will enhance the learning experience for everyone. Any student that misses 50% of the course sessions will not receive credit for the course.
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Class hours will be focused on the class content and the community within the classroom. All cell phone use, social networking and e-mailing should be avoided. Cell phones should be turned off in consideration of others. Failure to do so could impact the final grade. Students may use laptop computers to take notes as long as the computer is used solely for class purposes.
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1. All written assignments should be typed in 12-point Times New Roman, double-spaced, in APA format, with 1-inch margins, with properly formatted citations and References/Works Cited page.

2. Whether students quote or paraphrase the ideas, concepts, or words of another author they are required to give credit to the author by citing the source (in-text & in works cited page). Wikipedia is not to be used a credible source.
3. All written assignments will have a length specified in the assignment description. Points will be deducted for assignments that do not meet the specified length – unless a range has been provided, and the specified length is a minimum. In striving for clear and concise writing, students should not exceed the specified length by 20%. References/Works Cited pages do not count towards the word or page length of a written assignment.
4. Written assignments are expected to have few, if any, grammatical, punctuation or spelling errors. Points will be deducted for such errors.
5. Avoid long quotes and seek to put information into your own words.
6. Any work that is plagiarized will be given a failing grade. For a clearer understanding of the types of plagiarism and how to avoid it, see: <http://www.plagiarism.org/>

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Course assignments (e.g., homework, projects, exams) will generally not be accepted late. Late work, when accepted, will not be awarded full credit.

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The syllabus is a guideline, not a contract, and is subject to change at the instructor's discretion as circumstances warrant. Changes will be communicated via email and/or in-class.

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Evaluation of your work is based on many factors. These include but are not limited to: participation, written assignments, and examinations. A "C" grade indicates adequate performance, a "B" grade indicates good, competent and complete work, and an "A" grade indicates creative excellence that is integrative and exceeds requirements.

Grading Scale	
Letter Grade	Numerical Equivalent
A	93 - 100
A-	90 - 92
B+	88 - 89
B	83 - 87

B-	80 - 82
C+	78 - 79
C	73 - 77
C-	70 - 72
D+	68 - 69
D	65 - 67
F	0 - 64.9

Programa tentativo

(La instructora reserva el derecho de cambiar el horario)

CLASE	EN CLASE	EN CASA (PARA DESPUÉS DE CLASE)
Clase #1	Introducción al curso LECCIÓN 6: ¡De compras! Vocabulario: En el mercado Saber vs. Conocer	Actividades en línea
Clase # 2	Indirect object pronouns	Actividades en línea
Clase #3	Preterite tense of regular verbs Demonstrative adjectives and pronouns	Actividades en línea
Clase #4	Examen	
Clase #5	LECCIÓN 7: La rutina diaria Vocabulario: ¡Necesito arreglarme! Reflexive verbs	Actividades en línea

Clase #6	Indefinite and negative words Verbs like gustar	Actividades en línea
Clase #7	Preterite of ser and ir	Actividades en línea
Clase #8	Examen	
Clase #9	LECCIÓN 8: La comida Vocabulario: Una cena...romántica Preterite of stem-changing verbs Double object pronouns	Actividades en línea
Clase #10	Comparisons Superlatives Review preterite	Actividades en línea
Clase #11	Examen	Actividades en línea
Clase #12	LECCIÓN 9: Las fiestas Vocabulario: El Día de Muertos Irregular preterites	Actividades en línea
Clase #13	Verbs that change meaning in the preterite	Actividades en línea
Clase #14	¿Qué? and ¿cuál? Pronouns after prepositions	Actividades en línea
Clase #15	Examen	

Clase #16	LECCIÓN 10: En el consultorio Vocabulario: ¡Qué dolor! The imperfect tense	Actividades en línea
Clase #17	The preterite and the imperfect Constructions with "se" Adverbs	Actividades en línea
Clase #18	Recapitulación	Actividades en línea Estudiar para el examen final Preparar presentación oral
Clase #19	Repaso	Presentación oral
Clase #20	Examen Final	

COURSE EVALUATION:

Online homework	20%
Exams	30%
Quizzes	20%
Oral and other assessments	20%
Participation/Conversations	<u>10%</u>
	100%