

**SPANISH 2311, SYLLABUS
CENTRAL COLLEGE**

Professor: Gloria Yampey-Jörg
Phone: 713-718-6672

Semester: FALL 2006
Section: 56521
Time, Place: 10:00-11:30 T, Th / FAC307

Office hours: 8:30-10:00 a.m. T,Th
Office: 306 FAC

Textbook: **Puntos de Partida**, Knorre, et. al., McGraw Hill, 7th ed. Chapters 14-18
Accompanying workbook
Supplementary Materials, Forster, et al., Primis Custom Pub.
Spanish 2311 Literary Readings, Grana (1997)

COURSE DESCRIPTION

SPANISH 2311, Intermediate Spanish I, further develops proficiency in listening comprehension, speaking, reading and writing, building upon the skills acquired in Beginning Spanish. The course will include verb and pronoun review as well as new grammar--additional uses of the subjunctive, future and conditional verb forms. Vocabulary and language patterns are introduced and applied in the context of communicative situations such as talking about leisure time and daily life, money, job, travel, current events, customs and mores. In addition, the students will begin to use a reader for reading and discussion of short stories. Unlike the first year course, Spanish 2311 does not include a laboratory period. However, tapes are available for student use outside of class. Prerequisite: Spanish 1412 or equivalent.

You will also learn cultural information about values, beliefs and practices related to the above situations and to speakers of Spanish. In a more general sense, you will learn about the cultural contexts of the Spanish language.

END-OF-SEMESTER PERFORMANCE LEVEL DESCRIPTIONS

These descriptions reflect what most students will be able to do by the end of the course. The terms given in parentheses are descriptive terms of proficiency in foreign language, based on a classification developed by the American Council on the Teaching of Foreign Languages.

Listening Comprehension (Intermediate -Mid)

Comprehend longer recombinations of learned materials that refer primarily to personal background, activities, the students' world. Understanding is less dependent on visual reinforcement.

Speaking (Intermediate-Low)

Speak in a limited number of specific social situations. Ask and answer questions, make simple statements, and maintain face-to-face conversations, but with many inaccuracies. Strong interference from the native language may occur. Misunderstandings often arise, but the speaker can generally be understood by native-speakers used to the speaking of non-natives.

Reading (Intermediate-Mid)

Read and understand texts dealing with a variety of topics where the vocabulary has been previously learned. May read authentic short passages of prose with rereading and assistance. Misunderstandings occur frequently.

Writing (Intermediate-Mid)

Can write short paragraphs about personal interests, activities, and topics of social interest based on personal observations. Can write in the present tense with some use of other time frames. Writing tends to be fragmented. Writing is understandable to native speakers used to the writing of non-natives.

Cultural Awareness

- a) Be able to identify regions of the world and name some countries where Spanish is spoken.
- b) Demonstrate knowledge of a few basic facts about several Spanish-speaking countries or regions.
- c) Show understanding of Spanish customs relating to introductions and initial social contacts, interaction in public places, dining, interaction between family and friends.
- d) Show some understanding of issues in intercultural communication and cultural misunderstanding.
- e) Acquire and demonstrate cultural awareness and understanding of Hispanic countries and peoples.

LAB TAPES

Students may obtain copies of lab tapes by providing new or used cassette tapes to the library (Main Library in SJAC) and filling out a request form. It may take up to a week to get the copies back. Be sure to write your name and **Central College** on the request form.

Puntos de Partida, 6th ed.
Chapters 14- 18 & Repaso 5/6

CAS 1171
5 90-minute tapes

COURSE GRADE

Class Participation (taking into account effort, attendance and tardiness), quizzes, and homework.	30 %
Major tests	40 %
Final exam	30 %

HCCS GRADING SCALE

90-100 = A
80-89 = B
70-79 = C
60-69 = D

ATTENDANCE POLICY

Class will begin at the scheduled time. Please be on time, as coming and going is disruptive. The class roll will be called every day at the beginning of class. Students are expected to attend classes every day and will be responsible for materials covered during their absence, as per the course lesson plan and additional materials assigned by instructor. Students will lose points on the participation grade for every class missed. As per HCCS policies, stated in the Student Handbook (P. 2), the instructor has full authority to drop a student after the student has accumulated absences in excess of 6 hours. However, it is recommended that the student be responsible for dropping the course if he/she has been absent more than 6 hours of class. This policy will be strictly enforced, particularly for veterans. If a student is late by more than 10 minutes or leaves class 15 minutes before the class ends, the student will receive one 1/2 absence. After 2 of these absences the student will get one full absence. Attendance is essential. In accordance with HCCS official policy, a student may be dropped after missing more than two weeks of class (6 hours).

Absences will be counted from the first class day of the semester, no matter when the student registers or first attend.

MAKE UP TEST POLICY

Students **are responsible** for material covered during their absences. It is the responsibility of the student to consult with the instructor for make-up assignments. Exchanging phone numbers with one or two other students for times when you miss a single class is a good idea. Make-up exams will not be given except in well documented dire circumstances. Only one major exam will be made up per semester. LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

POLICY ON ACADEMIC DISHONESTY

Students are expected to do their own work, unless an assignment is made specifically as a group assignment. Plagiarism (handing in another person's work as your own), or cheating will result in a grade of F for the assignment, quiz, or test in question. For a second offense, the student may receive a grade of F for the course.

SEMESTER CALENDAR

First class	August 26, 2006	
Holidays	Labor Day	Sept. 4, 2006
	Thanksgiving	Nov. 23-26
Last day to drop	Nov. 9, 2006	
Last day of instruction	Dec. 8, 2006	
Final exam	THURSDAY, December 14, 2006 (10:00-12:00)	

CROSS-CULTURAL COMPONENT OF THE HCCS CORE CURRICULUM

This course satisfies the cross-cultural component of the Core Curriculum at HCCS

State Criteria for Cross-Cultural Component of Core Curriculum

1. To establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives and to understand the responsibilities of living in a culturally and ethnically diversified world.
2. To demonstrate knowledge of those elements and processes that create and define culture.
3. To understand and analyze the origin and function of values, beliefs, and practices found in human societies.
4. To develop basic cross/multi-cultural understanding, empathy, and communication.
5. To Identify and understand underlying commonalities of diverse cultural practices.
6. To analyze the effects of cultural forces on the area of study.

CORE CURRICULUM

Spanish 2311 fulfills the six basic intellectual competencies of the Core Curriculum.

READING: Reading material at the college level means having the ability of analyze and interpret a variety of printed materials, books, articles, and documents.

WRITING: Writing at the college level means having the ability to produce clear correct, and coherent prose adapted to purpose, occasion, and audience. In addition to knowing correct grammar, spelling, and punctuation, students should also become familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.

SPEAKING: Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternatives strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means having the ability to use computer based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of the technology and should have the tools necessary to evaluate and learn new technologies as they become available. (Houston Community College System 2000-2001 Catalog, 35)

EXEMPLARY EDUCATIONAL OBJECTIVES FROM THE GLOBAL STUDIES PROGRAM. Span. 2311 meets the oral and communication components of the Global Studies Program.

1. To analyze global communications across traditional borders and their impact on global social movements.
2. To enhance the knowledge of cultural trends regarding social institutions, i.e. religion, family, etc.
3. To appreciate the ramifications of shifting geopolitical borders.
4. To document global demographic trends, i.e. population growth, size and composition, migration patterns, and indigenous populations.

**NOTE: Please turn off your pagers, cell phones, etc.
Eating is NOT allowed in class.**

**SPANISH 2311
LESSON PLAN**

Week 1	Presentation of course syllabus Review of the Present Indicative and Subjunctive Chapter 14: El medio ambiente. Vocabulary: El medio ambiente. Los coches
Week 2	Past participle used as adjective Present Perfect Indicative and Subjunctive Notas lingüísticas. Situaciones. Un poco de todo
Week 3	Chapter 14 Exam Reading: Apocalipsis. Composición Chapter 15: La Vida Social Vocabulary: Las relaciones sentimentales. Etapas de la vida
Week 4	Subjunctive after nonexistent and indefinite antecedents. Subjunctive in clauses of contingency and purpose. Reading: Rafael. Composición
Week 5	Situaciones. Un poco de todo Chapter 15 Exam Chapter 16: El Trabajo.

	Vocabulary: Profesiones y oficios. El mundo del trabajo.
Week 6	Future tense: Forms and uses. Reading: El brujo postergado . Composición
Week 7	Subjunctive and indicative after conjunctions of time. Situaciones. Un poco de todo Chapter 16 Exam
Week 8	Chapter 17: Las Ultimas Novedades . Vocabulary: Las noticias. El gobierno y la responsabilidad cívica Review the preterite
Week 9	Past subjunctive: Forms and uses. Reading: Los dos reyes . Composición.
Week 10	Stressed possessives. Situaciones. Un poco de todo
Week 11	Reading: El loco de Sevilla . Composición Chapter 17 Exam
Week 12	Chapter 18: En el Extranjero . Vocabulary: Lugares y cosas en el extranjero. El alojamiento Conditional Forms and Uses
Week 13	Si clauses sentences. Hypothetical Situations. Situaciones. Un poco de todo.
Week 14	Reading: El Alacrán de fray Gómez . Composición Chapter 18 Exam
Week 15	General review of the course. Preparation for the final exam. Oral Final.
Week 16	FINAL EXAM, Thursday, December 14, 2006 (10:00-12:00)

NOTE: THE FINAL EXAM WILL NOT BE GIVEN AT A DIFFERENT DATE OR TIME.

NOTE: Eating is NOT allowed in the classroom. Please turn off your cellular, beeper, etc. before coming to class.

Students are not allowed to wear hats during exam time.