

**This syllabus was approved by TnCIS and TBR for Summer 2009**

**This instructor is SACS qualified to teach this course regularly at his/her TBR Institution**

**TENNESSEE CONSORTIUM FOR INTERNATIONAL STUDIES**

**BEGINNING SPANISH II  
SPAN 1020**

**Class Hours: 37.5**

**Credit Hours: 3.0**

**Laboratory Hours: NA**

**Catalog Course Description:**

Introduction to Spanish. Conversation, grammar, composition, vocabulary building reading. Listening and practice materials on tapes.

**Entry Level Standards:**

Completion of developmental English and reading courses

**Prerequisites:**

SPAN 1010

**Textbook(s) and Other Course Materials:**

Hershberger, Robert...[el al.]. Plazas. Massachusetts: Heinle&Heinle, 2004.  
Luque-Eckrich, María. Activity File: Plazas. Massachusetts: Heinle & Heinle, 2004.  
Añoover, Verónica...[el al]. Lab Manuel: Plazas. Massachusetts: Heinle & Heinle, 2004.  
CD's to accompany Plazas

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Chapter 5 and 6.
2	Chapters 6 and 7.
3	Chapter 8.

**II. Course Objectives\*:**

- A. Listening comprehension: understand the gist of a conversation between native speakers, understand basic questions asked by a native speaker. I.1
- B. Speaking skills: communicate using conversation fundamentals effectively--simple declarative sentences, questions, basic vocabulary. I.4, I.5
- C. Reading comprehension: read simple newspaper and understand the gist. I.6

- D. Writing skills: write simple sentences and basic questions in the present tense in Spanish. I.3, I.5
- E. Cultural sensitivity: acquire a respect for differences in language, people, and traditions. III.2, IV.3, IV.5

### **III. Instructional Processes\*:**

Students will:

1. Use Spanish language in pairs and do group exercises to exchange information and talk about their feelings. *Communication Outcome, Active Learning Strategies*
2. Complete workbook exercises in reading, written, speaking, and understanding Spanish., *Communication Outcome, Active Learning Strategies*
3. Develop listening and speaking skills in real context through the use of a video and extensive audio program. *Communication Outcome, Technological Literacy Outcome*
4. Collaborate in teams to practice verbal exercises and complete written exercises. *Communication Outcome, Active Learning Strategies*
5. Participate in language learning experiences, which call for sequencing and memorizing. *Communication Outcome*
6. Read about differences between American culture and Spanish culture, with some analysis of how culture is expressed through language. *Humanities and/or Fine Arts Outcome, History Outcome*
7. Interact first hand with native speakers of Spanish in simple conversational settings.
8. Practice elements of work ethic by regularly attending class, being punctual, participating in class activities, and demonstrating good manners. *Transitional Strategies*

\*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

### **IV. Expectations for Student Performance\*:**

Upon successful completion of this course, the student should be able to:

1. Comprehend basic oral Spanish. A
2. Pronounce correctly Spanish text. B
3. Carry on a basic conversation in Spanish. B
4. Use correct declarative and interrogative intonation. B
5. Translate simple articles from Spanish to English. C
6. Use vocabulary to obtain essential goods and services. B
7. Write elementary compositions in Spanish. D

8. Fill out basic business and travel forms in Spanish. D
9. Understand the difference in structure between English and Spanish. D
10. Describe Hispanic holidays, foods, family life, and the patterns of daily living that make any group of people unique. E
11. Describe some of the contributions of Hispanics in art, literature, and music. E
12. Appreciate and respect the cultural and linguistic differences of various people. E

\*Letters after performance expectations reference the course objectives listed above.

**V. Evaluation:**

A. Grading Procedures

Exams. . . . .	50 %
Quizzes/Homework . . . . .	20 %
Preparation and Participation. . . . .	30 %

B. Laboratory Expectations: N/A

C. Field Work:

When feasible, some assignments may require activities with native speakers of Spanish outside of classroom.

D. Other Evaluation Methods:

E. Grading Scale:

A	90-100
B+	87-89
B	80-86
C+	77-79
C	70-76
D	60-69
F	Below 60

**VI. Policies:**

A. Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people,

or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

C. Other Policies:

Quizzes:

Short quizzes will be given throughout the semester. There will be no make-up quizzes for any reason. .

Class participation:

The class participation grade will reflect not only how much you participate in class but also the degree to which you are prepared for class, the involvement in class activities, and your attendance.