



**Credit Hours:** 3

**Catalog Course Description:**

Conversation, writing, listening, and reading. Emphasis on communicative proficiency. For study aboard the language lab will be asking questions and talking with native speakers and host families.

**Entry Level Standards:** Completion of developmental English and reading courses

**Prerequisites:** SPAN 1020 or 2 years in high school

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

Hershberger, Robert... [et al.]. Third edition. Plazas Massachusetts: Heinle & Heinle, 2008.

Luque-Eckrich, María. workbook Plazas. Massachusetts: Heinle & Heinle, 2008

Añover, Verónica... [et al]. Lab Manuel: Plazas. Massachusetts: Heinle & Heinle, 2008

CD's to accompany Plazas

Vocabulary Practice Tool: [www.quia.com/pages/plazas.html](http://www.quia.com/pages/plazas.html)

Verb Conjugation Tool: [www.conjuguemos.com](http://www.conjuguemos.com)

Study Guide: [www.studyspanish.com](http://www.studyspanish.com) (free stuff)

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

Day 1	Communicative goals: Talk about air travel and transportation Direct object pronouns Practice with use Afternoon walking tour of Segovia-the Roman Aqueduct
Day 2	Indirect object pronouns Cultural focus: La República Dominicana (guayabera, San Felipe de Morro ) Double object pronouns
Day 3	Communicative goals: hotel reservations and travel arrangement Cultural emphasis; Cuba adverbs and relevant expressions Asking and giving directions Walk to the Cathedral and see the religious art
Day 4	Cultural emphasis: Puerto Rico Formal and informal commands A ver, a practicar, a converser Review for exam

Day 5	EXAM on Chapter 9 Vocabulario: Las relaciones sentimentales Family relationships Walk to the Cathedral and museum of religious art. Walk to the Alcázar Palace
Day 6	The use of the present perfect tense Irregular past participles Describing reciprocal actions
Day 7	Qualifying actions, Adverbial expressions of time A repasar, a ver, a escribir, review for chapter exam - Walk to the Barrio Judío
Day 8	EXAM on chapter 10 El mundo del trabajo profesiones y oficios Por and para
Day 9	La oficina, el trabajo, la búsqueda de un puesto The subjunctive Expressing subjectivity, doubt, desire, and intentions Take public transportation to La Granja Palace
Day 10	A repasar, escribir, aver, a leer, a escribir review for exam Review for exam on Chapter 11
Day 11	Exam on Chapter 11 Oral reports and review for final exam
Day 12	Final EXAM

Each day has two sessions with a small break between each session

## **II. Course Objectives:**

- A. Listening comprehension: understand progressively more challenging conversations and more complicated monologues. I.5
- B. Speaking skills: participate in more challenging conversations, modify the memorized material to use in new situations, use a variety of tenses, speak about a variety of subjects. I.4
- C. Reading comprehension: read and appreciate short literary pieces. I.2
- D. Writing skills: use simple and complex sentences, accuracy of expression, variety in written style. I.3
- E. Cultural sensitivity: react appropriately in common social situations, be aware of the cross-cultural differences, increase knowledge of the Hispanic contributions to art, literature, and music. IV

\*Roman numerals after course objectives reference TBR's general education goals.

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

Students will:

1. Listen to questions and form logical and correct responses for those questions. Students will role play predetermined situations and respond to questions and comments of other role players. Students will listen to responses by other students and comment on the appropriateness of those responses for the situation. *Communication Outcome*
2. Read a variety of texts and extract appropriate information from each and formulate responses to questions about the text to include putting statements about the text in order, determining whether statements about the text are true or false and correcting false statements, commenting about the text with the instructor and classmates and selecting appropriate ways to complete statements about the text. *Communication Outcome, Problem Solving and Decision Making Outcome*
3. Develop time management skills by completing assigned tasks within a designated amount of time. *Personal Development Outcome*
4. Develop and implement personalized methods for learning new vocabulary, grammatical constructions and communication strategies that will enable them to learn and retain material presented in class. *Personal Development Outcome*
5. Work together in paired activities as well as in small group activities to determine the most appropriate ways to complete communicative exercises. *Communication Outcome, Active Learning Strategy*
6. Read about and discuss aspects of culture that is an integrated part of the language and/or the region where the language is spoken. *Communication Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy*
7. When appropriate, complete written homework using a word processor, taking care to use all punctuation and special characters unique to the language. *Communication Outcome, Technological Literacy Outcome*
8. Use computer tutorials that accompany the text when necessary. *Communication Outcome, Technological Literacy Outcome*
9. Use web based supplements that accompany the text when appropriate. *Communication Outcome, Technological Literacy Outcome*
10. Interpret data and draw conclusions about content from tables and graphs that are included as part of reading assignments. *Problem Solving and Decision Making Outcome*

\*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 increasingly difficult dialogues. A
2. Pronounce correctly all vocabulary. B

3. Carry on conversations on a variety of topics. B
4. Use a variety of verb tenses. B
5. Understand the main ideas in magazines and newspapers. C
6. Be understood by a native speaker not used to dealing with foreigners. B
7. Have good control of basic composition forms. D
8. Write a simple letter in Spanish D
9. Fill out forms, write messages and notes well enough to meet practical, social demands. D
10. Understand the culture as it differs from the student's culture. E
11. Recognize and discuss major works of art, music, and architecture. E

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

## **V. Evaluation:**

### A. Testing Procedures:

10% for each of the three chapter exams 30%  
 20% for the final exam  
 Quizzes 20 %

### B. Laboratory Expectations: N/A

### C. Field Work: 10% of grade

Homework-journal and oral presentation 10%  
 Class Participation 10%

### D. Other Evaluation Methods: N/A

### E. Grading Scale:

90 – 100	=A
87 – 89	=B+
80 – 86	=B
77 – 79	= C+
70 – 76	= C
60 – 69	= D
59 & below	= F

## **VI. Policies:**

### A. Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Multiple 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.

Attendance is critical since if a student is not in class, s/he cannot participate and will lose participation grade for the day. No student may miss class and attendance at tours and cultural events is required.

#### 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. Accommodations for Disabilities

If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class or in his/her office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course.

#### D. Other Policies:

Spanish will be used in the classroom to the greatest extent possible and students are expected to be prepared each day to do the assigned material in Spanish.

Quizzes: May be given at the beginning or at the end of class. Chapter exams will be given at the end of each chapter to test student proficiency of material covered in the chapter. At the end of the course there will be a comprehensive final exam that will count 20%.

Homework: Each student will be required to keep a journal of daily activities and events. Pictures, postcards, and brochures should be collected to add to the journal.

### **VII. Instructional Hours:**

This course will consist of a minimum of 37.5 full hours of formal instruction.

Weekend excursion to Toledo, a beautiful city with medieval trappings, El Greco's home, the Moorish citadel, the Gothic Cathedral with several El Greco paintings, Santo Tomé, the church with the most famous El Greco painting, "The burial of the Conde de Orgaz," and the Damascene and sword factories.

Weekend excursion to Madrid and visits to El Prado Museum, Centro de Arte Reina Sofía, Museo Thyssen-Bornemisza, Palacio Real, and the Plaza Mayor.

Weekend excursion to El Escorial and the Valley of the Fallen.

Each of these excursions will encourage the students to use their Spanish.