

**Northern Arizona University**  
**SPA 102- Honors Syllabus – Spring 2005**

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**Office hours:** Lunes y Miércoles: 1:30 – 3:00

**Required Materials:**

1. Knorre, Dorwick, Pérez-Gironés, Glass, and Villareal. Puntos de partida, 7<sup>th</sup> ed.
2. Arana and Arana. Workbook to accompany Puntos de partida, 7<sup>th</sup> ed.
3. Puntos de partida companion website: <http://www.mhhe.com/puntos7>
4. Acquaroni Muñoz. Soñar un crimen. Santillana.
5. Un buen diccionario español-inglés

**Course Description:**

Spanish 102 is a continuing Spanish course that assumes prior knowledge or experience with Spanish at the 101 level. This course aims to develop all four language skills: listening, speaking, reading and writing. The goal of the course is to help students develop the ability to communicate in Spanish, while at the same time introducing them to the Hispanic culture. A strong emphasis is placed on using the language in practical situations, while also helping students grasp the basics of Spanish grammatical rules, word order, and word formation.

In addition to the basic text and workbook, you will also read a novelette: *Soñar un crimen*. This book will provide you with additional opportunities to review grammar learned in class, while also expanding your vocabulary and helping you appreciate the Spanish language as tool for literary creation. Questions from the story will be included on exams.

Please keep in mind that Spanish classes are designed to present the basic tools necessary for learning Spanish. To be successful in the achievement of the course goals, students should actively participate in the learning experience in class (e.g., by participating in class discussions, being productive in group work) and outside class (e.g., Tertulia, seeing movies in Spanish). Students do not automatically become either fluent or proficient by completing the introductory Spanish courses as language acquisition must also occur outside of the classroom. Students hoping to become proficient in Spanish are strongly encouraged to participate in study abroad or an immersion program. Please contact the Department of Modern Languages or the NAU International Office for information on such programs.

**Course Goals:**

The following describes the types of tasks that you should be able to accomplish upon completion of this course with a passing grade.

1. Understand the main idea and some of the supporting details of spoken Spanish intended for beginning college students regarding topics related to their daily life and current affairs.

2. Initiate and respond verbally to non-complicated, basic communicative tasks and familiar social situations with sufficient accuracy in pronunciation and grammar so as to be understood by persons accustomed to interacting with learners of Spanish.
3. Read simple, edited written material (e.g., articles, novelettes, short stories, etc.) on topics related to everyday uses of the Spanish language and the Hispanic culture with an understanding of the main idea and most of the supporting details.
4. Write short, coherent compositions of several paragraphs on familiar topics with sufficient accuracy in grammar, spelling, punctuation, and vocabulary so as to be understood by persons accustomed to interacting with learners of Spanish.
5. Understand some significant cultural traits of the Spanish-speaking world (customs, lifestyles, attitudes, geography, famous people, etc.) so as to be able to function appropriately in typical social situations.

### **Course Requirements:**

*Homework:* Your instructor will assign your different homework assignments (e.g., specific exercises in the workbook, online activities, short paragraphs, or grammar handouts). These assignments are designed to help you reach your ultimate goal: being able to communicate in Spanish. You must complete all assignments on time and come to class prepared to actively use the vocabulary and structures you are studying. You should plan on 1 1/2 to 2 hours of preparation for every hour in class.

*Listening activities:* There are two kinds of activities for developing your listening skills. The intensive listening activities consist of completing handouts with questions about *Destinos* episodes. These handouts should be turned in every Monday. There are 14 episodes and 14 handouts.

The extensive listening activities consist of watching movies originally filmed in Spanish and writing a summary with your opinion about the movies. You should see a movie every two weeks and turn in the summary on the corresponding Tuesday. Some movies that I can recommend are: *Como agua para chocolate*, *La historia oficial*, *El norte*, *El crimen del padre Amaro*, *Guantanamera*, *El abuelo*, *Lengua de las mariposas (Butterfly)*, *Mujeres al borde de un ataque de nervios*, *Nosotros los pobres*, *Azúcar amarga*, *Oriana*, *El hijo de la novia*, *El callejón de los milagros*, *Ardiente Paciencia*. These movies are in the Cline library, the language lab or the local movie rental stores (Hollywood Video, Hastings, etc.).

*Reading activities:* There are two kinds of activities for developing your reading skills. The intensive reading activities consist of answering the reading guide (weekly questions) for *Soñar un crimen*, the novellete we are reading this semester. These reading activities will be turned in every Wednesday as pointed out by the teacher in the reading guide.

The extensive reading activities consist of reading short magazine articles in Spanish, as many as you can in a session, and fill out an extensive reading format for each one providing the main idea of the text. These sessions will take place Thursdays when we do not have an exam.

*Writing activities:* The writing activities for this class are going to be presented in a webpage/portfolio for the class and will be designed with a classmate. This webpage/portfolio should contain individual pieces of work and collaborative pieces of work. You can start working on your pieces as soon as you want and you can submit your pieces for correction

before presenting the final webpage to your instructor. Please be creative, add pictures, sound, color, etc.

Individual Writing:

- a) Information about you (nombre, de dónde es, qué estudia, gustos o pasatiempos, su familia, otros)
- b) Una anécdota de su niñez – Childhood story
- c) Un resumen de una película vista durante el semestre - Summary
- d) Un resumen de un artículo leído en español, la novela Soñar un Crimen o cualquier otro libro leído en español. - Summary

Collaborative Writing:

- a) Un país de latinoamérica (dónde está, lugares principales a visitar, moneda, comida, clima, una festividad importante, música, un personaje interesante o famoso de este país, enlaces –links related to the Hispanic country)
- b) Recomendaciones para ser un buen aprendiz de español

You may have designed a webpage before in other classes such as English 105, if you do not have experience in designing webpages, a good start is to go to the following webpages for clear instructions on how to develop them:

[http://jan.ucc.nau.edu/~eng105-c/module4\\_c.htm](http://jan.ucc.nau.edu/~eng105-c/module4_c.htm) (Webpages using Microsoft FrontPage)

<http://www2.nau.edu/edtech/newtutorials/composer/index.htm> (Webpages using Netscape Composer)

*Oral activities:* Your oral skills will be assessed during the semester with improvisations. The improvisations are going to take on Thursdays. This activity consists of your teacher giving you a topic about which you have to talk for two minutes. The topics are related to the themes of the chapters we are studying this semester. There are going to be four improvisations during the semester and they can be individual or in pairs. The oral activities also include a cultural presentation in pairs about a Hispanic country assigned by the teacher. Each member of the team will be in charge of talking about three or four aspects related to the country. This is a formal presentation and you are expected to prepare a powerpoint presentation (include main points to present, pictures, sounds, etc.) to accompany your presentation. You have to rehearse your presentation since I will not allow students to read their presentations.

*Exams:*

a) Chapter exams: There will be five 50-minute tests, all of which will include listening comprehension, grammar, vocabulary, reading comprehension, and composition. Remember all exams are cumulative. Information you learn through spaced repetition stays with you longer than information you “cram”. Daily study periods of shorter duration are more productive than marathon study sessions just before an exam.

b) Final exam: The final exam in this course will be comprehensive, testing you on all of the chapters studied this semester. Details in terms of content will be provided at the appropriate time.

**The Final Grade:**

Homework: 10%

Listening activities: 15%  
 Oral activities: 10%  
 Writing activities: 15%  
 Reading activities: 10%  
 Chapter exams: 20%  
 Final exam: 20%

Your grade for this course will be based on the following: 100-90 = A; 80-90 = B; 70-80 = C; 60-70 = D; below 60 = F

### Attendance

Students are expected to attend all classes. The policy of the Department of Modern Languages concerning attendance is the following: “Students are expected to attend every class session and to make up all work missed because of legitimate absences. Unexcused or unexplained absences will automatically lower a student’s grade if they exceed five (5) per term in a 5 credit course, **four (4) per term in a 4 credit course**, and three (3) per term in a 3 credit course. Instructors are under no obligation to make special arrangements for students who have been absent or who miss assignments, deadlines and/or examinations.”

Please read carefully the information on departmental attendance policy, academic integrity, and classroom behavior on the Modern Language Department webpage.

### Problems

Students having specific problems should see their instructor during office hours or ask for an appointment. If you have a more pressing concern, you may talk with the lower division Spanish coordinator, Prof. Yuly Asención (BAA 202). Tutoring is available through the Learning Assistance Center (523-9631).

### Course Plan

Week	Material, Assignments and Assessment
1: Jan. 17* - 20 *Martin Luther King Day – holiday	Repaso de SPA 101; <i>Capítulo 7</i>
2: Jan. 24-27	<i>Capítulo 7 – Movie summary</i>
3: Jan. 31 – Feb. 3	<i>Capítulo 7, Examen 1</i>
4: Feb. 7 – 10	<i>Capítulo 8 – Movie summary</i>
5: Feb. 14 – 17	<i>Capítulo 8, Examen 2</i>
6: Feb. 21 – 24	<i>Capítulo 9 – Movie summary</i>
7: Feb. 28 – March 3	<i>Capítulo 9, Examen 3</i>
8: March 7 – 10	<i>Capítulo 10 – Movie summary</i>
9: March 14 - 17	<i>Capítulo 10</i>
March 21 – 24* * Spring break	
10: March 28 - 31	<i>Capítulo 10, Examen 4</i>
11: April 4 -7	<i>Capítulo 11- Movie summary</i>
12: April 11 - 14	<i>Capítulo 11, Examen 5</i>

<b>13:</b> April 18 - 21	Capítulo 12 – <i>Movie summary</i>
<b>14:</b> April 25 -28	Capítulo 12
<b>15:</b> May 2 – 5	Repaso, <i>Cultural presentations, Webpage</i>
<b>16.</b> May 9 -12	<i>Examen final:</i> Consult the following webpage for the date and time of your final exam: <a href="http://www4.nau.edu/registrar/">http://www4.nau.edu/registrar/</a>