

COURSE OUTLINE



COURSE#: #: 607-301-87
SPA-LDP 01
TERM: Autumn 2008
PONDERATION: 3-1-2
TEACHER: Tasha Lewis
OFFICE HOURS: Office: B-403
TEL Local: 371
T – 9:30-10:30 a.m.
F – 9:30-11:30 a.m.
or by appointment

COURSE TITLE: SPANISH 2

1. REQUIRED TEXT

¡Tú dirás! 4th edition, John Gutiérrez, Harry L. Russer, Ana Martínez-Lage; Heinle & Heinle.

- Student Textbook;
- Textbook Compact Disk (packaged with the Student Textbook);

INTERNET EXERCISES

<http://www2.marianopolis.edu/faculty/languages.htm>

RECOMMENDED TEXTS : A bilingual pocket dictionary such as: **The Collins Spanish Dictionary** or **Dictionnaire espagnol-français Robert-Collins**.

2. GENERAL OBJECTIVES (AS SPECIFIED BY THE MINISTRY OF EDUCATION)

At the end of this course students will have expanded their ability to use relatively simple structures and idioms, orally and in writing, to deal with familiar situations, within the cultural context of the Spanish-speaking world.

The student will show

1. a grasp of the sense of both oral and written messages by:
 - a) properly identifying words and idiomatic expressions;
 - b) demonstrating the ability to understand the general meaning of relatively simple messages;
 - c) making logical connections between elements of a message;
2. the ability to orally express a relatively simple message through:
 - a) the appropriate use of simple linguistic structures in independent clauses;
 - b) the appropriate application of basic grammar rules;
 - c) the use of verbs in the present and past indicative tenses;
 - d) the appropriate use of basic vocabulary and idiomatic expressions;

- e) intelligible pronunciation;
 - f) coherent linking of sentences in dialogue;
3. the ability to write a text through:
- a) the appropriate use of simple linguistic structures in independent clauses;
 - b) the appropriate application of basic grammar rules;
 - c) the use of verbs in the present and past indicative tenses;
 - d) the appropriate use of basic vocabulary and idiomatic expressions;
 - e) coherent linking of a series of relatively simple sentences.

The above objectives represent the minimum standard set by the Quebec government and may account for as little as 60% of the total course content.

A. Through periodic evaluation, the student will demonstrate the ability to:

- 1) understand relatively simple oral and written statements and questions in Spanish dealing with everyday situations by:
 - a) properly identifying words and idiomatic expressions;
 - b) demonstrating the ability to understand the general meaning of relatively simple messages;
 - c) making logical connections between elements of a message;
- 2) use basic vocabulary and grammar needed for relatively simple exchanges;
- 3) describe persons, things, events and situations in the present and past tenses;
- 4) engage in dialogues dealing with a number of real life situations;
- 5) write a composition using the present and past tenses;
- 6) show knowledge of some cultural aspects of the Spanish speaking world.

B. Through a short oral presentation on a freely chosen topic, the student will demonstrate the ability to use Spanish for creative expression.

3. SPECIFIC OBJECTIVES

This course promotes consistent interaction among students. We expect them to use and understand *oral* and *written* Spanish in a gradually increasing number of real-life situations and to acquire *additional knowledge in areas of interest to them* as they will progress.

In this course students should be able to carry out the following tasks:

- talk about various means of transportation;
- talk about future plans;
- use the metro;
- read a short text about making plans;
- understand conversations about making plans;
- talk about various aspects of the Spanish-speaking world;
- give the date and the seasons of the year;
- talk about events in the past;
- indicate how long an activity has been going on;
- make purchases at different locations;

- indicate quantities;
- ask for prices;
- make comparisons;
- point out places, objects, people;
- give orders and express influence;
- talk about shopping experiences;
- talk about their own and other people's health and physical fitness;
- etc.

4. **METHODOLOGY**

Oral work in pairs or in groups

Conversations

Dialogues (prepared and spontaneous)

Transparencies

Videos

Reading activities

Personalized writing activities

Listening comprehension activities

Grammar and vocabulary personalized and activities in context

Audio and computer exercises from *Tú dirás* and the internet

5. **EVALUATION**

3 Exams	45%
Weekly Quizzes	25%
Participation and Assignments	10%
2 Oral Book Report (due between Sep. 22 to Oct. 3 & Nov. 3 to 13)	10%
Oral Presentation	10%

6. **GENERAL POLICY**

Please note: In this course attendance is obligatory.

“Class participation is assessed with respect to attendance, punctuality, contribution to discussions, and general conduct and deportment during class activities. Disruptive behaviour, absenteeism and lack of punctuality will be deemed negative participation” (from the Marianopolis Evaluation Policy, page 14). Negative participation will result in the loss of participation points.

Any absence during the course will result in the loss of 1 point each after the first two absences. A student with **five** or more unexcused absences will receive an F in the course. Two times late will be equivalent to one absence. Moreover, leaving class during or before the end of the class period will also be penalized. **It is obligatory to bring your textbook to class otherwise you will lose a point every time you neglect to bring your textbook.** In addition, attending class unprepared will also result in the loss of points. *Appointments with doctors, dentists, professors, etc. should not be made as to infringe on class time.*

Students who miss a class are expected to inform themselves about the material covered and the work assigned during their absence.

Disruptive behaviour (such as checking your messages on your cell) will be penalized according to the nature of the offence and the judgment of the professor.

There will be no “make-up” tests. A student who misses a quiz or exam for valid reason may request special consideration. *Medical and dental appointments are NOT considered valid reasons.*

Please note that it is important to keep this outline for future reference.

Oral book reports.

The oral book reports will be done in Spanish. The student should choose and read one book from each of the lists provided below. The books should be read very carefully, at least twice. The oral reports will consist of a brief account of the story—at least three minutes long, no more than five. The reports should also include a detailed description of each of the main characters, the setting, the plot, and opinions related to the story. The student may use note-cards as reminders; however, reading directly from them will result in a 50% loss in the grade.

Grading will be based in the following aspects:

- Pronunciation, intonation and clarity
- Fluency
- Organization and content
- Appropriate use of the language (agreement between the subject, article and adjective; agreement between the subject and the verb)
- Use of the learned vocabulary
- The formality of the report

Los libros están disponibles en la reserve de la biblioteca bajo el nombre Babinski.

Book Report #1: (*Present tense mandatory for presentation*)

Para tu primera lectura, escoge un libro de la siguiente lista:

- ¿Dónde está la marquesa?, Miguel, Loreto de
- Doce a las doce, Miguel, Loreto de
- El hombre que veía demasiado, Miguel, Loreto de
- Muerte en Valencia, Miguel, Loreto de
- Lejos de casa, Miguel, Lourdes, Sans, Neus
- Poderoso caballero, Miguel, Lourdes, Sans, Neus
- Por amor al arte, Miguel, Lourdes, Sans, Neus
- La pianista y el ladrón, Meix, Teresa, Hernández, Margarita
- El secreto de las flores, Surís, Jordi
- Tropos sucios, Surís, Jordi
- La chica del tren, Surís, Jordi
- ¿Dónde está Sonia?, Surís, Jordi

Book Report #2: (*Past tense mandatory for presentation*)

Para tu segunda lectura, escoge un libro de la siguiente lista:

- Congreso en Granada, Miguel, Loreto de, Santos, Alba
- Distinguidos señores, Miguel, Loreto de, Santos, Alba
- Lola, Miguel, Loreto de
- Do de pecho, Miguel, Loreto de
- Una morena y una rubia, Miguel, Loreto de
- Noventa y seis horas, Miguel, Loreto de
- ¿Eres tú María?, Miguel, Lourdes, Sans, Neus
- La vida es un tango, Soler-Espiauba, Dolores
- Más conchas que un Galápagos, Soler-Espiauba, Dolores
- Mirta y el viejo señor, Soler-Espiauba, Dolores
- Taxi a Coyoacán, Soler-Espiauba, Dolores
- El hombre que veía demasiado, Miguel, Loreto de

Oral presentation
 (Free topic: use the vocabulary and structures learned in class.)
 Auto-evaluation card / Criteria for assessment

Reading through presentations will diminish your grade.

	Very Weak	Weak	Adequate	Good	Excellent
➤ Delivery (50%) <ul style="list-style-type: none"> ○ Presentation. Presented rather than read or recite ○ Voice. Made him/her well heard. ○ Diction. Enunciated clearly and all words and sentences were easy to understand. ○ Language. Used vocabulary and structures learned in class. ○ Creativity. Used creative ways to convey information. ○ Fluency. Speaks fluently and decisively ○ Organization. Was well prepared and organized 					
➤ Content (40%) The student: <ul style="list-style-type: none"> ○ Was logical, intelligent and creative; ○ Did not repeat the same vocabulary all the time; ○ Used structures properly (conjugation/agreement) 					
➤ Physical attitude (10%) The student: <ul style="list-style-type: none"> ○ Kept visual contact with classmates; ○ Showed respect for his/her classmates. <p style="text-align: right;">TOTAL:</p>					

Listeners will show respect to the speaker. Disrupting behavior will be penalized.