

Pittsburg State University
College of Arts and Sciences
Department of Modern Languages and Literatures

CURSO: MLL 254. GRAMATICA Y COMPOSICION I con Sr. McFerron
SEMESTRE: PRIMAVERA 2009
DIA Y HORA: MARTES, Y JUEVES DE 11:00 a 12:15
LUGAR: GRUBBS 103
CREDITOS: 3 HORAS
PREREQUISITO: MLL 158
COREQUISITOS: INSCRIPCION SIMULTÁNEA CON MLL 252 (Dr. Fernández)
TEXTOS: 1) FUENTES Conversación y gramática. Tercera edición.
(In bookstore 2) FUENTES Activities Manual
all bundled together) 3) FUENTES SAM (Student Activities Manual) Audio CD's Set
4) Un buen diccionario Español/Inglés y/o uso de www.wordreference.com
INSTRUCTOR: EL SEÑOR MCFERRON
TELEFONO: 620-235-6131
EMAIL: mmcferro@pittstate.edu
OFICINA: 402 GRUBBS
HORAS DE CONSULTA: "O"

| Course ID. | Course Title | Room | Bldg. | Time | M | T | W | TH | F | Hours |
|----------------------------|-------------------------------|------|--------------------|-------------|---|---|---|----|---|-------|
| | | | | 9:00-11:00 | | O | | O | | 4 |
| MLL*254*01 | Spanish Grammar/Composition I | 103 | GH | 11:00-12:15 | | T | | TH | | |
| | | | | 12:15-1:00 | | O | | O | | 1.5 |
| MLL*158*01 | Spanish Language/Culture II | 102 | GH | 1:00-2:05 | M | T | W | TH | | |
| | | | | 2:10-4:30 | O | | O | | | 4.5 |
| MLL*154*02 | Spanish Language/Culture I | 102 | GH | 4:30P-6:50 | M | | W | | | |
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Note: There is homework (set up notebook and daily#1) due the first day of class. Be sure to review the homework calendar, purchase you materials (listed above) and begin.

Course description: The **review** and **expansion** of material covered in first year Spanish in addition to the study of new grammatical structures and cultural information with emphasis on developing writing skills.

Purpose of the course: Help the student **develop greater written communication skills** supported by **grammar review and practice**.

Course procedures: Class time will be spent doing **grammar exercises and writing activities**. Conversation activities will be part of the other segment of the course taught by a different instructor. Workbook assignments, writing assignments are in the homework calendar. Read this syllabus carefully and take the homework calendar (with your 3-ring notebook) to every single class. Assignment changes will be notated in the calendar. **FACT:** Students that maintain an organized notebook are (generally) more successful and learn more than those that don't. Organization, planning, and execution are the key.

Attendance: Regular attendance and active participation are crucial to the learning of a language. You are expected to attend all of your classes. If you anticipate an absence due to university commitments please let the instructor know ahead of time. Attendance is taken each day. If you reach **three absences**, excused or unexcused, you may be dropped from the course. Make arrangements to be in class every day. If you are experiencing any situation that is preventing you from coming to class regularly and progressing satisfactorily please let me know so that you and I can find a solution to the situation.

Study tips: Help yourself to the maximum by referring to the Reference Section (starting on page 338) for information about verb conjugations and grammar points organized by categories or groups; you will also find a Spanish/English glossary (p 363) and the Index (p 377) for your convenience. Make the following study habits part of your learning strategies: 1) study with a classmate; 2) study whenever and as often as possible in short bursts of about 20 minutes at a time; pay attention to details; master small

pieces of information and look for opportunities to use new terms, idiomatic expressions and vocabulary; 3) do as many workbook activities as possible preferably right after class; 4) experience the language in any possible way: native speakers, Spanish Table, Spanish Club, television in Spanish, reading material in Spanish and so on. **Come to class ready to practice. Class time is not social time.**

Evaluation:

| | |
|---|-------------|
| 1) C.T. (Cuaderno de trabajo) (workbook) | 25% |
| 2) Pruebitas | 25% |
| ___ Chapter Vocab (from online flash cards) | |
| ___ Bonus vocab (reading log) | |
| ___ Culture Content (reading log) | |
| ___ Grammar (flash cards/packet) | |
| 3) Composiciones (three) | 35% |
| 5) Daily work | 15% |
| Total | 100% |

Daily work and short writing assignments will be given to help provide the teacher (and students) with **feedback** on learning progress. While they will not a part of the course grade, they are important to the learning process. Student should always do their best work and consider those assignments as practice and preparation for larger assignments.

Chapter Quiz Content):

I. Main vocabulary and grammar from chapter:

- A. Definitions given from online vocabulary cards. Fill in the blank with the correct word.
- B. Vocabulary in context (other vocabulary from text not included in vocabulary cards).
- C. Grammar from packet examples and teacher-made examples.

II. Bonus Vocabulary:

Translate, matching, or multiple choice for bonus vocabulary.

III. Culture:

True/False, matching, or multiple choice for culture readings (reading log).

Student Responsibilities:

Assignments are carefully sequenced beginning with vocabulary, then reading and listening (interpretive language skills), and ending with writing practice (presentational/productive skills). Your study habits should always cycle through these elements in this sequence: vocabulary, grammar topic review (in the text), flashcards (packet or online practice), lab (listening/reading), online ace tests (grammar practice), online video ace tests (practice), reading log (culture), then writing in the workbook. **Incorporate as many of these elements as you can;** you are accountable only for the workbook and lab. The other activities prepare you to do them well. You should do them anyway **because...**

Spanish is a **skills-based** ability, not knowledge based. Therefore, your study must always incorporate some kind of quality practice. This can be done by **1)** always reading aloud (alone, in paired reading, or along with the lab), and **2)** always writing in complete sentences (which is required where it applies in the workbook). I can't stress the importance of these two things enough. If you avoid practicing real, complete communication by listening and interpreting complete thoughts and discourse (lab/video ace tests) speaking in complete sentences (subject and verb), reading along, or writing in complete sentences, you will never be able to communicate in Spanish and will certainly never achieve any real-world proficiency.

1) Cuaderno de trabajo (CT)

Please do ask questions about C.T. activities that were problematic or send an email a day or two before class with your question. There are probably other students with the same question or problem.

Workbooks will be reviewed by the instructor twice during the semester for grading purposes. They will be graded on:

___ Completeness

__ Use of complete sentences.

__ Use of the answer key to correct answers visible by a line through the incorrect answers and the correct answer written above or to the side (in a different color of ink).

2) Compositions: The due dates and topics of your papers appear in this syllabus (see calendar). Your papers should be a **minimum of one and 1/3 pages and no longer than two pages. They are to be typed, double spaced, size 12 Times New Roman font, with 1" margins, including top and bottom margins.**

Your papers will be graded according to five criteria:

1. Content development (how much in depth the main idea is treated)
2. Physical organization (does the paper move from an introduction to a development of the main idea or ideas and end with a reiteration/summary/conclusion)
3. Vocabulary (does the paper use the same words over and over or does it reveal a variety of words and expressions, a sign that you are growing linguistically)
4. Language use (syntax [word order], idioms, expression of transitions, real Spanish [not English translated into Spanish, spelling, subject/verb agreement, correct verb usage, noun/adjective agreement, correct use of prepositions, etc])

3) Vocabulary cards: The student website has an interactive flashcard site for vocabulary practice. Students should familiarize themselves with the site. Definitions and grammar are presented in Spanish and will appear on vocabulary quizzes.

4) Verb Conjugation Practice (daily work, may or may not be graded, usually open book to practice using appendix in text; place a Post-it or tab in text on pages 338, 363, and 377 for quick reference).

Retro-credits:

The Department of Modern Languages and Literatures has a retrocredits program designed to reward students who have already spent years learning languages in high school. Students must sign up for the program **in 428 Grubbs Hall** with Kathy Dyer, Departmental Secretary, during the first three weeks of the semester in which they take their **first** language course at PSU. That course determines their entry level and the maximum credits they can earn through retro-credits.

For more information on retro-credits visit our webpage at www.pittstate.edu/flang. **Transfer students who took language courses at another university or college are not eligible. The Department encourages students to seek faculty advice to determine their best entry level.**

Teaching Standards: This course addresses the following teaching standards as mandated by the Kansas State Board of Education. When students take this course, they progress towards meeting state standards required for the K – 12 teaching license in Spanish.

Teaching Standard # 2

The teacher of a foreign language is proficient in the foreign language

Knowledge # 1

The teacher is aware of the levels of proficiency in the basic skills in foreign language and his or her own level

Knowledge # 2

The teacher understands the importance of maintaining and advancing his or her own skills.

Performance # 5

The teacher can express his or her own ideas on practical, social and professional topics in most formal and informal writing styles in the target language.

Performance # 6

The teacher can write most kinds of correspondence, such as memos, social and business letters, short research papers and statements of position in areas of special interest in the target language.

Performance # 7

The teacher demonstrates control of a full range of structures, spelling and nonalphabetical symbol production in the target language.