

**DEPARTMENT OF MODERN LANGUAGES & LITERATURES**  
**PITTSBURG STATE UNIVERSITY**  
**FALL, 2006**

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Title: Spanish Language & Culture II	Instructor: Bert Patrick
Course Number: MLL 158-01	Office: 416 Grubbs Hall
Prerequisite: MLL 154 or equivalent	Office Hours: 11-12 MW; 2-5 MW; 2-4 Th or by appointment
Credit Hours: 5	Office Phone: 235-4711
Course Time: 9-9:50 M-F	Home Phone: 404-9400 (before 10pm, please)
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**COURSE DESCRIPTION** A continuation of the study of the basics of the Spanish language through activities designed to develop reading, writing, and speaking proficiency, with particular emphasis on writing and speaking. Additional activities are intended to develop an appreciation of Hispanic culture and an awareness of the geography of the Hispanic world.

**PURPOSE OF COURSE** The PRINCIPAL GOALS IN THIS COURSE are to help you build as large a comprehension vocabulary as possible; 2) express yourself verbally on an elementary level; 3) develop your reading and writing skills as much as possible; 4) acquire a greater appreciation for Hispanic culture; and 5) develop an awareness of the geography of the Hispanic world.

**COURSE OBJECTIVES** By the end of this course you should be able to recognize (through listening and reading activities) and, to a lesser degree, use (in speaking and writing activities) basic utterances in Spanish. Furthermore, you should have a greater appreciation of the cultural richness and diversity of the Hispanic world as well as an awareness of basic geographic characteristics of the Hispanic countries.

**REQUIRED MATERIALS**

- 1) *IMáGENES!* Rusch, Dominguez, Caycedo Garner
- 2) *ACTIVITIES MANUAL: WORKBOOK/LAB MANUAL*
- 3) 3 Audio CDS for 1) *LAB MANUAL* and of 2) chapter conversations
- 4) *Spanish II Bert Patrick* (available in Quick Print, 106 Whitesitt Hall) This includes the Workbook Answer Key.

**TEACHING STRATEGIES** Class time will be spent in a variety of activities: 1) doing one-on-one, small group and whole class activities; 2) reviewing out-of-class assignments; 3) watching a video; and 4) role playing.

**STUDY TACTICS** See suggested ways to increase your chances of success in this course in the booklet *Spanish II*, available in Quick Print, 106 Whitesitt Hall.

## EVALUATION

**A. OVERALL EVALUATION** Your grade for this course will be determined by your results on your “compositions” over each chapter, 1) one written outside of class and 2) the other written in class, 3) two one-on-one “conversations” with me, 4) the exercises in the Workbook/Lab Manual, and 5) your attendance/preparation/participation in daily class activities.

**1 EXAMS** You will be tested over each chapter in *Imágenes*, that is, *Capítulos 7-12*. For 7,8, 10 and 11, you are to write a composition; over 9 and 12 you will have a conversation with me. Please refer to the class schedule below for the topics and dates of each of these.

**A COMPOSITIONS** In the class schedule below, you will see that there is a *tema* for chapters 7,8,10,11 that you are to write about. Work on it during the time we are studying that chapter. Papers should be a **minimum** of **one full page** in length (partial pages receive ***Partial Credit!***), **maximum** of **two**. They should be in size 12 Times New Roman fonts with 1” margins. On the day you are to hand a paper in, you will be asked to write this same paper in class that day as well (to see how much you have retained from what you have been preparing). All papers will be graded according to five criteria, each worth 20%: 1) ***content development*** (in how much depth is/are the main idea[s] treated); 2) ***physical organization*** (does the presentation move naturally from an introduction to a development of the main ideas and then 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 usage*** (syntax [word order], idioms, transition expressions, *real* Spanish [not “English translated into Spanish”]); and 5) ***language mechanics*** (spelling, subject-verb agreement, correct verb tense usage, noun-adjective agreement, etc.). You are to hand it in at the beginning of class on the last day we are on the chapter, indicated on the schedule as *Entregar*. Each composition is graded individually and the scores are combined into a single grade (each of these 4 compositions is worth 10% of your final grade, a total of 40%)

**B CONVERSATIONS** After *Capítulos 9* and *12*, instead of writing a composition you will have a conversation with me in my office. There will be three topics which you should be prepared to talk about. However, you will not know which one you are to talk about until you roll a die that day in my office. Each conversation is worth 10% of your final grade, a total of 20%).

**NEITHER OF THESE MAY BE MADE UP UNLESS YOU INFORM ME IN ADVANCE OR IN CASE OF AN EMERGENCY and I DETERMINE THAT YOUR REASON FOR MISSING THEM IS A VALID ONE.** (I RESERVE THE RIGHT TO DEFINE WHAT IS AN EMERGENCY!)

**2 WORKBOOK / LAB MANUAL** You are to do the *Actividades* for both of these sections for *Capítulos 7-12* and hand them in on the appropriate day. Write your *apellido* on the outer edge and put it on my desk at the beginning of the hour. I will grade it while you are writing your in-class version of the composition. Each chapter is worth 5% of your course grade, a total of 30%.

**3 CLASS PARTICIPATION** I pay close attention to who is prepared to participate fully in each days activities. Being in class on time, preparing home work assignments, being a ready and active partner in pairs, small group and whole class activities, volunteering to participate in activities at the chalk board, sitting in different seats during the

semester to be able to work with all classmates, and having the workbook activities ready to hand in on time are some of the criteria I use to determine **class participation**. This is worth 10% of your grade.

**4 GRADE** Your grade will be determined by your results on the **6 “exams”** (10% X 6 = 60%), **Lab Manual** (05% X 6 = 30%) and **class participation** (10%).

<b><u>B. EVALUATION CRITERIA</u></b>	Six compositions/oral presentations	60%
	Workbook/Lab Manual	30%
	Class participation/preparation/attendance	<u>10%</u>
		100%

**C. GRADING SYSTEM** **A** 100-90 **B** 89-80 **C** 79-70 **D** 69-60 **F** 59-00

**D. CLASS ATTENDANCE** Frequent, daily exposure to and use of the target language is vital in making real progress toward fluency in a foreign language. Therefore, at a minimum, **I expect you to be in class every day, prepared to participate fully.** Should you miss class, it is your responsibility to get the next day’s assignment (call me or a classmate) and return to class prepared to participate fully in the activities. **I take roll each day. IF YOU HAVE MORE THAN FIVE (5) UNEXCUSED ABSENCES, I WILL CONSIDER DROPPING YOU FROM THE CLASS.** I reserve the right to define an “unexcused absence.” However, if on a given day, you have an exam or a presentation to make in another class and you are not prepared, go ahead and come to class; before class gets under way, ask me not to call on you on that day and I will respect your request. You learn more by just being in class, observing and listening, than you do by missing. Nonetheless, *if you come to class chronically unprepared*, I will drop you from the course. **Chronic tardiness** is detrimental to your chances for success and disruptive for your classmates.

**\*\*RETRO-CREDIT\*\*** The retro-credit program allows students who have studied a language at the high school level to receive university credit. If interested, **sign up for this program** in 428 Grubbs Hall with Kathy Dyer, Departmental Secretary, **during the first three weeks of the semester** in which you take your first language course. That course determines the entry level and the maximum credits you can earn through retro-credits. Transfer students who took language courses at another university or college are not eligible. No exceptions or extensions will be granted. The Department encourages students to seek faculty advice to determine their best entry level.

## HORARIO DE ACTIVIDADES DIARIAS DE *ESPAÑOL II* (MLL 158-01)

AGO 21 Introducción a la clase	27-DIC 1 Capítulo 12
22 Repaso de Capítulos 1 y 2	
23 Repaso de Capítulos 3 y 4	4-7 Capítulo 12
24 Repaso de Capítulo 5	8 * <u><i>Presentación/Examen Oral</i></u>
25 Repaso de Capítulo 6	<u><i>y Lab Manual CAP. 12 *</i></u>
	[1) p.345 Act. 6 Preferencias;
28 Repaso de Capítulo 6	2) p.347 Act. 7 Una comida especial
29 Capítulo 7: <b>Tema: <u><i>Mi viaje a .....</i></u></b>	+ 360-361 Comparisons & Superlatives;
30-SEP 1 Capítulo 7	3) p.352 Act 14 ¿Qué hiciste ayer?]
4 **Día del Trabajo** ¡No hay clase!	11-15 * Semana de exámenes finales *
5-8 Capítulo 7	
11-13 Capítulo 7	
14 * <b>ENTREGAR: <u><i>Mi viaje a... y Lab Manual Cap. 7 *</i></u></b>	
15 Capítulo 8: <b>Tema: <u><i>Mi casa ahora y la que busco</i></u></b>	
18-22 Capítulo 8	
25-28 Capítulo 8	
29 * <b>ENTREGAR: <u><i>Mi casa ahora y la casa que busco y Lab Manual CAP. 8 *</i></u></b>	
OCT 2-6 Capítulo 9 <u><i>Presentación / Examen Oral</i></u>	[1) Cómo se prepara mi comida favorita;
	2) Planear una comida y fiesta especial;
	3) Algunos de mis pasatiempos favoritos.]
9-11 Capítulo 9	
12-13 **Vacaciones otoñales**	
16-17 Capítulo 9	
18 * <b>EXAMEN ORAL y Lab Manual CAP. 9 *</b>	
19 Capítulo 10 <b>Tema: <u><i>(No) Me encantan (nada) los deportes porque.....</i></u></b>	
20 Capítulo 10	
23-27 Capítulo 10	
30-NOV 1 Capítulo 10	
2 * <b>ENTREGAR: <u><i>(No) Me encantan (nada) los deportes y Lab Manual CAP. 10 *</i></u></b>	
3 Capítulo 11 <b>Tema: <u><i>El accidente / La enfermedad que sufrí</i></u></b>	
6-10 Capítulo 11	
13-16 Capítulo 11	
17 * <b>ENTREGAR: <u><i>El accidente / La enfermedad que sufrí y Lab Manual Cap 11 *</i></u></b>	
20-21 Capítulo 12 <u><i>Presentación / Examen Oral</i></u>	
22-24 **Vacaciones para el Día de Gracias**	