

**DEPARTMENT OF MODERN LANGUAGES & LITERATURES
PITTSBURG STATE UNIVERSITY**

FALL, 2006

Title: Spanish Grammar/Composition II	Instructor: Bert Patrick
** Concurrent enrollment in MLL 450 Readings in Hispanic Lit/Civ II required **	
Course Num: MLL351-01	Office: 416 Grubbs Hall
Prerequisites: MLL356 Conversation II & MLL358 Readings Lit/Civ I	Office Hours: 11-12 MW; 2-5 MW; 2-4 Th or by appointment
Credit Hours: 3	Office Phone: 235-4711
Course Time: 1-2:15 TTh	Cell Phone: 404-9400 (before 10pm, please)

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I COURSE DESCRIPTION A further review of the grammar of the Spanish language begun in MLL 254 Grammar/Composition I. In addition, there will be writing activities based on topics in each of the chapters in the text.

II PURPOSE OF COURSE The PRINCIPAL GOALS IN THIS COURSE are to help you
1) master more of the grammar of the Spanish language; and
thereby be able to 2) write in Spanish with greater clarity, accuracy and fluency; and 3) to expand and deepen your understanding and appreciation of Hispanic culture, art and literature by reading and writing about a variety of topics.

III COURSE OBJECTIVES By the end of this course you should have mastered more of the grammar of the Spanish language. Consequently, you should be able to express yourself with greater clarity and accuracy in writing Spanish. Finally, you should have a greater understanding and appreciation of Hispanic culture, art and literature after having read and written about the same.

IV TEXT *FUENTES: Conversación y Gramática; & Activities Manual* Rusch, Domínguez, Caycedo Garner *** 3rd Edition ***

V 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) writing; 4) reading a classmate's composition; or 4) working independently.

VII EVALUATION

A. OVERALL EVALUATION

1 WORKBOOK / LAB MANUAL Complete the activities in *Capítulos 9 a 12* in these **two portions** of the *Activity Manual*. I will assign some of them as homework to reinforce what is done in class. However, whether assigned or not, you are to do all activities in both the *Workbook* and the *Lab Manual* sections. Hand in the entire book on the day we finish a chapter. While you write your composition for that chapter, I will spot check them. Write your name in large, bold letters on the outside of the pages so I can find it easily. These chapters will be **45%** of your grade for this course (4 X 11.25% = 45%).

2 WRITING ACTIVITIES You are to write a "reaction paper" over each chapter topic. 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 and be handed in at the beginning of class on the last day we work on a chapter (see *Entregar el 1º / 2º / 3º / 4º escrito* on page 3 for dates). You will be asked to write this same paper in class that day as well. 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.). The combination of the grades on your two "reaction papers" will be **45%** of your grade (4 X 11.25% = 45%).

3 VERB CONJUGATIONS To master the verb forms of the Spanish language, you will conjugate a different verb in ALL the tenses for each class meeting. **Write the forms on the chalk board upon arrival in class.** For the next class, do the *yo* forms of *ser*. For next Tuesday, Aug. 29, do the *tú* forms of *ir*. On the final exam, you are to do several verbs in all their forms. Mastery of the forms is a prerequisite for writing Spanish correctly. The verb conjugations on the final exam will be **5%** of your grade for this course.

4 ATTENDANCE/PREPARATION/PARTICIPATION I pay close attention to who is prepared to participate fully in each day's activities. Arriving to 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, and sitting in different seats during the semester to be able to work with all classmates are some of the criteria I use to determine **class attendance/preparation/participation**. This is worth **5%** of your grade.

5 FINAL GRADE Your grade for the course will be determined in the following manner: results on the grammar notebooks (45%), reaction papers (45%), verb conjugations (5%), and attendance/preparation/participation (5%).

B. EVALUATION CRITERIA	Workbook activities	45%
	Reaction papers	45%
	Verb conjugations	5%
	Attendance	<u>5%</u>
		100%

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

D. CLASS ATTENDANCE Frequent, daily exposure to & 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 role 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 underway, simply 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. Also, **chronic tardiness** is detrimental to your chances for success as well as disruptive for your classmates. In short, arrive on time!

VIII KANSAS STATE DEPT OF EDUCATION (KSDE) TEACHING STANDARDS

This course meets the following KSDE teaching standards:

Standard #2 Knowledge 1,2. Performance 3, 5, 6, 7.

***** HORARIO DE CLASE *****

Ago 22 Introducción

24 Cap 9: Tema de escritura: *Por qué me encanta* _____

29 y 31 Cap 9

Sep 5 y 7 Cap 9

12 Cap 9

14 Cap 9 Entregar el 1º escrito

19 Cap 10 Tema: *Lo que busco en una pareja*

21 Cap 10

26 y 28 Cap 10

Oct 3 y 5 Cap 10

10 Cap 10 Entregar el 2º escrito

12 *Vacaciones otoñales*

17 Cap 11 Tema: *La mejor manera de tratar la cuestión de drogas ilegales es...*

19 Cap 11

24 y 26 Cap 11

31 Cap 11

Nov 2 Cap 11

7 Cap 11

9 Cap 11 Entregar el 3º escrito

14 Cap 12 Tema: *Con respecto a la inmigración (i)legal, en mi opinión...*

16 Cap 12

21 Cap 12

23 *Vacaciones del Día de Gracias*

28 y 30 Cap 12

Dic 5 Cap 12

7 Cap 12 Entregar el 4º escrito

DIC 11-15 Semana de exámenes finales