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Spring 2-1-2019

SPNS 102.06: Elementary Spanish II

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SPNS 102: Elementary Spanish II, Spring 2019

Instructor: Caroline E. Lonski

Email: caroline.lonski@mso.umt.edu (*You must use your official UM account for any email correspondence with your instructor.)

Office: LA 421 (top floor, SW corner.) X2597

Office hours: MWF 2-3. I am regularly in my office over the lunch hour, as well as past 3 PM so please check if you need something outside of these hours; I am happy to help, if possible. I am not on campus on Fridays.

Course Description:

The purpose of this course is to continue developing proficiency in Spanish in all four skills (listening, speaking, reading, and writing). It is designed as a continuation of Spanish 101, but can also be taken by those with equivalent experience in the language, such as two or more years of high school Spanish. While grammatical topics are covered, the importance of using language for communicative purposes is emphasized. Since acquisition cannot take place without input in the target language, ***instructors use Spanish almost exclusively.***

Learning Outcomes: The successful student will be able to:

1. Understand spoken and written Spanish in the context of common situations and in a broadening range of grammatical structures and expressions, specifically, those emphasized in the *Puntos de partida* textbook, Chapters 7 - 11.
2. Produce comprehensible spoken and written Spanish, including short compositions of several paragraphs and brief verbal responses to a range of communication topics, also specified by *Puntos de partida*.
3. Acquire increased knowledge of the geography, culture and people of regions where Spanish is spoken, as indicated by the cultural units provided in *Puntos de partida*.

REQUIRED Class Materials:

- **Textbook:** Dorwick, Thalia...[et al.] *Puntos de partida: an invitation to Spanish, 10th edition*. You must have access to the text in class. Custom-bound edition available through The Bookstore.
- **Workbook:** Arana, Alice A...[et al.] *Workbook/Laboratory Manual to accompany Puntos de partida, Chapters 7-11*, custom-bound edition. Available at The Bookstore.
- **Moodle:** Homework is posted on Moodle, as are links to grammar tutorials, workbook audio, and other practice content.
- 3 narrow red scantrons (available at UC Bookstore), a #2 pencil
- A binder with dividers to organize class papers and handouts
- Standard 10.5" x 8" lined loose-leaf notebook paper without fringe for turning in assignments
- A special pen that you like to use, to make corrections

Recommended Materials:

- A Spanish-English Dictionary
- *501 Spanish Verbs*

Materials on reserve in The Mansfield Library, by request at circulation desk:

- *Puntos de partida* textbook and workbook, Chapters 7-11
- Emily Spinelli's *English Grammar for Students of Spanish*

Grading:

- 40% = Exams (Exams Cap.7, Cap. 8 = 10% each; Final Exam Caps. 9-11 = 20%)
- 25% Quizzes
- 35% = Homework, Compositions, and Daily Preparation (25%) + *Active Attendance (10%)

* Please be advised that late arrivals and early departures as well as engaging in non-class activities such as cell phone use are grounds for a lowered attendance score. Four absences or fewer will be considered perfect attendance (100%). See chart below for score equivalencies for five absences or more:

ATTENDANCE CALCULATOR

Absences:	Attendance grade %:	Absences:	Attendance grade %:
5-7	90	17-19	50
8-10	80	20-22	40
11-13	70	23-25	30
14-16	60	More than 25	0

Exam Policy: You will need a narrow red scantron and pencil for each exam. *Only one missed exam is allowed, provided that you contact your instructor PRIOR to the exam with an acceptable excuse.* The final exam grade will be used to replace the excused exam at the end of the semester. *There will be no makeup exams.* Please note; the final exam is cumulative, with a focus on the *last three* chapters. All electronic devices, including phones and watches, must be packed away and turned off for the duration of all exams. Baseball caps or hats with visors cannot be worn for any of the exams. Once graded, exams will be available for viewing and review during office hours. Students will not keep their exams. During review of graded exams in class, all electronic devices must be turned off and packed away.

Quizzes: Your instructor will give quizzes on a regular basis, and will announce them at least a day in advance to allow time for preparation. *Only one missed quiz is allowed if you contact the instructor PRIOR to the quiz with an acceptable excuse.* If you miss a quiz for an acceptable excuse, the subsequent quiz grade will be entered in the grade book in place of the missed quiz grade, or I may instead require a makeup instead of a replacement.

Testing Anxiety: There are many strategies for coping with testing anxiety. Some resources on campus include [Curry Health Center's Testing Anxiety workshops and courses in meditation](#), and [Campus Recreation's Yoga classes](#).

Homework: You will have homework to complete every night. Your instructor will post this daily. In addition to spending time on new material, you should incorporate review on a regular basis. Please note that University of Montana guidelines state that for every one hour spent in class, you should expect to spend two hours on homework. This course is 4 credits and fast-paced, and your success will depend on your consistent dedication to your work, both in and outside of class. **You will need to budget a minimum of 12 hrs./ wk. for this course.**

- **Turning in homework:** In addition to exercises from the text and workbook, you may be asked to write a few short paragraphs or compositions to turn in. These will be announced in class and on Moodle and should be neatly hand-written, double-spaced with minimal cross-outs, on loose leaf paper (no spiral fringe.) Please note that you may not submit these via email unless you have made arrangements with your professor to do so in the case of extenuating circumstances. **You will be expected to use ONLY the vocabulary and grammatical structures that you have learned by the time of the assessment.** Take on the challenge and be creative in expressing yourself with the language you *know*. Ultimately, you will have much more success in a second language if you are able to engage in this process. **Please note that the use of online translators is prohibited.** You are permitted to use a dictionary or your book's glossary. Wordreference.com is an excellent online dictionary. Please read the additional HOMEWORK document posted on Moodle for further information.

Participation and in-class assessments: There will be frequent in-class assessments of your progress over the course of the semester. No makeups will be permitted and each missed assessment is a loss of points, unless you have an excused absence. These may be pop quizzes or other in-class work to ensure that you study at home and prepare for class, and will count toward your class participation. **All** approved electronic devices (online textbooks etc.) must be packed away for the duration of the assessment.

1. **Attendance:** Arrive for class on time, and plan to take care of bathroom visits before or after class. Attendance will be recorded daily at the beginning of class; if you show up late it is your responsibility to check in with me at the end of class to avoid an absence. More than four absences will result in a lower attendance/participation grade, as will unexcused late arrivals, early departures and breaks. If you do miss a class, it is *your* responsibility to find out what written work or other activities you missed. Lessons, interactions, conversations and discussions in class are impossible to make up, which is why it is crucial to be in class every day. Find an accountability partner now; I suggest that you exchange contact information with at least two other classmates for this purpose.

2. **Homework:** Have homework already completed before class and be ready to discuss your work with others. Unannounced spot checks of homework may be used in calculating your participation grade.
3. Make a strong effort to **speak Spanish exclusively** in class, even after finishing assigned activities.
4. **Demonstrate academic courage!** Volunteer often to respond to the instructor's questions or to offer ideas and constructive opinions to the entire class.
5. **Participate actively** in small group and pair discussions by presenting ideas and opinions.
6. Demonstrate an attentive, alert, and engaged attitude during class as well as respect for others by doing what you can to **contribute to a classroom atmosphere conducive to learning**. This class requires a certain amount of partner and class-wide practice; if you come prepared you will be able to comfortably participate in a manner that protects the integrity of the environment and contributes to your fellow students' success. We are in this together!
7. **Electronics:** Please mute your cell phone and keep it packed away during class. **The use of cell phones or other electronic devices during class without prior arrangement with your instructor is unacceptable, and will result in a participation grade reduction.** If you have only purchased access to your textbook via an online platform, you may have your computer open to access your book. Other use of the computer during class, such as emails, social media, completing work for other classes is also unacceptable.

Tutoring:

- If you earned a C or lower in Spanish 101 it is *highly* recommended that you work with a tutor from the very beginning of 102.
- Study Jam Sessions are **free** and meet twice per week. Times and location TBA.
- [TRIO](#) has **free** tutoring for those eligible. [Visit their website](#) for more information, or go to their office in Lommasson Center, 180.
- The UM app. has a Tutoring Board where you can search for tutors in various disciplines.
- Some private tutors advertise on the MCLL bulletin board, on the southwest stairway, between the 3rd and 4th office floors in the southwest stairway. Your instructor can also provide you with tutoring contacts.

Academic honesty: All students must practice academic honesty and abide by the [Student Conduct Code](#).

Academic misconduct is subject to a disciplinary sanction by the University and/or academic penalty by the course instructor. In order to protect student and complainant rights to Due Process, the designated UM official must be notified of any violations to the Student Conduct Code.

Grading scale * Be sure you know what grade you need for your major

Letter grade	Number grade	Letter grade	Number grade
A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

***For CR/NCR grading option, you must earn a D- or above to receive credit.**

- **Please note that your instructor is not permitted to share grading information with you via email.**
- **Please arrange an appointment with your instructor if you would like to discuss your grade.**
- **Again, you must use your official UM account for any email correspondence with your instructor.**

Course withdrawal:

- Thursday, January 31, 2019, 5 pm is the deadline to withdraw from the course with a partial refund.
- Friday, March 15, 2019, 5 pm is the deadline to withdraw without Dean's signature and without notation of Pass/Fail status (WP/WF) on transcript.
- For a detailed listing of important university dates and deadlines, please see the [Registrar's Calendar links online](#).

Students with disabilities: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students \(DSS\)](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with [DSS](#), please contact [DSS](#) in Lommasson 154. I will work with you and [DSS](#) to provide an appropriate accommodation. You must present your instructor with a letter from DSS in order to receive accommodation.

Communication: I am here to support and facilitate your learning, and I greatly enjoy meeting with students individually. Please know that I place your success at center, and am here to support you as my duties and responsibilities allow. If you cannot make office hours, please feel free to stop by anyway; if I cannot help you in the moment I will let you know and schedule an appointment. If need be, I am willing to set up Skype appointments, as well. If you have a question or a reasonable request, please don't be afraid to ask!

PUNTOS DE PARTIDA SPNS 102 Spring 2019				
Day			Pages	Topic
1.	Th	1/10	-	Intro. to course, Begin review of 101, greetings, present tense habitual and reflexive
2.	M	1/14	-	Review of 101 cont'd: ser/estar, ir+a+inf
3.	T	1/15	-	Present Progressive, and additional review
4.	W	1/16	202-205	CAP. 7 Food and Meals
5.	Th	1/17	202-205	Food and Meals cont'd
	M	1/21		NO CLASSES – MARTIN LUTHER KING JR. DAY
6.	T	1/22	202-205	Food and Meals cont'd
7.	W	1/23	205-207	Saber and Conocer
8.	Th	1/24	205-207	Saber and Conocer
9.	M	1/28	209-212	Direct Object Pronouns and Personal <i>a</i>
10.	T	1/29	209-214	More with Direct Object Pronouns
11.	W	1/30	215-218	Negative and Indefinite Words
12.	Th	1/31	215-218	Negative and Indefinite Words
13.	M	2/4	219-221	Formal Commands intro.
14.	T	2/5	219-222	Formal commands
15.	W	2/6		Review
16.	Th	2/7		EXAM CAP. 7
17.	M	2/11	234-236	CAP. 8 Voc. Travel
18.	T	2/12	234-239	Voc. Vacations
19.	W	2/13	241-244	Indirect Object Pronouns Intro. and practice in present tense
20.	Th	2/14	242-245	Indirect object pronouns and new verbs, and placement rules
	M	2/18		NO CLASSES – PRESIDENTS' DAY
21.	T	2/19	246-248	Gustar
22.	W	2/20	246-250	Gustar conditional and modifiers,
23.	Th	2/21	251-253	intro. preterit regulars
24.	M	2/25	251-256	Preterite spelling change, Dar, Hacer, Ir, Ser
25.	T	2/26	251-256	Preterite practice
26.	W	2/27		Telepuntos video Cap. 8 and Review
27.	Th	2/28		EXAM CAP. 8
28.	M	3/4	2686-271	CAP. 9 Vocabulary - Celebrations
29.	T	3/5	271-272	Vocabulary - Emotions
30.	W	3/6	274-277	Irregular Preterite
31.	Th	3/7	274-277	Irregular Preterite verbs with change of meaning from present tense
32.	M	3/11	278-281	Preterite verbs with stem change
33.	T	3/12	274-281	Irregular Preterite summary and review
34.	W	3/13	282-285	Double object pronouns with conjugated verbs
35.	Th	3/14	282-285	Double object pronouns part two
36.	M	3/18		Double object pronouns and preterite
37.	T	3/19		Review
38.	W	3/20	296-298	CAP. 10 Vocabulary - Pastimes
39.	Th	3/21	298-300	Vocabulary - Household Chores
				SPRING BREAK March 25-29, 2019
40.	M	4/1	302-305	Introduction to the Imperfect
41.	T	4/2	302-307	Imperfect with chapter vocabulary
42.	W	4/3	308-309	Interrogative Words
43.	Th	4/4		Interrogative Words and Superlatives
44.	M	4/8	310-312	Superlatives
45.	T	4/9		Review
46.	W	4/10	324-325	CAP. 11 Vocabulary -The Body, Health and well-being
47.	Th	4/11	326-328	Vocabulary- The Doctor's office
48.	M	4/15	324-328	More with vocab. Cap. 11
49.	T	4/16	330-332	Intro. Preterite vs. Imperfect

PUNTOS DE PARTIDA SPNS 102 Spring 2019

Day			Pages	Topic
50.	W	4/17	330-334	Preterite and Imperfect
51.	Th	4/18	330-337	Preterite and Imperfect
52.	M	4/22	330-337	Preterite and Imperfect
53.	T	4/23	344	Review
54.	W	4/24		Review
55.	Th	4/25		Review and course evaluations
56.	M	4/29		FINAL EXAM – 6:30 pm – 8:30 pm (Chapters 9-11)

	Spanish 102 Communicative Goals	Spanish 102 Grammatical Structures
Cap. 7	<ul style="list-style-type: none"> • discuss what you eat and drink • discuss your favorite restaurant • order and pay for food • talk about what and who you know • answer questions with negative and affirmative words • tell someone to do something (Ud./Uds.) 	<ul style="list-style-type: none"> • saber and conocer • direct object pronouns • personal a • acabar de • indefinite and negative words • formal commands
Cap. 8	<ul style="list-style-type: none"> • talk about trips and traveling • express to whom and for whom you do something • talk about likes and dislikes more fully • talk about things that happened in the past 	<ul style="list-style-type: none"> • indirect object pronouns • dar and decir, present tense with I.O.P. • gustar • preterite forms • preterite uses
Cap. 9	<ul style="list-style-type: none"> • discuss holidays and celebrations • discuss your feelings in different situations • give emphatic opinions and reactions • talk more about past events • avoiding repetition with obj. prons. 	<ul style="list-style-type: none"> • superlative form –ísimo/a • irregular preterites • stem-changing preterites • change in meaning preterites • double object pronous
Cap. 10	<ul style="list-style-type: none"> • talk about free time activities and household chores • talk about what you used to do • describe past conditions and states • express extremes • get information by asking questions 	<ul style="list-style-type: none"> • imperfect of regular and irregular verbs • question words • superlatives
Cap. 11	<ul style="list-style-type: none"> • talk about your health • talk about past actions and events 	<ul style="list-style-type: none"> • use the preterite and imperfect
Additional topics and review	<ul style="list-style-type: none"> • talk about daily routines • make polite requests, give advice and suggestions in ways that are not commands 	<ul style="list-style-type: none"> • present tense • ir + a + infinitive

Your first and last/legal name(s):
Name you prefer to be called (if different from above):
Preferred gender pronoun: *She/He/They/Other*:
Major and year:
UM email:
Phone #:

Please answer the following questions as neatly as possible; you may need an additional clean sheet of paper. If you are unable to write legibly, please type your responses.

1. Did you take 101 at UM with the Puntos de partida text? Y N
 - a. What grade did you earn?
 - b. What did your 101 instructor do that you found helpful for your learning style?

2. Had you studied Spanish prior to 101? If yes, please tell me how much you have taken and where/when:

3. If you received a C or lower in your last Spanish class, or if your last Spanish class was prior to Fall Semester 2018, are you prepared and willing to find a tutor?

4. Have you ever traveled to or lived in a Spanish-speaking country or region? If yes, please tell me where, why and for how long?

5. Have you studied other languages? If so, which ones and how fluent are you?

6. Why have you decided to study Spanish?

7. Language acquisition: Spanish 102 is even **more** content-heavy than 101, and is a 4-credit course. *This means you should dedicate a weekly minimum of 8 hours to homework and studying outside of class.*
 - a. Are you in the class to become bilingual, to fulfill a requirement, or both?
 - b. Do you have the study skills to accomplish your goal?
 - c. Do you have the drive and work ethic to accomplish that goal?
 - d. Do you have the time to accomplish that goal?
 - e. Do you know how to seek help if you need it? If not, would you like me to help?
 - f. Is homework important in classroom language acquisition? Why or why not?

8. What grade will you work to earn in 102?
9. How do you respond when challenged academically?

10. This class requires you to stay on top of the content, so that others with whom you partner can take advantage of practice time instead of carrying your burden. Are you prepared for that responsibility?
11. Please share any expectations/needs/hopes/fears/concerns for this class:
12. What would you like me to know about you?
13. Is there any other information you would like to share that would help me support you in your success?
14. Some of my responsibilities are to conduct my professional affairs with integrity; share my knowledge and expertise as I assist in your learning to the best of my abilities; contribute to the success of our group as a whole; model responsible behavior; model a love for learning; and be patient, reasonable, and thoughtful. I also believe it is my responsibility to treat everyone with compassion, to be courageous in all endeavors, and to constantly strive to do my best - all the while maintaining a healthy balance between the personal and professional aspects of my life. What are your responsibilities, as a student?
15. Of what accomplishment are you most proud, that you would like to share?
16. What are your interests/hobbies/passions?
17. When you get to choose, about what do you love to learn? (politics, blacksmithing, personal development etc.)
18. Who do you feel is in charge of your journey as a learner?
19. Who do you admire most and why?