**Elementary Spanish II - HISP-102-03**

**Course Number 1721**

**Hispanic Studies Program**

**Language and Culture Studies**

**Spring 2024 – In Person**

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| Instructor: | Edwin Alverio | Office Phone: | 860.297.2680 |
| Days/Times: | Mon/Wed/Fri  11:00am–11:50am | Office hours: | Mon/Wed/Fri S-009  8:00 am–9:00 am  by Appointment |
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**I. Textbook:**

Vistas 7: Introducción a la lengua española. (7th ed). Blanco & Donley. Vista Higher Learning.

**II. Course Description:**

HISP 102 is the second semester of the first level of Spanish instruction. The class assumes that students have attained HISP 101 proficiency or its equivalent. The course promotes culturally focused content-based language learning concentrating on technological themes and content with strong student appeal. The student will learn the complete grammatical infrastructure of the language. They will develop reading and process-based writing strategies through progressive practice. Students will participate in oral exchanges to build spoken competency. This course reflects a positive, real-world, and diverse view of the Spanish language and its speakers. The course will cover all the following language skills: speaking, listening, reading/writing, in a cultural learning experience. Students will be introduced to a variety of interactive, audio, and video activities using Moodle, and other online tools, in addition to grammar explanations via Connect.

**III. Objectives**:

The goals of 102 are multiple. By the end of the course, the student will be able to:

* Respond appropriately after listening to short, learned utterances, particularly when context strongly supports understanding and speech is clearly audible.
* Respond appropriately to simple, spoken questions, statements, high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting.
* Articulate isolated words and learned phrases within very predictable areas of need.
* Use spoken vocabulary that is sufficient for handling simple, elementary needs and expressing basic courtesies.
* Comprehend short, authentic reading selections in Spanish (with the occasional help of a dictionary)
* Identify highly contextualized words and/or phrases when reading, including cognates, and borrowed words.
* Respond appropriately to short, written phrases after repeated reading.
* Copy or transcribe common words or phrases.
* Write commonly used words or phrases from memory.
* Identify basic geography in the Spanish-Speaking world.
* Identify examples of cultural diversity in the Spanish-Speaking world.
* Demonstrate a deeper understanding of the culture, history, and politics of Spanish-speaking countries
* Generate simple sentences strung together in context while using a wide range of vocabulary and precise grammatical structures when responding to different scenarios (asking directions, narrating in the past, expressing desires, etc.)
* Write a coherent essay in Spanish (without a dictionary) on one of the topics covered during the semester

**IV. Methodology and Teaching Philosophy:**

The instructor will speak Spanish in class and only use English to clarify instructions or explanations when necessary. **Students are expected to speak Spanish, and refusal to do so will result in a lower participation grade.** The instructor will concentrate on the content of the student’s participation and not on the form, though occasionally, the instructor may find it helpful to draw attention to the form of the student’s comment.

Following the *Natural Approach*, grammar will be practiced rather than presented in class by the instructor. **To this end, students are expected to participate actively in class activities and discussions to intuit grammar usage. In preparation for each class, the student must read the Gramática section of the textbook (which contains grammatical explanations) and complete all related assigned online (Connect) exercises before class discussion.** The instructor will answer grammar questions in class, but it should be clear that students are responsible for studying and practicing all grammatical concepts included in each chapter.

**V. Course Delivery:** In Person

**VI. Evaluation & Grading:** The course grade will base based on the following criteria:

|  |  |
| --- | --- |
| **Grading Scale** | |
| **A+** | 100-97 |
| **A** | 96-93 |
| **A-** | 92-90 |
| **B+** | 89-87 |
| **B** | 86-83 |
| **B-** | 82-80 |
| **C+** | 79-77 |
| **C** | 76-73 |
| **C-** | 72-70 |
| **D+** | 69-67 |
| **D** | 66-63 |
| **D-** | 62-60 |
| **F** | 59-0 |

|  |  |
| --- | --- |
| **Grade Distribution** | |
| Attendance & Participation | 30 % |
| Homework - (Vistas and other assignments) | 10 % |
| Compositions (2) | 10 % |
| Written Exams (4) | 10 % |
| Oral Presentations (4) | 10 % |
| Final Oral Presentation (1) | 15 % |
| Final Written Exam (1) | 15 % |
| Total | 100 % |

**a) Class Attendance and Participation (30%):**

***Attendance***: Regular attendance is crucial to attaining the course objectives successfully. Therefore, attendance to class is mandatory. You are allowed a total of three **(3) absences** (excused and unexcused) during the semester.After the third absence, a full point will be deducted from the final grade for each additional absence.You may not miss any scheduled evaluations. Students are responsible for any materials missed.

***Preparation***: Students are expected to come to class prepared. This means that students should read the pages which will be covered that day in class and study the Gramática pages (posted on this syllabus and the class schedule on Moodle) as well as the chapter vocabulary.

***Participation***: Students are expected to participate actively in class, by answering the instructor’s or another student’s questions or by asking questions or making relevant comments IN SPANISH. Speaking in English during the class hour will result in a low participation grade. The instructor will evaluate participation.

**b) Homework (10%):**

The Online Workbook exercises (Connect) should be **fully completed and submitted the day before the Test for that specific chapter**. You may make as many attempts as you need for each exercise for correctness; however, on the due date, your most recent response will be graded. Late homework will not be accepted. **You will be responsible for checking the class schedule for the exact page assignments and specifics.**

**\*\*Please refer to the statement below.**

**c) Compositions (10%):**

Twice in the semester, you will be required to type and hand in your answer to a series of questions about an event outside the classroom. During the semester, there are many opportunities to attend and engage with the wider Trinity and Hartford community. I will announce some possible options in Moodle, but if you are interested in other activities, consult with your professor if it could count for these “compositions.”

More specific information will be given when appropriate (in Moodle).

No make-ups will be allowed. **\*(See explanation below)**. Late work will not be accepted. **You will be responsible for checking the class schedule for the exact Date\***

**d) Written Exams (10%):**

Exams will be offered after each chapter is completed, as indicated in the Class Schedule. They are designed to measure the student’s comprehension, and retention of the material discussed the preceding week. No make-ups will be allowed. **\*(See explanation below)**

**e) Oral Presentations (10%):**

As indicated in the Class Schedule, oral presentations will be offered at the end of each chapter during the semester. Students will present a spoken conversation using no written support. The main purpose of an oral presentation is to present the subject content in an organized, concise, and effective manner. They are designed to measure students’ comprehension of the material discussed the preceding week. No make-ups will be allowed. **\*(See explanation below)**

**f) Final Oral Presentation (15%):**

The Final Oral presentation will be the last oral presentation of the semester, as indicated in the Class Schedule. The Final Oral Presentation will be a cumulative examination covering the material studied throughout the semester. Students will present a spoken conversation using no written support. The main purpose of an oral presentation is to present subject content in an organized, concise, and effective manner to a live audience. The Final Oral Presentation will measure the student’s comprehension of the material discussed over the semester. The location will be announced in class. No make-ups will be allowed. **\*(See explanation below)**

**g) Final Exam (15%):**

The final will be a cumulative examination covering the material studied throughout the semester. The date, and time, are indicated in the Class Schedule, and any change (if any) will be announced in class. No make-ups will be allowed. **\*(See explanation below)**

**\*Please be aware that scheduled evaluations may not be made up in case of absence. The only exceptions to this rule will be determined by the Instructor if there is a valid reason for the absence. In this case, the Instructor must be contacted PRIOR to the evaluation date. Evaluations include quizzes, tests, compositions, oral exams, and oral presentations. If any of these are missed by a student without a valid reason determined by the Instructor, he/she shall receive a zero.**

**\*\*All homework and additional assignments must be handed in DURING THE CLASS HOUR on the due date. Late homework WILL NOT be accepted. If a student misses a class due to illness or any other valid reason (determined by the Instructor), he/she must contact the Instructor to make arrangements to hand in any missed assignment.**

**VII. Academic Integrity**:

Article II: Academic Integrity and Intellectual Dishonesty

By choosing to matriculate at Trinity College, we have entered an academic community that thrives on its small size, student-professor interaction, and the free flow of ideas.

Our academic community can only thrive if each of us maintains the highest standards of academic integrity. Intellectual honesty is doing our own work and fully crediting the work of others if we use their ideas in our own work. Each student is responsible for knowing what constitutes intellectual honesty in every examination, quiz, paper, lab report, or academic exercise submitted for evaluation at Trinity College. Specific examples of academic dishonesty are listed in the Student Handbook. (p. 13.)

While we are each ultimately responsible for our personal conduct, we also have a responsibility to one another to uphold high standards. Therefore, each student is strongly urged to report suspected cases of academic dishonesty to the Honor Council.

<https://www.trincoll.edu/dean-of-students/community-standards/student-integrity-contract/>

<https://www.trincoll.edu/wp-content/uploads/2021/01/StudentHandbook.pdf>

**VIII. Accommodation**

Your professor and Trinity College are committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days’ notice is required. Please be sure to meet with me privately to discuss implementation.

Student Accessibility Resources can be reached by emailing SARC@trincoll.edu.

**IX. Peer Tutoring - Blume Language Lab**

*Need some extra help*? The Blume Language Lab, located in room 119, Raether Library and Information Technology Center, is there to help you. Click on the link to reserve time with a peer tutor. Schedule your meeting at least, 24 hours in advance to give your tutor enough time to prepare for your meeting. <https://blume.mywconline.com/>

**X. Student & Faculty Communication:**

Good communication between students and their instructors can make a big difference in academic experiences. If the student has a question or problem with the course or an assignment, they should always try to talk to their instructor first. Please reach out to your instructor to arrange a time to meet to discuss any issues, questions, or problems you may be facing **as soon as possible**.

**XI. Course Outline/Readings:**

**PROPOSED SCHEDULE**

|  |  |  |
| --- | --- | --- |
| **DATE** | **Lessons/Readings** | **To Do** |
| Jan/22 | *(Bienvenida y prontuario)*  *Bienvenidos*  Contextos  De compras | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Jan/24 | Contextos  Los colores  Comunicación | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Jan/26 | Fotonovela  Eso si es una ganga  Pronunciación  D and T  Cultura  Mercados al aire libre | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Jan/29 | Estructura  Saber vs Conocer | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Jan/31 | Estructura  Indirect object pronouns | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Feb/02 | Estructura  Preterite of regular verbs | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Feb/05 | Estructura  Demonstrative adjectives and pronouns | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Feb/07 | Adelante  Mango | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Feb/09 | Primer Examen - Capítulo 06  Primera Presentación Oral  Chapter #06 Homework due | *Moodle*  *Vistas 7 Assignments* |
| Feb/12 | Contextos  La rutina diaria  Fotonovela  Tengo que arreglarme | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Feb/14 | Pronunciación  La “r”  Cultura  La siesta | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Feb/16 | Estructura  Reflexive verbs | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Feb/19 | Estructura  Indefinite and negative words | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Feb/21 | Estructura  Preterite of “ir” and “ser”  More verbs like “gustar” | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Feb/23 | Trinity Days – No Classes |  |
| Feb/26 | Panorama  Perú | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Feb/28 | Segundo Examen - Capítulo 07  Segunda Presentación Oral  Chapter #07 Homework due | *Moodle*  *Vistas 7 Assignments* |
| Mar/01 | Contexto  La comida  Fotonovela  Vamos a comer tapas | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Mar/04 | Pronunciación  ll-ñ-c-z  Cultura  Frutas y verduras de América | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Mar/06 | Estructura  Preterite of stemchanging verbs | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Mar/08 | Estructura  Double object pronouns | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Mar/9-17 | Spring Vacation |  |
| Mar/18 | Estructura  Comparisons  Superlatives | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Mar/20 | Adelante  Lectura – La feria del maíz  Panorma  Guatemala | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Mar/22 | Tercer Examen - Capítulo 08  Tercera Presentación Oral  Chapter #08 Homework due  First Composition Due | *Moodle*  *Vistas 7 Assignments* |
| Mar/25 | Contextos  Las fiestas  Relaciones personales  Las etapas de la vida | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Mar/27 | Cultua  Semana Santa | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Mar/29 | Estructura  Irregular preterites | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Apr/01 | Estructura  Verbs that change meaning in the preterite | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Apr/03 | Estructra  ¿Qué? Vs ¿Cuál?  Pronouns after Prepositions | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Apr/05 | Adelante  Lectura – El informante  Panorama  Chile | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Apr/08 | Cuarto Examen - Capítulo 09  Cuarta Presentación Oral  Chapter #09 Homework due | *Moodle*  *Vistas 7 Assignments* |
| Apr/10 | Contextos  En el consultorio  Sintomas y condiciones médicas  ¿Tienes buena salud? | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Apr/12 | Ortografía  El acento y las sílabas fuertes | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Apr/15 | Cultura  La farmacia  Remedios caseros  Curanderos | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Apr/17 | Estructura  The imperfect tense | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Apr/19 | Estructura  The preterite and the imperfect | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Apr/22 | Estructura  Constructions with “se” | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Apr/24 | Estructura  Adverbs | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Apr/26 | Panorama  Costa Rica | *Moodle*  *Vistas 7 Assignments*  *Others* |
| Apr/29 | Presentación Oral Final – Grupo #1 |  |
| May/01 | Presentación Oral Final – Grupo #2  Chapter #10 Homework due  Second Composition Due | *Moodle*  *Vistas 7 Assignments* |
| May/08  **Wednesday** | Final Exam  12:00 pm |  |

This Schedule may be modified at the instructor’s discretion to accommodate students’ needs, and the instructor will notify the students when doing so. Still, students are responsible for being aware of any changes.

**XII. HISP Policy:** Effective Communication and Writing Skills:

* Attend scheduled office hours to engage in one-on-one discussions with the instructor.
* Seek clarification on language-related queries, concepts, or concerns.
* Write notes or questions about doubts to enhance understanding.
* Write notes or questions about expressions, grammar, or vocabulary.
* Use comment tools or highlight specific areas to seek clarification.
* Utilize reputable dictionaries and grammar references to address language doubts.
* Incorporate external references (like RAE) to strengthen writing quality.
* Employ a Spanish spell checker like Microsoft Word's language settings.

¡Algo más!

* Do not ask a friend or tutor to read your composition and correct the errors.
* Do not turn in a composition that translates your writing from English to Spanish.
* Do not use automatic translation devices from the Internet or other sources (machine translation is easily identifiable).
* Do not use ChatGPT (or tools like it) for your work for this class.