**SPN 1340 (001): Beg Span for Heritage Learners**

**CNR 22747 / 4 credits**

**Social Science Building Boca 207**

**TR 12:00-1:50 pm**

**SEMESTER/YEAR**

**Instructor:**

**Office:**

**Office Hours:**

**E-mail:**

**Prerequisite or Co-requisite**

Credit may not be awarded for SPN 1340 and SPN 1120 or SPN1121.

**Course Description**

This is a course for students who can understand casual spoken Spanish and have very limited speaking ability. Emphasis is placed on practicing basic grammatical structures, building vocabulary, and developing or recovering initial oral, reading, and writing skills while increasing awareness of Hispanic cultures and their diversity. Fulfills foreign language requirement.

**Catalogue description:**

Beginning Spanish for Heritage Speakers (SPN 1340) 4 credits  
For students with little or no formal instruction in Spanish who can understand casual spoken Spanish and have a passive knowledge of it with limited oral fluency. Emphasis is on basic grammar, written accents, orthography and writing. Course includes the study of culture and civilization of the Hispanic world and its diversity. Fulfills foreign language requirement. Credit may not be awarded for SPN 1340 and SPN 1120 or SPN 1121.

**Require Texts**

* Textbook: *Entre mundos*, 2nd edition, Alonso-Lyrintzis/Zaslow **ISBN-13**: 978-0131834095.
* Workbook:*Entre mundos*, 2nd edition, Alonso-Lyrintzis/Zaslow **ISBN-13:** 978-0131834101.
* A Spanish-English dictionary

**Course Objectives**

* Gain confidence in your ability to use Spanish anywhere.
* To be able to express yourself orally and in written form at an elementary level in a variety of situations;
* Acquire a basic knowledge of formal Spanish grammar.
* Develop better oral, reading, and writing skills.

**Course Requirements**

**Class participation:** Active class participation during the course is expected and required. In order to come prepare to class students should read the calendar and read what work is assigned before coming to class, as well as bring their textbook to class.

**Attendance:** Perfect attendance is expected. Students will be allowed **two** unexcused absences during the semester.

The third and subsequent unexcused absence will result in a lowering of the final attendance grade by one level, e.g. a student with three unexcused absence and a grade of A will receive one grade reduction. There is a correlation between missed classed and class participation.

Two late arrivals or early departures will count as one absence. Absences due to illness, death in the family, or court appearance will be excused upon approval of the instructor and prompt presentation of valid documentation. It is the student’s responsibility to present these documents to the instructor, immediately after the class you have missed.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

**Exams:** There are three exams (final exam is not included). There are no make-ups unless accompanied by a valid excused absence. Students excused for official university business, must make arrangements in advance, and take the test before his/her absence.

**Oral presentation:** All students must prepare a fifteen-minute presentation. This presentation should be related to an important topic of Hispanic culture E.g., the biography of and outstanding writer, painter, etc. You can bring your handout with you in order to follow the most important points but you **cannot read** paragraphs. PowerPoint is acceptable. If you need help with ideas, please come and see the instructor who must pre-approve your topic.

**Compositions:** All students must write three compositions **in class.** The first composition should be 100 – 125 words. The second composition should be 150 – 175 words. The third composition should be 200-225 words. The student will have the opportunity to rewrite first and second compositions but not the third one. Errors will be indicated on the first draft. The student will correct these and return the first version along with the revised one. The final grade will be the average of the grades from the first draft and the re-write. The first draft will weigh 50% and the re-write will weigh 50%.

**Homework:** Completion of all assigned work (oral and written) is expected. No late assignments will be accepted unless you provide instructor with official written documentation that may be verified (e.g., illness, death, court appearances).

**Grading Scale**

**93-100 A / 90-92 A- / 88-89 B+/ 83-87 B/ 80-82 B-/ 78-79 C+/ 73-77 C/ 70-72 C-/ 68-69 D+ / 66-67 D/ 64-65 D-/ 0-63 F**

**Grading Breakdown**

3 Tests: 30%

Final exam: 20%

Oral Presentation: 10%

2 Compositions: 20%

Homework: 10%

Attendance, preparation, and participation: 10%

**Cell Phones and Electronic Device**

The use of cell phones and electronic devices is prohibited in class. All cell phones should be turned off *before* the start of class (not set on “vibrate”, but turned OFF). If you have a medical or family emergency and need to receive a call during class, you should inform your instructor *before* class. Students without authorization who use cell phones and electronic devices in class may be dismissed from class and counted as being absent for the day. In order that the University may notify students of a campus-wide emergency, either the instructor’s, or a designated student’s cell phone will be set to vibrate during class.

**Student E‐Mail Policy**

Effective August 1, 2004, FAU adopted the following policy:

“When contacting students via e‐mail, the University will use only the student’s FAU e‐mail address. This will ensure that e‐mail messages from FAU administration and faculty can be sent to all students via a valid address. E‐mail accounts are provided automatically for all students from the point of application to the University. The account will be disabled one year post‐graduation or after three consecutive semesters of non‐enrollment.”

**Americans with Disabilities Act**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) – in Boca Raton, SU 133 (561-297-3880); in Davie, MOD 1 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures. Bring a letter to your instructor from the OSD indicating that you need academic accommodations no later than the second week of classes.

In accordance with the OSD’s rules and regulations, students must turn in an Exam Sign-Up Sheet at least **one week** before the date on which each exam is scheduled. Please contact OSD for more information.

**Academic Honor Code & Honors Statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf>

Students are expected to uphold the Academic Honor Code.

ALL assignments that you turn in to your instructor for a grade must be your own work. This means that the use of translator programs, excessive help from tutors or anyone else on graded assignments constitutes academic dishonesty. If your instructor suspects that an assignment completed outside of class is not entirely your own work, your instructor has the right to ask you to redo that assignment in his or her presence during office hours.

**CALENDARIO DEL CURSO**

**(Ajustable dependiendo del progreso de la clase)**

**CALENDAR**

Minor changes may be made and will be announced in class and/or through Blackboard/Announcements. It is the student’s responsibility to be aware of any changes.

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| **Fecha** | | **Tema** | **Tarea** |
| **Semana 1** | Martes | Examen de diagnóstico |  |
| Jueves | Presentaciones  Vamos a conocernos  Nombres y adjetivos (masculino y femenino) |  |
| **Semana 2** | Martes | Capítulo 1 – Lectura  (¿Le cae usted bien a la gente? p. 7 – 9)  Capítulo 1 – Analizar y descubrir  (Sonidos [s], [b], [x], [y], [k], [g], [ø]. Letras k, w, q. Consonantes dobles. Abecedario. Silabeo p. 9 – 12) |  |
| Jueves | Capítulo 1 – El poder de las palabras  (Equivalencia de *to get* p. 13)  Capítulo 1 – Manos a la obra  (Ejercicios de escritura p. 14 – 15) |  |
| **Semana 3** | Martes | Capítulo 2 – Exploraciones  (¿Qué significa ser hispano? p. 17 - 19)  Capítulo 2 – Analizar y descubrir II  (Sílaba tónica p. 25 – 26) | **Entregar Tarea 1**  **p. 1 - 8** |
| Jueves | Capítulo 2 – Lectura  (Entre mundos p. 19 – 21)  Capítulo 2 – El poder de las palabras  (Los cognados y los calcos p. 26 – 27) |  |
| **Semana 4** | Martes | Capítulo 2 – Analizar y descubrir I  (Presente de indicativo p. 22 – 25)  Capítulo 2 – Manos a la obra  (Ejercicios de escritura p. 27 – 28) |  |
| Jueves | **Prueba escrita #1**  Material adicional: Consonantes que cambian de sonido, uso de mayúsculas y minúsculas | **Entregar Tarea 2**  **p. 11 - 19** |
| **Semana 5** | Martes | Capítulo 3 – Exploraciones  (El español en el mundo p. 30 - 31)  Capítulo 3 – Lectura  (Español e inglés, las lenguas del futuro p. 31 – 33) |  |
| Jueves | Capítulo 3 – Analizar y descubrir I  (Género y número p. 33 – 37)  Capítulo 3 – Analizar y descubrir II  (Diptongos y palabras agudas p. 37 – 39) |  |
| **Semana 6** | Martes | Capítulo 3 – El poder de las palabras  (Cognados falsos p. 39 – 40)  Capítulo 3 – Manos a la obra  (Ejercicios de escritura p. 40 – 41) |  |
| Jueves | **Composición #1 (primera versión)**  Material adicional: Cognados y falsos cognados | **Entregar Tarea 3**  **p. 21 - 29** |
| **Semana 7** | Martes | Capítulo 4 – Exploraciones  (Todos somos diferentes p. 44 - 45)  Capítulo 4 – Lectura  (Rafael p. 45 – 48) |  |
| Jueves | Capítulo 4 – Analizar y descubrir I  (Verbos con cambios en la raíz p. 48 – 50)  Capítulo 4 – El poder de las palabras  (Equivalencias de *to take* p. 51) |  |
| **Semana 8** | Martes | Capítulo 4 – Analizar y descubrir II  (Palabras graves o llanas p. 50 – 51)  Capítulo 4 – Manos a la obra  (Ejercicios de escritura p. 52 – 55) |  |
| Jueves | **Entregar Composición #1, Versión #2**  **Prueba escrita #2**  Material adicional: Diferencias entre *hay, ay, ahí, allí, va a ser, va a hacer* | **Entregar Tarea 4**  **p. 33 - 41** |
| **Semana 9** | Martes | Capítulo 5 – Exploraciones  (La familia p. 57 - 58)  Capítulo 5 – Analizar y descubrir  (Agudas, graves y esdrújulas. Acentos interrogativos, exclamativos y diferenciales p. 61 – 64) |  |
| Jueves | Capítulo 5 – Lectura  (Lazos que sanan p. 58 – 61)  Capítulo 5 – El poder de las palabras  (Equivalencias de *right* p. 65) |  |
| **Semana 10** | Martes | Capítulo 5 – Manos a la obra  (Ejercicios de escritura p. 65 – 69)  **Presentar el plan para la presentación oral** |  |
| Jueves | **Composicion#2**  Capítulo 6 – Exploraciones  (La familia en crisis p. 71 - 73)  Capítulo 6 – El poder de las palabras  (Cognados falsos p. 86) | **Entregar Tarea 5**  **p. 43 - 49** |
| **Semana 11** | Martes | Capítulo 6 – Lectura  (El divorcio p. 74 – 81) |  |
| Jueves | Capítulo 6 – Analizar y descubrir  (El imperfecto p. 81 – 82) |  |
| **Semana 12** | Martes | Capítulo 6 – Analizar y descubrir  (El pretérito p. 82 – 85) |  |
| Jueves | **Entregar Composición #2. Versión #2**  Capítulo 6 – Analizar y descubrir  (Pretérito e imperfecto p. 85) |  |
| **Semana 13** | Martes | Capítulo 6 – Manos a la obra  (Ejercicios de escritura p. 86 – 88) |  |
| Jueves | **Prueba escrita #3**  Material adicional: *Buscar \*por, ver vs. mirar, qué vs. Cuál* | **Entregar Tarea 6**  **p. 51 - 57** |
| **Semana 14** | Martes | **Presentaciones orales** |  |
| Jueves | **Presentaciones orales** |  |
| **Semana 15** | Martes | **Presentaciones orales** |  |
| Jueves | **EXAMEN FINAL: - 10:30am - 1:00pm** |  |