

JEFFERSON COLLEGE

COURSE SYLLABUS

SPN201

SPANISH GRAMMAR & COMPOSITION

3 Credit Hours

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by
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Arts and Science Education
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SPN201 Spanish Grammar and Composition

I. CATALOGUE DESCRIPTION

- A. Prerequisite: SPN102 or equivalent skills.
- B. 3 Semester Hours Credit
- C. Spanish Grammar and Composition will consist of a progressive review of grammatical constructions. The students will continue to develop their linguistic skills through both oral and written exercises. Note: Many transfer institutions require three semesters of foreign language. (D)

II. EXPECTED LEARNING OUTCOMES / ASSESSMENT MEASURES

By focusing on seven major communicative functions in Spanish (describing, comparing, reacting and recommending, narrating in the past, talking about likes and dislikes, hypothesizing, and talking about the future), students will review grammatical concepts that allow them to communicate these functions	Grammar focused assignments, in class small group and paired work, improvisational conversations, chapter tests, informal writing assignments, compositions, oral exam
Increase students' active Spanish vocabulary	Vocabulary assignments, student journals, improvisational conversations, responding to instructor's and other students' e-mails, student oral presentations, informal quizzes, chapter tests, oral exam
Students will become more proficient writers in Spanish by developing their own compositions	Informal student writing assignments (student journals, e-mails), four 275 word (minimum) compositions compiled into a portfolio with all previous drafts included.
Students will continue to develop their knowledge of the Spanish-speaking world and the Hispanic community in our area	Reading comprehension questions, cultural field trip and composition

III. COURSE OUTLINE WITH UNIT OBJECTIVES

- A. Unit One- Perspectives: Perceptions and Impressions
 - 1. Mini biographies of the five friends (characters from different parts of the Spanish speaking world that appear throughout the book)

2. Description – noun / adjective agreement, ser vs. estar, participles as adjectives
 3. Comparison – grammatical structures of comparing and expressing superlatives
 4. Reacting and recommending – subjunctive mood, imperative mood
 5. Narration in the past – preterite vs. imperfect, present perfect, past perfect, “hace . . . que” to express how long ago something has happened
 6. Discussing likes and dislikes – gustar and verbs with similar constructions
 7. Hypothesizing – imperfect subjunctive and conditional tense
 8. Talking about the future – future tense, subjunctive after certain conjunctions
1. Dialogue: Looks can be deceiving
 2. Vocabulary related to perceptions and impressions about other people
 3. Cultural Note: Discussing physical appearance (Hispanic norms vs. U.S. norms)
 4. Adjective / Noun agreement
 5. Use of definite and indefinite articles in Spanish
 6. Ser vs. Estar
 7. Using participles as adjectives
 8. Structures for making comparisons and superlatives
 9. Cultural focus: Spain
- C. Unit Two – Connections: What Importance Do Our Roots Have?
1. Dialogue: Javier’s mom is coming to visit
 2. Vocabulary related to family and one’s roots
 3. Cultural Note: Nicknames
 4. Subjunctive mood (present and imperfect)
 5. Imperative mood
 6. Cultural focus: Spanish-speaking Caribbean
- D. Unit Three- Passions and Feelings: Is Your Life in Balance?
1. Dialogue: Cristina laments problems with workaholic boyfriend Diego
 2. Vocabulary related to love and relationships
 3. Cultural Note: Romantic compliments
 4. Preterite vs. Imperfect
 5. Present perfect
 6. Past perfect
 7. “Hace . . . que...”
 8. Cultural focus: Mexico
- E. Unit Four- Obligations and Free Time: How Do You Relax?
1. Dialogue: The five friends plan a fun-filled weekend
 2. Vocabulary related to stress and relaxation
 3. Cultural Note: Hispanic parties vs. U.S. parties
 4. Gustar

5. Verbs with similar constructions to *gustar*
 6. Cultural focus: The Southern Cone
- F. Unit Five – The World We Live In: How Do World Problems Influence Us?
1. Dialogue: Diego and Sara organize a symposium
 2. Vocabulary related to confronting global challenges
 3. Cultural Note: Political life of Hispanic youth
 4. Imperfect subjunctive
 5. Conditional tense
 6. “Si” clauses
 7. Cultural focus: The Andean region
- G. Unit Six – The Future: What Awaits Us In The Future?
1. Dialogue: Laura has a professional opportunity in Ecuador
 2. Vocabulary related to aspirations and goals
 3. Cultural Note: The internet in the Hispanic world
 4. The future tense
 5. Subjunctive after certain adjectives
 6. Using the future tense to speculate
 7. Cultural focus: Central America

IV. METHODS OF INSTRUCTION

- A. Instructor lectures (in Spanish)
- B. Instructor-led exercises, such as question and answer sessions, discussions.
- C. Paired and small group activities in which the students practice the communicative functions or discuss the topics together.
- D. Homework assignments, which are corrected in class
- E. Language lab instruction and activities

V. REQUIRED TEXTBOOK(S) WITH PUBLICATION INFORMATION

Punto y aparte: Spanish in Review, Moving Towards Fluency, 3rd edition (2007) by Foerster, Lambert and Alfonso-Pinto. McGraw Hill Publishing

VI. REQUIRED MATERIALS (STUDENT)

Textbook

VII. SUPPLEMENTAL REFERENCES

Students are encouraged to invest in a Spanish-English, English-Spanish dictionary, although these are available in the library and in the Language Lab.

VIII. METHOD OF EVALUATION (STUDENT)

- A. Tests - There is a written test following every even numbered unit, so there are a total of 5 tests. Student's lowest score is dropped from average. (20%)
- B. Textbook assignments – written grammar and vocabulary exercises. (15%)
- C. Student journals- Free writing in response to videos, songs, artwork and other topics proposed by the instructor or the students. This is a credit / no credit assignment designed to stimulate topics for formal compositions and / or to promote new vocabulary acquisition. (10%)
- D. Discussion Board - Every week the instructor poses a question to the whole class on the Discussion Board. Students are required to reply in Spanish to the instructor's post each week and are encouraged to comment on the responses of your classmates. Points for the week are doubled when students engage their classmates in this way. (15%)
- E. Compositions – Students are assigned four compositions during the course of the semester. Class time will be devoted to brainstorming and peer editing. Students are to save all drafts of each composition and, at the end of the semester, turn in a portfolio that includes a final draft of each composition as well as all rough drafts to demonstrate how their writing has progressed. (20%)
- F. Oral Exam -The final exam will be in the form of a brief (5 question) interview to evaluate students' mastery of the seven communicative functions described above. (10%)
- G. Cultural Fieldtrip – Students are required to attend one Hispanic cultural event and write about it in a 275 word essay in Spanish. This essay will be one of the four compositions that will become part of the portfolio. (10%)

Grades are assigned on a percentage basis on the following scale:

90-100 =	A
80- 89 =	B
70- 79 =	C
60- 69 =	D
Below 60 =	F

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-797-3000)

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College Website).