



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Humanities & Social Sciences
Department of Mexican American Studies

UNC Dual Enrollment at Windsor High School

SPAN 102-652: Elementary Spanish II
Fall 2020 & Spring 2021

Instructor: Sandi Cumings

Office: Windsor HS

Office Hours: 7.30-8 am & 3.10-3.40 pm

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Catalog Description:

A continuation of SPAN 101. A two-semester sequence emphasizing the development of functional proficiency in the four basic language skills of listening, speaking, reading and writing. Oral communication is stressed.

Course Objectives:

1. Students will listen to different dialects of Spanish. They should be capable of understanding Spanish spoken slower than normal pace and some Spanish spoken at native pace. Throughout the semester, they will continue to develop coping strategies to be used when comprehension is incomplete.
2. Students should be capable of asking and answering questions on a variety of everyday topics, perform daily routines, describe people and places, and narrate in the present and the past tense.
3. Students should be capable of reading simple texts and will obtain experience in reading some texts intended for the native Spanish reader.
4. Students are expected to develop writing skills, which will allow them to answer simple questions on everyday topics, describe people and places, and narrate in the present.
5. Students will show understanding of cultural aspects of the Spanish-speaking world.

Required Materials:

Textbook: Encuentros Maravillosos

Evaluation Criteria:

Exams/Quizzes	35%
Oral presentations	10%
Laboratory/Homework	15%
Class part. /E-mail activities	15%
Final Project	25%

GRADING:

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

Authentic Input:

- You will be required to log 60 minutes of authentic input (listening/viewing or reading) on a weekly basis. This will be part of your homework grade.
- You will also be asked to listen to at least one podcast a unit and answer questions (in Spanish).

HELPFUL INFORMATION ON THE WWW

1. Want to know how to type Spanish characters (á, é, í, ó, ú, ü, ñ, ¡, ¿)? (<http://www2.bc.edu/~rusch/accents.html>)
2. If you need to brush up on your [English grammar](http://www.ucl.ac.uk/internet-grammar/frames/contents.htm) try this site (<http://www.ucl.ac.uk/internet-grammar/frames/contents.htm>).
3. This site contains an on-line, [bilingual dictionary](#). Remember that when looking up an English word to find the Spanish equivalent, do not always grab the first translation you see, read all possible translations, and double check your choice by looking up in Spanish as well. To look up a word in Spanish, simply type in the Spanish word and read all possible translations keeping in mind the context of the sentence where you read or heard the Spanish word. It is possible to download this to your computer by following the directions on the site. (<http://wordreference.com/index.htm>).
4. Having trouble finding the correct conjugation for a verb? Try this [verb conjugator](http://turingmachine.org/compjugador/). Type the infinitive form in the box and hit the button marked "conjugua". (<http://turingmachine.org/compjugador/>).

General Information:

This class meets 2-3 days per week for 90-minute sessions on maroon days. You are expected to bring your completed activities within your book to every class. **LATE HOMEWORK WILL NOT BE ACCEPTED.**

Students must participate actively in class. This means that students are expected to be always prepared for class, show interest and motivation, work well with others in groups, and **avoid using English in class.**

Plagiarism/Copying/Cheating

All work presented in this course must be solely the product of the individual student. Copying, cheating, or handing in identical work on any assignments will be considered academic misconduct and will result in appropriate administrative action. **Important:** Seeking help from a Native Speaker of Spanish on a composition or any other assignment is considered cheating and will be treated as academic misconduct according to the procedures listed in the student handbook. Using any kind of web-based translator, such as **babelfish**, is also considered cheating.

Notes:

- Students are responsible for all materials in the textbook, regardless of coverage in class.**
- NO LATE ASSIGNMENTS WILL BE ACCEPTED IN THIS COURSE.**
- THERE IS NO EXTRA CREDIT IN THIS COURSE.**

Students with Disabilities

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at Windsor High School to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

UNC's Policies

Academic Conduct:

UNC's Policies – UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, <http://www.unco.edu/dean-of-students/>.

Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: *Honesty, Trust, Respect, Fairness, and Responsibility*. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Student Satisfaction Evaluation

Participants will be asked to evaluate the workshop for instructors' knowledge, interest and enthusiasm as well as providing additional information on classes or topics which you would like to see developed as a future offering from UNC.

Dropping or withdrawing from a course

Note: Drop and withdrawal dates for the courses at your school can be found on your [dual enrollment page for your high school](#).

Please use the [Dual Enrollment Drop & Withdrawal Form](#).

- You can drop your course up until the designated Drop Deadline. The course will be removed from your transcript and you will receive a full tuition refund.
- After the Drop Deadline and up until the Withdrawal Deadline you can withdraw from your course. The course will remain on your transcript with a grade of "W" (this does not impact your GPA), and there is no tuition refund.
- After the withdrawal deadline you are unable to be removed from the course. The course will remain on your transcript with the grade that you have earned, and there is no tuition refund.
- If you stop attending the course but fail to officially withdraw from the course(s), you will be responsible for full tuition and fees and the course grade will remain on your transcript.

Liberal Arts Core

This course satisfies 5 credits of Area 7 (International Studies) of the UNC Liberal Arts Core.

Student Learning Outcomes

Competencies

Competency 1:

Demonstrate a basic understanding of global issues and/or the cultures of other nations, which may include the use of non-English languages

Outcomes of Competency 1:

1. Students will be able to (SWBAT) read and learn about Day of the Dead in Spanish speaking countries and compare and contrast with the view of death in the US. (Chapter 2)
2. SWBAT read about Latin American superstitions and compare and contrast those to those in the U.S. (Chapter 4).
3. SWBAT compare and contrast problems that children encounter in Spanish speaking countries to those of children in the U.S. (Chapter 5)
4. SWBAT discuss advantages and disadvantages of frequent contact with extended family in both Spanish speaking countries and the U.S. (Chapter 6)
5. SWBAT compare and contrast eating habits between Spanish speaking countries and the U.S. (Chapter 7)

Competency 2:

Demonstrate the ability to adapt and apply multiple worldviews and experiences in addressing global problems

Outcomes of Competency 2:

1. SWBAT discuss the similarities and differences of waste management and pollution issues in Spanish speaking countries and the U.S.

Competency 3:

Demonstrate an understanding of different theoretical, cultural, and intellectual perspectives within a global context

Outcomes of Competency 3:

1. Students will be able to (SWBAT) read and learn about Day of the Dead in Spanish speaking countries and compare and contrast with the view of death in the US. (Chapter 2).
2. SWBAT read about Latin American superstitions and compare and contrast those to those in the U.S. (Chapter 4).
3. SWBAT compare and contrast problems that children encounter in Spanish speaking countries to those of children in the U.S. (Chapter 5).
4. SWBAT discuss advantages and disadvantages of frequent contact with extended family in both Spanish speaking countries and the U.S. (Chapter 6).
5. SWBAT compare and contrast eating habits between Spanish speaking countries and the U.S. (Chapter 7).

Competency 4:

Critical and analytical thinking: Demonstrate the ability to effectively apply reading, writing, critical thinking, and analytical skills to address significant issues in the natural and human world in a global context

Outcomes of Competency 4:

1. Students will attend a cultural event or read about a significant global issue.
2. Students will investigate a cultural phenomenon or significant issue in the Spanish-speaking world.

Schedule

FECHA	EN CLASE	LANGUAGE LAB
La semana de 17 de agosto- la semana del 24 de agosto	Proyecto: Mapa de memoria	
La semana del 1 de septiembre- la semana del 21 de septiembre	Capítulo 1 “El otro”, de <i>El libro de arena</i> , de Jorge Luis Borges -El presente del indicativo -El pretérito -La voz pasiva con se	Actividades de escuchar Podcast
	EXAM 1	Proyecto: Presentación personal
La semana del 28 del septiembre- la semana del 19 de octubre	Capítulo 2 “Un perro ha muerto” de <i>Jardín de invierno</i> , de Pablo Neruda -El imperfecto -El presente perfecto -El pluscuamperfecto -Los usos de ser y estar	Actividades de escuchar Podcast
	EXAM 2	Proyecto: Elogio- Día de los muertos

La semana del 26 de octubre – la semana del 16 de noviembre	Capítulo 3 “Viajes”, de <i>Historias de cronopios y famas</i> , de Julio Cortázar -Los verbos reflexivos -Los complementos directos e indirectos -Los verbos faltar, gustar, importar, molestar y parecer	Actividades de escuchar Podcast
	EXAM 3	Proyecto: Si fueras un fama/cronopio/esperanza en un terremoto
La semana del 1 de diciembre – la semana del 14 de diciembre	Semester project	
La semana del 5 de enero-	Capítulo 4 <i>Nada menos que todo un hombre</i> , Miguel de Unamuno -El presente del subjuntivo -El presente perfecto del subjuntivo	Actividades de escuchar Podcast
La semana del 25 de enero		
	EXAM 1	Proyecto: Programa de “Querida Abby”
La semana del 3 de febrero-	Capítulo 5 “El niño al que se le murió el amigo”, de <i>Los niños tontos</i> , de Ana María Matute -El futuro -El futuro perfecto -El condicional -El condicional perfecto -El uso de se	Actividades de escuchar Podcast
La semana del 24 de febrero		
	EXAM 2	Proyecto: Libro de niños
La semana del 1 de marzo-	Capítulo 6 -“La peste del insomnio”, <i>Cien años de soledad</i> , de Gabriel García Márquez -El imperfecto del subjuntivo -El pluscuamperfecto del subjuntivo	Actividades de escuchar Podcast
La semana del 22 de marzo		
	EXAM 3	Proyecto: Memes
La semana del 6 de abril-	Capítulo 7	Actividades de escuchar Podcast
La semana del 26 de abril		

	<p>-Como agua para chocolate, Laura Esquivel</p> <p>-Los mandatos</p> <p>-Otros usos del subjuntivo: el subjuntivo después de antecedentes negativos e indefinidos</p> <p>-El subjuntivo después de ciertos adverbios y conjunciones</p>	<p>La película: Como agua para chocolate</p>
	EXAM 4	-Proyecto: receta
La semana del 3 de mayo-	El proyecto de gran importancia	Presentaciones orales/Final
La semana del 17 de mayo		
	EXAM 5/FINAL	El proyecto de gran importancia