

## SPANISH 102-921 Beginners Spanish II

**Programa: Verano 2017** [Lecciones (6) 7 a 11]

Required text: *¿Cómo se dice...?* 10<sup>th</sup> edition (UBC Custom), Jarvis et al (Heinle, 2013), packaged with

Optional text: *¿Cómo se dice...?* 10th Edition eStudent Activity Manual (eSAM) [online workbook]  
(the book key for eSAM access comes packaged with the textbook)

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July 4: Introduction, review of basics from Lec 1-6

6.5 saber vs conocer

6.6 pronombres de objeto directo

July 6: Lección 7 *En un hotel*

7.1 pronombres de objeto indirecto

7.2 gustar

7.3 expresiones con hacer

July 11: 7.4 pretérito de verbos regulares

7.5 números ordinales

Qué dice Ud., Para conocernos mejor

**Writing Assignment 1** due: *¿Qué haces en el verano?*

July 13: **EJERCICIO**

Lección 8 *Haciendo diligencias*

8.1 Direct and indirect object pronouns

8.2 Pretérito de ser, ir and dar

July 18: 8.3 Pretérito de e>i, o>u

8.4 Por/para

8.5 Adverbs

Qué dice Ud., Para conocernos mejor

July 20: **EXAMEN I**

Lección 9 *Una cena de cumpleaños*

9.1 Construcciones reflexivas

9.2 Definite article uses

9.3 Possessive pronouns

July 25: 9.4 Formas irregulares del pretérito

9.5 Hacer for *ago*

Qué dice Ud., Para conocernos mejor

July 27: Lección 10 *Buscando apartamento*

10.1 El imperfecto de indicativo

**Writing assignment 2** due: *¿Dónde fue, qué hizo...?*

Aug 1: 10.2 Pretérito e Imperfecto

10.3 Special preterits

10.4 que/quien

Qué dice Ud., Para conocernos mejor

Aug 3: **EXAMEN II**

Lección 11 *En una agencia de viajes*

11.1 Subjunctive Mood 1

11.2 Subjunctive: volition

11.2 El modo subjuntivo: voluntad

Aug 8: 11.3 Subjunctive: emotion

Qué dice Ud., Para conocernos mejor

Aug 10: Repaso. Conclusión del curso

TBA: **EXAMEN FINAL**

### Grade Distribution

<b>Examen I</b>	<b>18%</b>
<b>Examen II</b>	<b>18%</b>
<b>Ejercicio (aural/written)</b>	<b>10%</b>
<b>Writing Assignments 1, 2 (2X20)</b>	<b>9%</b>
<b>Participation/Prep/Oral proficiency</b>	<b>10%</b>
<b>Examen Final</b>	<b>35%</b>
	<b>100</b>

### Please note:

**Attendance, preparation, and class participation are expected and will be a factor in grading (see over for more on this).**

**1. The course.** **Spanish 102 (3), Beginners Spanish II**, builds on the language skills acquired in Spanish 101, which is its prerequisite. The objective of the course is to involve students in personalized activities that require interactive communication while introducing them to language structures of increased complexity. Students describe common daily activities with reflexive constructions, report and describe past events, and express volition, within the context of common tasks (*en un hotel, haciendo diligencias, buscando apartamento, en una agencia de viajes*, etc.). The course includes grammatical explanations and group interaction. Evaluation is based on demonstrated proficiency in the use of pertinent vocabulary and basic structures by means of self-expression (oral and written) and functional translation. The course also attempts to promote cultural awareness.

**Spanish 102** is a **3-credit** course.

**Prerequisites:** Spanish 101. [Note: Some Spanish 11 programs may be considered equivalent to the combination of Span 101 and 102, hence students with Spanish 11 are technically eligible to take Spanish 102. Although this is possible, **it is not recommended** that students with Spanish 11 go right into Spanish 102 without taking Spanish 101.]

**2. Textbook and Online Workbook.** Spanish 102 uses the same textbook and Online Workbook as Spanish 101: *¿Cómo se dice...?* 10th Edition (UBC Custom Edition), Jarvis (Heinle 2013). It is the basis for all class activities.

When purchased new, the textbook comes packaged with (Quia) eSAM (electronic Student Activities Manual), an online workbook that includes audio components and other self-study tools. The use of this electronic learning tool on students' own time is optional, but will prove to be valuable in enhancing listening, speaking, reading and writing skills. When you purchase a new textbook package, you receive the **book key** which gives you access to an online component for the course: **the Quia/ eSAM (electronic Student Activities Manual)**. The [iLrn] eSAM is a good online activities program that provides immediate feedback and allows you to correct yourself and monitor your progress. **You will have to register** for this online course component following registration instructions and a course code provided by your instructor. The *Online Assignments* are recommended but not compulsory. I will post specific exercises weekly and track students' results. Most exercises are computer graded and monitored for completion. Students are also encouraged to seek other online testing services, some of which will be advertised via the course website.

**3. Assessment methods.** As indicated under "Mark Distribution" above, the assessment of student proficiency includes continuous testing and evaluation. In the *Exámenes* students can expect to: a) complete sentences [fill in the blanks] with appropriate verb forms, vocabulary items and/or other specific grammatical structures; b) answer personalized questions in written form based on the communicative themes and specific structures of the material at hand; c) write short paragraphs based on specific situations; and d) translate sentences or short paragraphs from English into Spanish. Translation in this context is text specific and deemed to be communicative in nature (conversation style; letter format). The *Final Examination* covers all the material dealt with in the term. The *Ejercicio* is a dictation-type (aural/written) exercise (dictation of short paragraphs, and dictation of questions to be subsequently answered in written form by students). The *Writing Assignments* are short (120 word) compositions on text-related topics. **It is the responsibility of the student to be present for all scheduled examinations.** Ignorance or forgetfulness are not considered to be acceptable excuses. Absences due to medical reasons will have to be substantiated.

**4. Preparation, participation and learning.** Students will also be evaluated on the quality of their daily preparation and participation and their progress in oral and communicative proficiency. The process of learning a foreign language involves factors like recognition, deduction, memorization, active practice and a positive predisposition. With the right attitude it can be an enjoyable and fruitful experience, but it does require a substantial amount of work. To do well in this course students can expect to have to do an average of 2 hours of homework per class hour. The success of the course relies to a large degree on advance preparation and active participation by students. In order to have productive class hours and thus derive maximum benefit from the material it is essential that participants have their daily assignments **prepared in advance.** **Attendance, preparation and class participation are expected and will be a factor in grading.** Please note that university policy is that **"regular and punctual attendance is a student obligation."**