

**OXFORD COLLEGE OF EMORY UNIVERSITY**  
**DIVISION OF HUMANITIES**  
**ELEMENTARY SPANISH II      Sec. 08A**  
**COURSE INFORMATION AND SYLLABUS**  
**SPRING 2004**

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**TEXTS:** Knorre, et. al. Puntos de partida: An invitation to Spanish. 5th edition. New York; McGraw- Hill, 1996.  
Arana. Workbook to accompany Puntos de partida. 5th edition.  
Sablo-Yates. Laboratory Manual to accompany Puntos de partida. 5th edition.

**COURSE DESCRIPTION:** Elementary Spanish II is an introduction to the basic skills needed to read, write, speak and comprehend Spanish. It is therefore a beginning-level integrated skills language course.

**OBJECTIVES:** The goals of this course are:

1. learning of basic linguistic units (words, idioms, verb forms, sounds) and grammar (rules which permit you to combine the units meaningfully);
2. practice in using linguistic units and rules to communicate primarily in speaking and listening, but also in reading and writing;
3. some study of the socio-cultural contexts in which Spanish is used.

**METHODS:**

**A.** There are four class meetings and two hours of independent language laboratory work required each week. The thorough preparation of grammar units and daily assignments in the textbook are to be done before and outside of class. The class hour is reserved primarily for hands-on practice so regular class participation and attendance is vital to succeeding in the course. All four major skills, speaking, listening, reading and writing will be used on a daily basis. In Elementary Spanish II we will review film in Spanish in its cultural context. You are required to be prepared for these class discussions.

**B.** For each chapter you are required to do all the workbook exercises unless otherwise instructed. Best results will be obtained by doing a couple of pages of the workbook each night, rather than doing the entire chapter the night before the quiz. **Late work will not be graded.**

**C.** The laboratory manual is designed to be used in conjunction with the language lab tapes which can be listened to in the lab.

## EVALUATION:

**Testing:** Exams include a midterm and a final and four tests. They cover vocabulary and grammar, as well as your ability to listen, read and write the language.

## Course grade :

The final grade in Spanish 102 will be determined in accordance with the following breakdown:

Workbook/Lab manual	15%
Participation/Presentation	15%
Tests (4)	35%
Midterm exam	15%
Final exam	20%

## Grade scale:

A =93-100	B+ =87-89	C+ =77-79	D+ =67-69	F =0-62
A- =90-92	B =83-86	C =73-76	D =63-66	
B- =80-82	C- =70-72			

## GUIDELINES:

1. Attendance. Given the emphasis that must be placed on participation and interaction in foreign language courses, the attendance policy for Spanish 102 is the following:

Students are required to attend **all** classes. You are allowed a **maximum of three** unexcused absences, which you should reserve for short illnesses and emergencies. *Each unexcused absence beyond these limits will result in the lowering of one point from the final course grade.*

Some excused absences are permitted. Your absence on religious holidays will be excused if you inform the instructor in advance. Your absence may be excused if you suffer a serious medical emergency, provided you obtain written confirmation from a doctor or dean. Your absence may also be excused in other extraordinary circumstances, provided you obtain a letter from a dean.

Remember that you are responsible for all material covered on days that you are absent. Regular classes will be held on the days preceding and following Fall and Thanksgiving recess without exception.

2. You must arrive on time and participate actively everyday.
3. Plan on studying at least 2 hours per day.
4. **NO MAKE-UPS** are allowed on tests and exams.

5. All students are bound in and outside of class by the Oxford College honor code.

6. This syllabus is subject to change. You are encouraged to consult with me at any time if you have any questions or concerns.

### HOW TO DO WELL IN THIS CLASS:

Spanish 102 is a communal undertaking. We will progress more efficiently both as a class and as individuals if we experience and live the classroom situation as a Spanish-speaking community in the becoming. These are just a few suggestions:

1. Prepare for active participation.
2. Pronounce new words repeatedly.
3. Study out loud.
4. Personalize vocabulary and make it relevant.
5. Learn from your mistakes as well as from those of others.

### PLAN DEL CURSO:

#### Enero

14 Presentación del curso. Repaso del pretérito.

16 Capítulo 8, pp. 253-260

19 *Martin Luther King Day. No hay clase.*

20 Capítulo 8, pp. 253-271

21 Capítulo 9, pp. 272-282

23 “ pp. 272-290

26 “ pp. 272-300

27 “ pp. 272-300

28 Repaso

30 Capítulo 10, pp. 301-312

#### Febrero

2 “ pp. 301-321

3 “ pp. 301-327

4 “ pp. 301-327

6 Repaso

9 *Quiz 1* (Capítulos 9 y 10)

10 Capítulo 11, pp. 328-336

11 “ pp. 328-339

13 “ pp. 328-352

16 “ pp. 328-352  
17 Capítulo 12, pp. 353-364  
18 “ pp. 353-374  
20 “ pp. 353-384

23 “ pp. 353-384  
24 Repaso  
25 *Midterm*  
27 Capítulo 13, pp. 385-395

### **Marzo**

1 Capítulo 13, pp. 385-399  
2 “ pp. 385-410  
3 “ pp. 385-410  
5 Capítulo 14, pp. 411-416

**8-12** *Spring Recess. No hay clase.*

15 Capítulo 14, pp. 411-421  
16 “ pp. 411-433  
17 “ pp. 411-433  
19 *Quiz 2* (Capítulos 13 y 14)

22 Capítulo 15, pp. 434-442  
23 “ pp. 434-445  
24 “ pp. 434-458  
26 “ pp. 434-458

29 Capítulo 16, pp. 459-465  
30 “ pp. 459-469  
31 “ pp. 459-483

### **Abril**

2 “ pp. 459-483

5 *Quiz 3* (Capítulos 15 y 16)  
6 Capítulo 17, pp. 484-494  
7 “ pp. 484-498  
9 “ pp. 484-506

12 “ pp. 484-506  
13 “ pp. 484-506  
14 Capítulo 18, pp. 507-516  
16 “ pp. 507-520

- 19      “              pp. 507-530
- 20      “              pp. 507-530
- 21      “              pp. 507-530
- 23      Repaso
  
- 26      *Quiz* 4 (Capítulos 17 y 18)
- 27      Repaso

**EXAMEN FINAL: Friday, April 30 (9:00-12:00)**