

PM

CHAMINADE UNIVERSITY OF HONOLULU
SPANISH 201 SYLLABUS FALL 1999
M,W,F
8:00-8:50 AM

INSTRUCTOR: Max Pavón, Ph.D.

OFFICE HOURS: Fridays from 9:00-10:00 AM- EIBEN HALL 118

E-MAIL: Max@hcc.Hawaii.edu

TEXTBOOK: *PUNTOS DE PARTIDA, An Invitation to Spanish., 5th Edition*
Gironés, Villarreal, McGraw Hill. With tapes and workbook

GOALS: The most important trend in the teaching/learning of modern foreign languages today is the strong emphasis placed on the acquisition of Oral Proficiency and fluency. Without neglecting the more traditional approaches entirely of grammar structures, verbal tenses and reading comprehension and writing, the most valuable objective and goal should be how well the student is able to speak the foreign language he/she has chosen to study for two or more years; how well he/she is able to communicate and function in real life situations.

The second major objective in the learning of a foreign language should be placed on cultural awareness of the geography, history, art, literature, folklore, civilization and values represented by the people who speak it, thereby exposing the learner to new ways, new worlds and different viewpoints from his own. We must no forget that we are in the business of educating young minds to try to see beyond their narrow perspectives by transporting them to new landscapes, new vistas and ways of seeing and perceiving the world, avoiding nationalistic value judgments in favor of true and genuine understanding of the different countries and peoples whose language we are engaged with by making it our subject of study.

SYLLABUS

Introduction to the vast and varied Spanish-speaking world. Origins of the Spanish language (*castellano*). Its unique difference from the other Romance languages unaffected by Basque and Arabic principally. Review all formal and informal forms of greetings and familiar salutations: *Vaya con Dios, Hola Buenos días, ¿Cómo está usted? Adiós, Hasta mañana!* Review thoroughly the Spanish phonetic sound system. Castilian and Latin American pronunciation differences: *casa/caza, sierra/cierra, cenado/senado etc.* The importance of correct phonetic production for words spelled the same in English and Spanish and other cognates: *hotel, ideal, original etc.*

SER vs. ESTAR: their multiple uses and meaning in Spanish. Importance of mastering the correct use of these two verbs in order to avoid misunderstanding and confusion. Review of general grammatical principles in Spanish: Nouns -- gender, number and general agreement. Exceptions of masculine nouns ending in *a* such as *clima, diploma, problema, tema etc.* Apellidos, apodos y nombres: *Juan García el tuerto, el ciego, el manco etc.*

SABER vs. CONOCER: Review the uses and meaning of these two verbs *¿Sabes cuántos son dos y dos? ¿Conoces a Pablo?* Dates and ordinal and cardinal numbers, days of the week and months of the year etc. Daily oral practice of dictados as a form of monitoring linguistic acquisition and comprehension. Short oral stories will be told and studied to stimulate conversation in Spanish. Also several documentaries and films in Spanish will be shown during the semester: *Carmen, El alma de España, Cabeza de Vaca,* to complement and aid students in a better overview of the Spanish language and culture.

GRAMMATICAL STRUCTURES:

CREER vs. PENSAR. The key verbs in Spanish regular and irregular verb forms, present, preterit, future, present perfect. Idiomatic constructions with **TENER, HACER, IR, GUSTAR vs. QUERER.** Prepositions: *para, por, de, desde, a, en, sobre, según, sin* etc. Direct and indirect object pronouns: *me, te, lo, la, le, nos, os, los, les, las.* Reflexive pronouns: *me, te se, nos, os, se.* Idiomatic phrases and some key Spanish proverbs which synthesize the essence and flavor of the language and culture: "*El hombre propone y Dios dispone*", "*Dime de qué alardeas y te diré de lo que careces*" etc,

CLASSROOM PROCEDURE:

Once enough linguistic material has been acquired, the classes will be conducted primarily in Spanish. Students are strongly encouraged to participate in the proactive oral activities as well as some solo and group presentation of textbook materials. Also students are encouraged to be punctual, limit their absences to a minimum number and bring no foods or beverages into class.

GRADING SYSTEM:

50% CLASS CONTRIBUTION & PARTICIPATION
25% TESTS & QUIZZES (ORAL AND WRITTEN)
25% HOMEWORK ASSIGNMENT COMPLETED.

DEFINING LEVELS OF ORAL PROFICIENCY:

It might be helpful to find and determine your actual level of foreign language proficiency as you begin this course, and compare it with the one at the end of the course following the United States Foreign Service/ Defense Language Institute rating system (Chart in the following pages.)