

# SPAN 102

## Elementary Spanish

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### *General Description*

**Introduction** Why should you be interested in studying Spanish? One reason is that Spanish is the fastest-growing language in the world and ranks third behind Chinese and English as the most widely spoken language. Another reason is that a second language is a valuable asset! Not only does it permit you to explore other countries and interact with new people, but most businesses today see a second language as an advantage. You may improve your opportunities for employment—in today’s international markets, a second language is becoming a necessity.

**Purpose of This Course** SPAN 102 is the second half of Elementary Spanish, an introduction to the Spanish language at UNC-Chapel Hill. The course assumes you are already familiar with the Spanish alphabet, many grammar constructions (present tense, object pronouns, possessives, comparatives and superlatives, and others), and have a good basic vocabulary that includes subjects such as time, dates, descriptions, and foods.

In SPAN 101 we worked almost entirely in the present tense and the *ir + a + infinitive* future. *Capítulo 6* introduced the regular preterit. This course will introduce you to the other tenses (irregular preterit verbs, past imperfect, and future) and the subjunctive mood as well as other grammatical elements, such as the reflexive *se*, formal and informal commands, and the *por* versus *para* issue. The focus of the course continues to be basic communication skills. We will also concentrate on building vocabulary skills.

Because you are not in a traditional classroom environment where you can practice your oral skills, **it is vital that you practice with the online audio program (included in the online textbook package) to develop listening and speaking skills.** If you can,

seek out a native speaker and practice some of the things we learn in this course. Remember, accents and vocabulary will vary between Spanish-speaking countries, much as English varies among the United States, England, Scotland, Ireland, Belize, and Australia. What you will hear on the *¡Arriba!* textbook audio program is primarily a Mexican or Caribbean Latin-American accent.

Additionally, this course is designed to provide you with information on Hispanic culture, emphasizing the diversity among Spanish-speaking countries. Most text chapters have sections that introduce Hispanic countries or regions along with cultural comparisons. We will read selections from literary works to help develop reading comprehension skills. These skills are especially important if you plan to pursue Spanish at the higher levels.

### **Required Texts and Materials**

This course uses an online textbook package called *¡Arriba! Comunicación y cultura*, 5th edition (2008), by Eduardo Zayas-Bazán and Susan Bacon, published by Prentice-Hall, and available online through MySpanishLab™.

To access the textbook package, you need to purchase the access code at **myspanishlab.com** (see instructions below). Once you have the access code, you can log on to [myspanishlab.com](http://myspanishlab.com) and access the following materials:

- an interactive version of the *¡Arriba!* text
- an interactive version of the *¡Arriba!* Student Activities Manual
- *¡Arriba!* audio and video programs.

**If you previously enrolled in SPAN 101**, you do not need to purchase another access code; you will have access to the online materials for twenty-four months from the time you first redeemed the access code. However, you *will* need to e-mail me at [caingram@email.unc.edu](mailto:caingram@email.unc.edu) to get a new course code. No additional purchases are required for SPAN 102 if you complete both SPAN 101 and 102 within twenty-four months.

### ***Purchasing the access code***

To purchase the access code, go to **myspanishlab.com**. You will need to **use Internet Explorer 6.0 or 7.0, or Safari 2.0** as your browser when accessing [myspanishlab.com](http://myspanishlab.com).

- Under “First-time users” click “Students.”
- Click “Student Registration Tutorial,” and it will guide you through the registration process.
- Enter “Univ of NC-Chapel Hill” as the school, and 27599 as the school zip code.


Once you purchase the access code, you will find instructions for using MySpanishLab.

Before beginning the course, *all* students will need to contact me at **caingram@email.unc.edu** to get the instructor’s course code for SPAN 102.

Students can also access the textbook from the publisher’s Web site at [www.prenhall.com/arriba](http://www.prenhall.com/arriba). Click on “Basic Companion Website Fifth edition” to access the audio activities from the text. You will need the latest version of RealPlayer to play the audio files. You can download RealPlayer for free by going to [www.real.com](http://www.real.com) and clicking the “Get RealPlayer Free” button.

***Accessing the Student User’s Guide***

To access the Student User’s Guide:

- Log on to [myspanishlab.com](http://myspanishlab.com).
- From the main page, click on the  **Course Content** link located in the dark gray bar near the top left of the screen.
- Click the **View All Content** tab located in the light gray bar directly below that.
- You will see the link for the **Student User Guide**. Click on it to read more detailed explanations and directions.

***Computer system requirements***

Make sure that your computer meets the following specifications:

Browsers (use one of the following)

- Internet Explorer 6.0 or 7.0
- Safari 2.0

Click “Tune up your Browser” on the MySpanishLab site to make the site’s features are fully functional.

Hardware

- Headphones or speakers, built-in or external
- Microphone, built-in or external

Plug-ins

- Java 1.4.2, 1.5, or 1.6
- Macromedia Flash
- Shockwave Player

Internet connection

- Recommended: High-speed broadband (cable or DSL)
- Minimum: 56K modem

Operating systems (one of the following):

- Windows 2000
- Windows XP
- Windows Vista
- Mac 10.4

Screen resolution

- 1024 x 768 for Windows
- 1280 x 960 for Mac 10.4

***Supplemental  
activities***

In addition to the activities assigned in this manual, you may find it very helpful to use the online tutorials, verb charts, diagnostic tests (pre-tests), and practice tests on the MySpanishLab site.

**Optional Texts**

A book you may want to consider purchasing is *501 Spanish Verbs* published by Barron’s Educational Series, Inc., which shows the conjugation of the 501 most commonly used verbs. This can be helpful when dealing with irregular verbs.

If you decide to invest in a Spanish-English dictionary, it is better to invest in a good one that explains the usages of words rather than providing a one-word direct translation. For example, in the back of *¡Arriba!*, in the Spanish section of the dictionary for the word *cierto*, you find two definitions—*certain* and *true*. But when you double-check *true* in the English section of the dictionary, you will find *de verdad*. This is an example of why you will want a more comprehensive dictionary. Your best defense against misusing a term is to double-check—look it up in English and then look up the definition in Spanish. Some dictionaries, such as the *Harper Collins Spanish-English Dictionary*, offer sample sentences to give you context and note if the word has different meanings in different Spanish-speaking countries. For example, in Cuba, *fajar* means “to fight or quarrel,” but in Uruguay it means “to tuck in your shirt”!

Another good book is *English Grammar for Students of Spanish: A Study Guide for Those Learning Spanish* by Emily Spinelli, published by The Olivia and Hill Press. This book explains the elements of English grammar. You may find the explanations of grammar terminology helpful when learning specific Spanish grammar points.

You may purchase these optional texts from the Higher Grounds bookstore at the Friday Center by visiting the bookstore in person, by mailing or faxing in the book order form located after this section of the manual, or by purchasing them online at <https://s4.its.unc.edu/HigherGrounds>.

## **Preparation of Assignments**

For each chapter we cover, you should complete all of the exercises in the textbook, even those you are not required to submit for grading. **For assignments you submit by mail, all answers should be written out in full sentences. If the assignment is a paragraph where you need to fill in blanks, please write out the paragraph and underline your answers.** This doesn't apply, however, to multiple-choice questions, which can be answered by simply writing the letter that represents the answer.

You should also do all of the exercises for each chapter in the Student Activities Manual on the MySpanishLab site. They offer you a chance to practice new vocabulary or grammar points. You can check your answers and gauge your progress since many of the exercises are computer graded.

The listening exercises in the "Mandatory Practice" sections of this manual are important as they provide you with critical oral practice. Spanish is a phonetic language, which means that once you have learned the sounds each letter represents, you will always know how to pronounce a word. Since the final exam will have a listening section in which you will have to listen to someone speaking in Spanish and respond to questions about what you hear, it is to your advantage to practice often with the audio program.

In addition to the assignments from the textbook and Student Activities Manual, you will complete two pronunciation tape assignments, two compositions, and two cultural assignments (a

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***Pronunciation tapes*** movie review and a final project). You will be required to record your reading of two short passages in Spanish. These pronunciation assignments are based on short passages from the audio program that correspond to the *¡Así es la vida!* sections of the *¡Arriba!* text. The recordings allow you to listen to native speakers and practice along with them before recording your own readings onto audio cassettes.

***Compositions*** The compositions will be short paragraphs on personal topics written in Spanish (roughly 300 words), in which you will use the verbs and constructions you have learned up to that point. The compositions should be written without any aids other than your *¡Arriba!* text and a dictionary.

***Movie review and final project*** There are two cultural assignments designed to help you learn about Latino culture. In a traditional classroom, I would invite native speakers to talk about their countries or I would show films and videotapes. In this self-paced course, your independent projects will allow you to explore different cultures and discover contributions made by Latino individuals.

### **Movie Review**

Your first cultural assignment will be to watch a Spanish movie and write a review based on it. See the Movie Review section in the back of this manual for more information on this project, including a movie list and guide. If you were enrolled in Self-paced Courses SPAN 101, you will be required to view a different movie for SPAN 102. I suggest that you first watch the film for the story and entertainment. Then review the movie guide questions in the Movie Review section and watch the film a second time before writing your paper. This paper should be typed, doubled-spaced, **written in Spanish**, and two to three pages in length. If you are unable to type foreign characters (accent marks and so on), then remember to add the marks by hand before submitting your final composition.

### **Final Project**

The second cultural assignment is your final project. I have provided a list of suggested activities in the Final Project section in this manual; choose one that interests you. You can be as creative as you like, including sketches, pictures, articles, and so on. Your final project should be typed, double-spaced, **written in Spanish**,

and a little longer than your movie review. If you have another idea for a final project, please submit your idea with your Lesson 5 assignment (or before) so I will have time to consider it. If you took SPAN 101 through Self-paced Courses, you will be required to select a different activity for SPAN 102.

**You can turn in these two cultural assignments at any time during this course, but they must be turned in before you take the final exam.** I suggest that you look at the assignments now and plan when you will complete them. If completing either one of these projects presents a hardship, please let me know with the first lesson's submission and we will come up with another project that might interest you.

**Grading** The written and oral assignments count for 75 percent of your final grade, and your final exam counts for 25 percent:

6 homework assignments.....	5 points each (30 points total)
2 pronunciation tapes.....	5 points each (10 points total)
2 compositions.....	10 points each (20 points total)
Movie review.....	5 points
Final project.....	10 points
Final exam.....	25 points

**Final Exam** The final exam covers all of the material in *Capítulos 7–12* of *¡Arriba!* This is not nearly as intimidating as it may appear—the material is progressive, building upon the earlier materials. Once you have a good grasp of the materials in *Capítulo 7*, you can apply these in *Capítulo 8*, and so on. The exam assumes that you have a good understanding of the grammar in *Capítulos 1–6*.

Since effective communication is our goal, creativity is a big part of the course. You will be asked to answer questions and write letters or paragraphs on certain topics or using certain expressions learned in this course. The vocabulary will come from the *¡Arriba!* text, but you may use Spanish vocabulary you have learned on your own.

An outline of the final exam structure is provided at the end of this manual. **The final exam is closed-book. No reference materials**

**A Final Note** **may be used during the final exam.**  
I have included several worksheets and handouts in this manual that emphasize and (hopefully!) clarify some grammar issues.

Although the *¡Arriba!* text includes *vosotros*, the plural form of *tú* in Spain, you will not be tested on it. It is good to practice using it in the exercises since you will probably read selections of literature from Spain. If you continue with SPAN 203, 204, and higher, you will be expected to recognize and understand this conjugation. However, Latin America and South America use *ustedes* to represent the second person plural—whether formal or informal—and so will I.

I hope you enjoy SPAN 102 and plan to continue your studies in Spanish. Remember, it's not just a class but an adventure in communication!

*¡Buena suerte!*