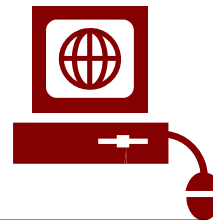


COURSE SYLLABUS – Fall 2009

## Spanish for Professionals (SIP) I

*For those new to the SIP program or who participated in the noncredit option who now wish to enroll for credit.*



**Web Enhanced  
Course!**

### **INSTRUCTOR OF RECORD & CURRICULUM COORDINATOR:**

Dr. Cristina Ortiz, Ph.D.  
Office: TH 373  
Phone: (920) 465-2450; E-mail: [ortizc@uwgb.edu](mailto:ortizc@uwgb.edu)

### **INSTRUCTORS:**

Ms. Karla Weibel; E-mail: [kweibel@greenbay.k12.wi.us](mailto:kweibel@greenbay.k12.wi.us)  
Ms. Amelia Canilho; E-mail: [canilho@charter.net](mailto:canilho@charter.net)

### **SCHEDULE:**

Saturdays, Sept. 26, Oct 10, Oct 24, Nov 14, Dec 5, 2009  
(8:30 –11:30 a.m.)

- Face-to-Face sessions meet on the UW-Green Bay Campus
- Online course instruction occurring in-between face-to-face class times. 30 hours of instruction. Computer and Internet access throughout duration of course required.

### **ENROLLMENT OPTIONS:**

#### Noncredit

Prerequisite: None

Fee: \$289

#### Two Undergraduate Credits

SPAN 110 Intro. to Spanish in the Professions I  
(2 credits; periodicity F, S and S; PREREQ: None)

SPAN 111 Intro. to Spanish in the Professions II  
(2 credits; F, S and Summer; PREREQ: Span 110 or equiv)

SPAN 112 Intro. to Spanish in the Professions III  
(2 credits; F, S and Summer; PREREQ: Span 111 or equiv)

SPAN 114 Intro. to Spanish in the Professions IV  
(2 credits; F, S and Summer; PREREQ: Span 112 or equiv)

SPAN 210 Intermediate Spanish in the Professions I  
(2cr; F, S and Summer; PREREQ: Span 114 or equiv)

SPAN 211 Intermediate Spanish in the Professions II  
(2cr; F, S and Summer; PREREQ: Span 210 or equiv)

SPAN 212 Intermediate Spanish in the Professions III  
(2cr; F, S and Summer; PREREQ: Span 211 or equiv)

Prerequisite: Must have graduated from a  
recognized high school

Tuition: \*\$551.14

#### Two Graduate Credits

Course # EDUC 695-9, 701 (#0592AG)

Prerequisite: Graduate Standing (Must  
have earned a bachelor's degree)

Tuition: \*\$883.98

\*Tuition amounts reflect the tuition for persons who qualify as a Wisconsin resident for tuition purposes. This amount includes student activity/segregated fees that are charged for on-campus courses. If you enroll for on-campus classes and off-campus classes during the same semester, you will be required to pay on-campus segregated fees for all classes.

**Description:** Spanish for Professionals (SIP) is designed to meet the changing needs of professionals who are in contact with Spanish-speaking customers. With front-line professionals in mind, including customer service representatives, call center employees, hospitality workers, bankers, social workers, teachers and health care workers, this program will give you the face-to-face practice time you will need to develop your Spanish language skills. At the same time, we give you the flexibility to do your assignments and learn with online supplementation!

Thirty hours of instruction will be overseen by UW-Green Bay Faculty member, Dr. Cristina Ortiz and classroom teachers Amelia Canilho and Karla Weibel. This class is offered for non-credit, 2 undergraduate credits and 2 graduate credits.

Every level will be accommodated - no prior experience required! The Saturday morning classes will be divided into proficiency groups. You will practice your language skills with each other at these Saturday classes.

**REQUIRED TEXTBOOK:** Jarvis, Ana. (2006). *Basic Spanish Grammar*. Houghton Mifflin.

**Responsibilities of the learner:** Because of the nature of this course, you must commit yourself to work independently and fulfill the duties set forth in this class including the completion of all assigned work in addition to attending and participating in all on-site meetings (5 total). While working individually you must maintain periodic communication with your instructor, who will monitor your progress and give you frequent feedback. You must send your instructor the completed homework by the deadlines indicated in this syllabus. Communicate to your instructor any questions, comments or concerns about this class.

**Preparation:** Learning a foreign language requires perseverance and practice. To successfully accomplish the goals set forth in this course, you must set aside a block of time where you will be able to study with no interruptions for a minimum of four hours per week. Read the syllabus and complete all the assigned work, practice listening and comprehension skills with the audio materials and submit your written work to the instructor in a timely fashion for feedback. In addition to your individual work, you will participate in three group sessions on the dates listed in this syllabus where you will review grammar points and practice conversational skills.

**Instructors Responsibilities:** Your instructor will communicate with you frequently via e-mail about your progress in the class. In addition, the instructor will address in person during the on-site teaching sessions any questions or concerns you might have.

## **COURSE REQUIREMENTS AND EVALUATION:**

### **Undergraduate Students:**

1. Submissions of Basic Spanish Grammar web exercises (30%)
2. Journal Entries (20%)
3. Attendance and participation at on-site sessions (30%)
4. Final Oral Exam 12/5/2009 (conversation) (20%)
- 100%

### **Graduate Students:**

1. Submissions of Basic Spanish Grammar web exercises (20%)
2. Journal Entries (20%)
3. Attendance and participation at on-site sessions (20%)
4. Final Oral Exam 12/5/2009 (conversation) (20%)
5. \*Research Paper (20%)
- 100%

**\*Graduate Students:** Graduate students will write a research paper (8-9 pages written in English) regarding a project for implementation in their professional field and relevant to the Spanish-speaking population they serve.

### **Graduate Credit Paper Guidelines:**

#### I) General Guidelines:

- (a) All papers must be typed and double-spaced (10 pgs. maximum)\*
- (b) A standard system for presenting footnotes and bibliographic information must be used (MLA preferred).
- (c) All papers should have a title page which includes your name, the name of the course, the topic of the paper, and the date submitted.
- (d) All papers should be proof-read.

\* There is room for creativity. If you have in mind creating a Power Point, web page or any other project that differs from a standard research paper, you can do so but talk to Cristina Ortiz about it prior to starting your work.

#### II) Criteria of Evaluation:

- a. Content:
  - the topic is well-focused and of appropriate scope
  - factual material is presented accurately
  - important and current material is presented
  - sound and sufficient research is demonstrated
  
- b. Organization:
  - the paper is clearly and logically organized

- c. Analysis:            -the paper shows clear and logical analysis  
                              - arguments are clearly analyzed  
                              -conclusions are justified

Your paper can be written in either English or Spanish. You will not be penalized for spelling mistakes or grammar errors if you decide to write it in Spanish. You can focus your research topic on an issue that is closely related to your professional experience. However, you must not only include personal experiences but also consult secondary literature, articles and sources of information and include those in your paper to support your arguments, clarify your points, and solidify your conclusion.

**Due Date:**       **Graduate papers need to be turned in no later than December 14, 2009 to [ortizc@uwgb.edu](mailto:ortizc@uwgb.edu)**

Class participation will be only given to those students who participate, speak Spanish in the classroom, and are prepared for class.

There are no-make up exams, no late homework will be graded or recorded. If you do not show up for the test, it will not count when the final grades are averaged. If you do not turn in your homework, you will not receive a grade.

## **GRADING SCALE:**

100-94 (A); 93-87 (AB); 86-83 (B); 82-76 (BC); 75-70 (C); 69-63 (D); 63-0 (F)

## **Wisconsin Standards for Teacher Development and Licensure:**

### **3. Teachers understand that children learn differently.**

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

### **6. Teachers communicate well.**

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

### **9. Teachers are able to evaluate themselves.**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

**10. Teachers are connected with other teachers and the community.**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

**Wisconsin Standards for Administrator Development and Licensure:**

5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

**Course Outline/Calendar for Beginner I and II Group**

**9/26/09**

**First on-site meeting**

8:30 am-9:30 am Class expectations and syllabus

9:30 am-10:30 am Grammar Review

10:30 am-11:30 am Conversational Practice

**9/28-10/3**

Complete Individual Work: (For this part go to: [www.college.hmco.com](http://www.college.hmco.com), then to “students;” next go to “go to your course” and then to “Spanish Textbook Websites.” Once you are there, click on “Get Online materials” and then on “Introductory Spanish,” select “The Basic Spanish Grammar Series” and then “Basic Spanish.”

Read pages 5-11 from your textbook and then

Complete Lección Preliminar I from [www.college.hmco.com](http://www.college.hmco.com)

1. Saludos y despedidas
2. Números cardinales 0-39
3. El alfabeto
4. Los días de la semana
5. Los meses del año
6. Los colores

Listen to In-text Audio mp3 Files

(Submit results to your instructor **by 10/2**)

**10/4-10**

Read pages 14-26 from your textbook and then

Complete Lección Preliminar II from [www.college.hmco.com](http://www.college.hmco.com)

1. Género y Número
2. Los artículos definidos e indefinidos
3. Pronombres usados como sujetos
4. El presente de indicativo del verbo ser
5. Usos de “hay”
6. Números cardinales 40-299

(Submit results to your instructor by 10/8)

**10/10 Onsite Meeting**

**10/11-17** Read pages 26-41 from your textbook and then

Complete Lección 1

1. The present indicative of regular –ar verbs
2. Interrogative and negative sentences
3. Forms and positions of adjectives
4. Telling time
5. Cardinal Numbers 300-1.000

Listen to In-text Audio mp3 Files

Write: a brief (3-4 sentence) composition describing yourself (submit).

Read [www.elpais.es](http://www.elpais.es) and write a summary in your journal about interesting news that has taken place in Spain today.

(Submit results to your instructor by 10/15)

**10/18-23** Read pages 42-54 from your textbook and then

Complete Lección 2

1. Agreement of articles, nouns and adjectives
2. The present indicative of regular –er and –ir verbs
3. Possession with *de*
4. Possessive adjectives
5. The personal *a*

Listen to In-text Audion mp3 Files

Write: a brief composition (3-4 sentences) describing your day.

Read [www.lajornada.mx](http://www.lajornada.mx) and write a summary in your journal of a cultural event taking place in Mexico. (Submit results to your instructor by 10/22)

**10/24 Onsite Meeting Repaso Lección 1-2 and práctica de conversacion.**

**10/25-31** Read pages 54-65 from your textbook and then

Complete Lección 3

1. The irregular verbs *ir*, *dar*, and *estar*
2. Ir a + infinitive
3. Uses of the verbs *ser* and *estar*
4. Contractions

Listen to In-text Audio on mp3 Files

Watch: “A quick walk through the *mercado central* in Antigua (Guatemala)” in <http://www.xeni.net/trek/2006/12/guatemala-market-report.html> and describe in your journal as many things/actions as you can from what you see in the short clip.

(Submit results to your instructor by 10/29)

- 11/1-7** Read pages 66-71 from your textbook and then  
Complete Lección 4
1. The irregular tenses of *tener* and *venir*
  2. Expressions with *tener*
- Listen to In-text Audio on mp3 Files  
Watch: The Global Good: Volunteer Vacationing in Honduras  
<http://www.youtube.com/watch?v=H1WYF0-K8r8>  
Write in your journal: What is the purpose of this visit to Honduras? What are they doing? What is your opinion to international volunteering?  
(Submit results to your instructor by **11/5**)
- 11/8-13** Read pages 71-80  
Complete Lección 4
3. Comparative forms
  4. Irregular comparative forms
- 11/14** **On site meeting. Repaso leccion 3 y parte de 4.**
- 11/15-21** Read pages 80-87 from your textbook and then  
Complete Lección 5
1. Stem-changing verbs (e:ie)
  2. Some uses of the definite article
- Listen to In-text Audio on mp3 Files  
Find: a Spanish conversation group in your community and participate for a least half hour.  
Describe topics discussed in your journal.  
(Submit results to your instructor by **11/19**)
- 11/22-28** Read pages 87-91  
Complete Lección 5
3. The Present Progressive
  4. Ordinal Numbers
- Listen to In-text Audio on mp3 Files  
Find: a Spanish conversation group in your community and participate for a least half hour.  
Describe topics discussed in your journal.  
(Submit results to your instructor by **11/26**)
- Complete “¿Cuánto sabe Ud. ahora? Lecciones 1-5
- 11/29-12/4** **Review for exam**
- 12/5** **On site meeting. Repaso y práctica de conversación. Exámen Oral.**

**Course Outline/Calendar for Intermediate and Advanced Groups**

- 9/26/2009**      **First on-site meeting**  
8:30 am-9:30 am Class expectations and syllabus  
9:30 am-10:30 am Grammar Review  
10:30 am-11:30 am Conversational Practice
- 9/27-10/3**      Complete Individual Work: (For this part go to: [www.college.hmco.com](http://www.college.hmco.com), then to “students;” next go to “go to your course” and then to “Spanish Textbook Websites.” Once you are there, click on “Get Online materials” and then on “Introductory Spanish,” select “The Basic Spanish Grammar Series” and then “Basic Spanish.”
- Read pages 92-99 of your textbook and then  
Complete      Lección 6 from [www.college.hmco.com](http://www.college.hmco.com)  
1. Stem-changing verbs (o:ou)  
2. Affirmative and negative expressions  
3. Pronouns as objects of a preposition  
4. Direct object pronouns
- Listen to In-text Audio mp3 Files  
(Submit results to your instructor by **10/1**)
- 10/4-10/9**      Read pages 114-119 from your textbook and then  
Complete      Lección 7 from [www.college.hmco.com](http://www.college.hmco.com)  
7. Stem-changing verbs (e:i)  
8. Irregular first-person forms
- Listen to In-text Audio mp3 Files  
(Submit results to your instructor by **10/8**)
- 10/10**      **On-site Meeting**
- 10/11-17**      Read pages 120-128 from your textbook and then  
Complete      Lección 7 from [www.college.hmco.com](http://www.college.hmco.com)  
9. **Saber** contrasted with **conocer**  
10. Indirect object pronouns
- Listen to In-text Audio mp3 Files
- Write: a brief (3-4 sentence) composition describing your daily routine.  
Read [www.elpais.es](http://www.elpais.es) and write a summary in your journal about interesting news that has taken place in Spain today. (Spanish)  
(Submit results to your instructor by **10/15**)

- 10/18-23** Read pages 128-132 from your textbook and then  
Complete Lección 8
6. **Pedir** contrasted with **preguntar**
  7. Special construction with **gustar, doler, and hacer falta.**

Listen to In-text Audion mp3 Files

Write: a brief composition (3-4 sentences) describing your preferences.

Read [www.lajornada.mx](http://www.lajornada.mx) and write a summary in your journal of a cultural event taking place in Mexico. (Spanish)

(Submit results to your instructor by **10/22**)

- 10/24/09** **On-site meeting. Repaso Lección 6-8 and práctica de conversacion.**

- 10/25-31** Read pages 132-137 from your textbook and then  
Complete Lección 8
5. Demonstrative adjectives and pronouns
  6. Direct and Indirect object pronouns used together

Listen to In-text Audio on mp3 Files

Watch: [www.youtube.com/watch?v=Dg6Ucj5d4HQ](http://www.youtube.com/watch?v=Dg6Ucj5d4HQ)

Write: A description of what you see in the streets of Havana.

Listen: to Cuban poet Nicolas Guillén recite “Balada de los dos abuelos” in [www.cervantesvirtual.com](http://www.cervantesvirtual.com) and resuma con sus propias palabras el poema.

(Submit results to your instructor by **10/29**)

- 11/1-7** Read pages 144-149 from your textbook and then  
Complete Lección 9
1. Possessive pronouns
  2. Reflexive constructions

Listen to In-text Audio on mp3 Files

Watch: [www.youtube.com/watch?v=1ohsk6QuZN4](http://www.youtube.com/watch?v=1ohsk6QuZN4) Barbara Walters interview Venezuelan president Hugo Chávez.

Write a description of Chávez and his relationship with the US.

(Submit results to your instructor by **11/5**)

- 11/8-13** Read pages 149-161  
Complete Lección 9
1. Command Forms: **Ud.** and **Uds.**
  2. Uses of object pronouns with command forms.

- 11/14**            **On-site meeting. Repaso Leccion 8-9 and practica de conversacion.**
- 11/15-21**        Read pages 162-168 from your textbook and then  
Complete        Lección 10  
                      5. The preterit of regular Verbs  
                      2. The preterit of **ser, ir, and dar**
- Listen to In-text Audio on mp3 Files  
Find: a Spanish conversation group in your community and participate for a least half hour.  
Describe topics discussed in your journal.  
(Submit results to your instructor **by 11/19**)
- 11/22-28**        Read pages 168-175  
Complete        Lección 10  
                      6. Uses of **por** and **para**  
                      7. Seasons of the year and weather expressions.
- Listen to In-text Audio on mp3 Files  
Find: a Spanish conversation group in your community and participate for a least half hour.  
Describe topics discussed in your journal.  
(Submit results to your instructor by **11/26**)
- Complete “¿Cuánto sabe Ud. ahora? Lecciones 6-10
- 11/29-12/4**     **Review for Exam**
- 12/5/09**        **On site meeting. Repaso y práctica de conversación. Exámen Oral.**