

SPANISH 1-BEGINNING SPANISH (4 UNITS) SCHD#71066-71067/ Fall 2016

M-F 1:03-2:01pm (fifth period), M-F 2:07-3:05pm (sixth period)

Classroom 805/802 Sanger High School

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Spanish 1 Course Description (Catalog):

Beginning course in conversational and written Spanish for non-native speakers; intended for students without previous exposure to Spanish. It is an introduction to pronunciation, vocabulary, idioms, grammar, basic composition, and exploration of the cultures of Spain and Latin America and the Hispanic cultures of the US. (See pg. 4 of this syllabus for Student Learning Outcomes and Objectives as per the Reedley College Credit Course Outline, Spanish 1.)

Spanish 1 Course Description (for this particular section):

This course stresses *communication skills* in Spanish. Much of the practice work will be done in pairs. The goal is for beginning students to acquire minimal conversational ability in Spanish. By the end of the semester you will have studied the present and past tenses. In the process, you will learn certain cultural details. For example, you will learn that there are two ways of saying "you" in Spanish, and they are not interchangeable. It is assumed that you are in this class because you want to learn how to communicate in Spanish. You will not have developed that ability completely by the end of the semester, but you will be surprised at how many communicative skills you will have acquired!

Method of instruction:

Every effort will be made to make this class student-centered. That is, an activity will be modeled, and then you will work in pairs and small groups to assimilate the vocabulary and structures under consideration. You should make every effort to speak only Spanish and to prepare for the classroom learning activities. *Partners who speak English will be separated.*

Specific course goals and objectives:

1. To develop your "survival" language skills.
2. To develop sensitivity to differences and similarities in cultural issues.
3. By the end of the semester, you will be able to: a. when shown a drawing of several actions, describe what is happening b. discuss your habits, vacation plans, describe your home, friends/family c. interview other students to find out their experiences d. tell about your daily routine: the 20-30 things you do in a normal day e. describe other persons and things using appropriate adjectives f. tell some important things you did yesterday, or last summer. **Required:**

1. **¡ADELANTE! UNO** (2nd Edition. Blanco, José A., Vista Higher Learning, Boston, MA, 2015) and a new/ unused ***Supersite*** code for Internet access. This is **not** the same as the *webSAM* code, which IS available online BUT we do not use it. Do not purchase a used book –

it won't have a valid unused code. It is NOT possible to purchase this code separately online.

2. Additional handouts from instructor.
3. Three-ring binder or spiral notebook for taking notes, writing homework assignments, and keeping handouts.
4. Audio headsets for use in the computer lab.
5. Spanish/English dictionary or access to the Internet.
6. One USB memory stick.

Tests and Grades: Your final grade will be based on six elements:

Participation and Preparation 30%: Participation in class is necessary in order to obtain an "A" or "B" grade. Since the emphasis is on development of oral abilities in Spanish, the student must be an active participant. Points are determined by active, on task participation impaired or group activities, arriving in class with homework prepared, volunteering and being prepared when called on, arriving to class on time, etc. Points will be deducted when students are not on task (i.e.: using English).

Homework 10%: Homework will be assigned daily and it represents 10 percent of your final grade. It is due the next session at the beginning of class and ***will not be accepted late***. NO EXCEPTIONS! You may miss up to *two* homework assignments without penalty (ex. sick days, etc.). In addition, you will be working with the *¡Adelante! Uno*Supersite, and you are to ***submit the on-line assignments by the assigned due date***. The Lab Manual portion of our work text is due to the instructor at the beginning of the class ***the day of the chapter exam***, and will be part of this grade as well. Note: you will be required to bring the audio headsets to the computer lab on our assigned date. Not having your audio headsets during lab time will result in a deduction of 20 points from your homework grade (an equivalent of two homework assignments!).

Written Exams 30%: Five chapter tests will be given throughout the semester. These will be at the end of each lesson, approximately every two to three weeks. See tentative schedule. NO MAKE-UP EXAMS ARE GIVEN. Pop quizzes may also be given as part of this grade and may not be announced in advance.

Oral Exams 10%: An oral midterm and an oral final will be administered. These exams will be structured as impromptu group presentations.

Portfolio Assignments 10%: Throughout the semester, you will be given portfolio assignments. These may include creating a booklet describing and illustrating a passage from your daily life, writing and illustrating a poem or short story, researching and presenting to class an aspect of the Hispanic culture, writing a movie critique etc. Deadline dates as well as further instructions will be provided throughout the semester. No late portfolios will be accepted unless there is an excused absence.

Final Exam 10%: The final exam is not comprehensive; it will only cover Capítulos 5 & 6. The exam may be written or oral or a combination of both- this will be announced ahead of time. It is your responsibility to be in class to receive this information. *Exams may be graded on selected items or all items.*

Class attendance: Since the emphasis of this class is in development of oral abilities in Spanish, you must be in class to acquire those skills. Regular attendance is required. Roll will be taken at the beginning of each class period. The teacher reserves the right to drop a student if he/she has excessive absences. More than three absences are considered excessive absences.

Tardies: You will be marked absent if you are tardy. So, after class (not during class; please do not interrupt class time with this) be sure to see the instructor and change the absence to a tardy. Also, tardiness is disruptive to the class.

Grading scale: 100-90%= A 80-89%= B 70-79%= C 60-69%= D below 60%= F

Your grade will be determined by the following:

Homework	10%
Written Exams	30%
Oral Exams	10%
Portfolio	10%
Final Exam	10%
Participation and Preparation	30%

Study Hints

1. Whenever you study, do it orally. Pronunciation will improve if you practice aloud.
2. Don't feel you have to sit at a desk to study. Try using the new words to describe people and things you see as you walk or drive.
3. As you prepare for class, get to the point where you can say the utterances without looking at the book.
4. Where possible, study with a classmate.

Other:

- If you have special needs as addressed by the Americans with Disabilities Act (ADA) and/or need course materials in alternate formats, notify me immediately. Reasonable efforts will be made to accommodate your special needs.
- Make sure to **turn off** all cell phones and **Ipads**. They are an interruption during class time. **Points will be deducted from your participation grade (oral performance grade) if you are using your cell phone/Ipad during class.** In case of an emergency, inform me prior to the beginning of class.
- **NO** food or drinks in class. Bottled water is acceptable.

- The *¡ADELANTE!* work-text we will be using in the class offers a great Supersite. Go to www.vhlcentral.com, register, and you will find a wide range of online resources including interactive activities, audio, and video.
- Cheating and disruptive behavior are intolerable in an academic environment and may result in an automatic F and/or dismissal from class. Copying someone else's homework or having someone do your assignments for you is cheating.

COURSE OUTCOMES

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- A. engage in conversation applying “survival skill” Spanish outside of the classroom in a variety of contexts within the limits of personal language experience. These contexts include meeting people; describing oneself; talking about family, friends, pastimes and habits; making plans.
- B. choose, evaluate and apply the correct usage of basic vocabulary and grammatical structures to express ideas, describe present events, ask simple questions, and be able to respond both verbally and in writing to simple questions.
- C. read and understand specific pieces of information from authentic, graphically-represented text such as ads, short magazine or newspaper articles.
- D. meet and get to know native speakers of Spanish through face-to-face contact, personal correspondence, the Internet, or through travel.
- E. have a greater understanding and appreciation of the diversity of Hispanic cultures and the products of these cultures.

COURSE OBJECTIVES

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- A. understand and interact in simple spoken Spanish within the range of vocabulary topics and structures covered in this course.
- B. recognize and employ new vocabulary and grammar structures in order to communicate ideas both verbally and in writing, in the present tense.
- C. understand basic written texts using contextual clues, vocabulary recognition, grammar knowledge, cognates, and inferences.
- D. review, recall and use previously learned vocabulary and grammatical structures while continuing to augment and expand this base of knowledge.
- E. compare and contrast the target language and culture with the language and culture of the U.S.
- F. demonstrate a low beginner level of proficiency in the five skills as mandated by the competency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL): listening comprehension, speaking, reading, writing and an understanding of the people and cultures of Spanish-speaking countries.

