

**SPANISH 1 BEGINNING SPANISH (4 UNITS) SCHD# 53854/Fall 2018**

Mon-Thu 8:00-8:50 AM Forestry, Engineering, & Math, Room 7  
Friday (Lab) 8:00-8:50 AM Forestry, Engineering, & Math, Room 7

**PROFESSOR: MARÍA ELVIRA HERNÁNDEZ**

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*Office Hours: By Appointment only*

**Spanish 1 Course Description (Catalog):**

Beginning course in conversational and written Spanish for non-native speakers; intended for students without previous exposure to Spanish. 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. 7 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 (to download and save activities [lab manual activities] from the *supersite* course)

**Tests and Grades:** Your final grade will be based on the following elements:

**Oral Performance 20%:** 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 in paired 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). **If you miss a class day, you won't receive participation points, resulting in the loss of 5 pts.**

**Homework 15%:** 1) You will be required to work on the workbook assignments and Lab Manual activities and turn that homework the day of chapter exam. It is due at the beginning of class and ***will not be accepted late***. NO EXCEPTIONS! 2) 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***. Exercises are done online and involve reading, audio and video-based materials. Exercises will be completed and turned in online, as assigned by your instructor, using the *Supersite* course content delivery system. Your instructor collects the grades electronically. You will be required to complete exercises during the lab day. 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. Because the main objective of these exercises is practice, grading is largely based on completion of assigned tasks. Most of the online exercises are scored immediately upon submission and you receive instant feedback on your work. If you receive a low score, you can re-do the exercise as many times as you wish until you earn a score you're satisfied with! That will be the grade that counts for our class.

**Written & Oral exams 40%:** 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. The tests may be written or oral or a combination of both- this will be announced ahead of time. ***Tests may be graded on selected items or all items.*** Pop quizzes may also be given as part of this grade and may not be announced in advance.

**Portfolio Assignments 15%:** 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 Capítulo 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:** Regular attendance is *Mandatory*. Since the emphasis of this class is in development of oral abilities in Spanish, you must be in class to acquire those skills. Roll will be taken at the beginning of each class period. Attendance and participation in class activities are essential to learning. The teacher reserves the right to drop a student if he/she has excessive absences. More than **three** (3) absences are considered excessive absences. **Each absence over this number will result in your final grade percentage being lowered by 1.** For example, if a student has 92%, at the end of the semester, and was absent 7 times without formal documentation, the final grade percentage would be lowered by four (7-3 = 4). Thus the student would receive an 88%, or B, for the course. Please plan your schedule to arrive on time. Tardiness and leaving class early are disruptive to instructor and class alike; therefore any combination of 2 tardies and/or early departures from class will count as 1 absence and lower your final grade accordingly. Documentation to excuse an absence may be a note from a doctor or authorized medical staff that specifies the dates of the absence(s) as the dates on which doctor's office or hospital visits occurred, or when the student was ordered not to attend school. It can also be a note from clergy for a family emergency, or from the Athletic Director's office in cases where the student participates in college-sanctioned sporting events.

**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 /Computer lab assignments	15%
Written & Oral exams	40%
Portfolios	15%
Final Exam	10%
Oral Performance	20%

## **Important Dates**

**August 24** (F) Last day to drop a Fall 2018 full-term class for full refund

**August 31** (F) Last day to register for a Fall 2018 full-term class in person

**August 31** (F) Last day to drop a Fall 2018 full-term class to avoid a "W" in person

**September 2** (SU) Last day to drop a Fall 2018 full-term class to avoid a "W" on WebAdvisor

**September 3** (M) **Labor Day Holiday** (no classes held, campus closed)

**September 14** (F) Last day to change a Fall 2018 class to/from Pass/No-Pass grading basis

**October 12 (F)** Last Day to drop a full-term class (letter grades assigned after this date)  
**November 12 (M) Veterans Day** observed (no classes held, campus open)  
**November 22-23 (Th-F) Thanksgiving holiday** (no classes held, campus closed)  
**December 10-14 (M-F)** Fall 2018 final exams week

**Final exam date: Monday, December 10, 2018 from 8:00 to 9:50 AM.**

### 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. Also, at the beginning of the semester you can register for tutorial help.

### 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. 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 during class.* In case of an emergency, inform me prior to the beginning of class.
- The *¡ADELANTE!* work-text we will be using in the class offers a great Supersite. Go to [www.vhlcentral.com](http://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.

#### ACADEMIC DISHONESTY STATEMENT:

“Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.” (RC Catalog page 44)

\*Schedule is subject to change. Test date changes will be announced. It is your responsibility to be in class to receive this information.





*Recuerda... “El que habla dos lenguas, vale por dos.”*

TENTATIVE SCHEDULE

DATE	Topic	Assignment due
<b>WEEK 1</b> Aug. 13-17	Presentation/ Syllabus; Lección #1 Greetings; courtesy expressions; Nouns and articles; numbers 0-30	
<b>WEEK 2</b> Aug. 20-24	present tense of “ser”; telling time; cultura, panorama  <b>Exam / Lección #1</b>	Workbook pgs. 39-46 Lab Manual activities pgs. 55-60
<b>WEEK 3</b> Aug. 27-31	Lección #2: classroom objects; days of the week, academic subjects; present tense of <b>-ar</b> verbs;	
Sept. 3	<b>Labor day</b> -No classes	
<b>WEEK 4</b> Sept.4-7	forming questions in Spanish; present tense of <b>estar</b> ; numbers 31 and higher	
<b>WEEK 5</b> Sept. 10-14	<b>Exam / Lección #2</b> Lección #3: the family; identify people; professions and occupations;	Workbook pgs. 99-107 Lab Manual activities pgs.117-122
<b>WEEK 6</b> Sept. 17-21	descriptive adjectives; possessive adjectives; present tense of <b>-er</b> and <b>-ir</b> verbs; <b>tener</b> and <b>venir</b> ; panoramas	
<b>WEEK 7</b> Sept.24-28	<b>Portfolio assignment #1, due</b> <b>Exam / Lección #3</b>	Workbook pgs. 161-169 Lab Manual activities pgs. 179-184
<b>WEEK 8</b> Oct. 1-5	Lección #4: pastimes; sports; present tense of <b>ir</b> ; stem-changing verbs;	
<b>WEEK 9</b> Oct. 8-12	verbs with irregular <b>yo</b> forms; lectura; escuchar; panoramas	
<b>WEEK 10</b> Oct. 15-19	<b>Exam / Lección #4</b>	Workbook pgs. 221-229 Lab Manual activities pgs. 239-244
<b>WEEK 11</b> Oct. 22-26	Lección #5: Travel and vacation; months of the year; seasons and weather; ordinal numbers	
<b>WEEK 12</b> Oct.29 - Nov. 2	<b>Estar</b> with conditions and emotions ; <b>ser</b> and <b>estar</b> with adjectives; direct object nouns and pronouns;	
<b>WEEK 13</b> Nov. 5-9	lectura; panoramas; review for exam 5	
Nov. 12	<b>Veterans Day</b> observed (no class)	
<b>WEEK 14</b> Nov. 13-	<b>Exam/ Lección #5</b> <b>Portfolio Assignment #2</b> due	Workbook pgs. 283-290 Lab Manual activities pgs. 299-304

16	(vacaciones)	
<b>WEEK 15</b> Nov. 19-21	Lección #6: Clothing and shopping; colors; adjectives; <b>saber y conocer</b> ; indirect object pronouns;	
Nov. 22-23	<b>Thanksgiving break</b>	
<b>WEEK 16</b> Nov. 26-30	Preterite tense of regular verbs; Demonstrative adjectives and pronouns, Panoramas; <b>Review for final exam</b>	
<b>WEEK 17</b> Dec. 3-7	<b>Portfolio Assignment #3</b> due	

Unannounced quizzes will be administered throughout the semester.

**FINAL EXAM:  
Monday, December 10, 2018  
From 8:00 to 9:50 AM.**

\*Schedule is subject to change. Test date changes will be announced. It is your responsibility to be in class to receive this information.

**VI. 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.

**II. 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.

Reedley College

Course Syllabus and Expectations

Fall 2018

Class

Sec

Hours & Days

Instructor

Spanish 1

53854

Mon-Fri 8:00-8:50AM

María Elvira Hernández

### CONTRACT

I, \_\_\_\_\_, have read carefully and fully understand the syllabus and expectations for this course.

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(date)

.....

### Questionnaire

Phone number \_\_\_\_\_ Email \_\_\_\_\_

Have you taken any Spanish classes before? (Choose one)

---never before \_\_\_\_\_

---in high school \_\_\_\_\_ how many years? \_\_\_\_\_

---speak Spanish at home \_\_\_\_\_

Do you speak any languages other than English?

Why have you chosen Spanish now? (Please be frank.)

What are your career objectives?

What are your hobbies or special interests?

What are your expectations for this course? What would you like to gain from it?

Do you have any special needs or circumstances, or is there anything else you would like me to know about?

Keep in mind this is a four-unit course and requires a considerable investment of time outside of class (two hours of study for every hour of class time).