

SPANISH 1~ BEGINNING SPANISH (4 UNITS) SCHD# 52598 ~ Spring 2018

Daily 2:00pm-2:50

MWF Room LAL #2

Tu Th Room: LAL #1

PROFESSOR: IBETH GARCÍA

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Welcome to Spanish class! ¡Bienvenidos a la clase de Español 1!

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.*



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

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. Purchase the book at the college bookstore or at: www.vistahigherlearning.com/store/reedley.htm
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:

Oral Performance 15%: 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).

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 worktext 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 class daily. 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 & Oral exams 45%: 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 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.

5 a day (5 al día) 10%: Every day as you walk into the classroom there will be a "5 al día" activity up in the projector, or as indicated. You are to complete the appropriate information in a sheet provided. "5 al día" sheets will be collected every two weeks.

Final Exam 10%: The final exam is not comprehensive; it will only cover Capítulo 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 & Oral exams	45%
Portfolio	10%
Final Exam	10%
Oral Performance	15%
Warm-up Activities	10%

Important Dates

January 15 (M) Martin Luther King, Jr. Holiday (No classes)

January 19 (F) Last day to request an Enrollment Fee Refund

January 26 (F) Last day **to register** for a full-term class for Spring 2018

January 26 (F) Last day **to drop** a full-term class to avoid a "W" (in person) for Spring 2018

January 28 (SU) Last day **to drop** a full-term class to avoid a "W" (on WebAdvisor) for Spring 2017

Feb 16-19 (F-M) Presidents' Day (Lincoln and Washington) Holiday (No classes)
Important Dates—cont.

March 9 (F) Last day to drop (in person) a Spring 2017 full-term class:
(letter grades will be assigned after this date)

March 26-29 (M-Th) Spring Recess (no classes, campus open)

March 30 (F) Spring Holiday observed (no classes, campus closed, classes reconvene April 2)

May 14-18 (M-F) Spring 2018 final exams week

Final exam date: Monday, May 14, 2018 from 2:00pm-3:50 pm

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 and remove ear buds when you come into class. 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.** If this becomes a problem, you will be asked to leave. 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, 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.**

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



Week	Chapter	Material covered	Exams / Holidays
Jan. 8-12	Lección 1 Hola, ¿qué tal?	Greetings and leave-takings Identifying yourself and others Expressions of courtesy	
Jan. 15-19		1.1 Nouns and articles 1.2 Numbers 0–30 1.3 Present tense of ser 1.4 Telling time	Monday, Jan. 15—MLK— No classes
Jan. 22-26		Panorama: Estados Unidos y Canadá	<u>Friday, Jan. 26: Exam Lesson 1</u>
Jan. 29-Feb. 2	Lección 2 En la universidad	The classroom and academic life Fields of study and academic subjects Days of the week Class schedules	
Feb. 5-9		2.1 Present tense of -ar verbs 2.2 Forming questions in Spanish 2.3 Present tense of estar 2.4 Numbers 31 and higher	
Feb. 12-16		Panorama: España	<u>Thursday, Feb. 16: Exam Lesson 2</u> Friday, Feb. 16: No classes— Presidents' Holiday
Feb. 19-23	Lección 3 La familia	The family Identifying people Professions and occupations	Monday, Feb. 19: Presidents' Holiday: No classes

Tentative Schedule

Feb. 26-Mar. 2		3.1 Descriptive adjectives 3.2 Possessive adjectives 3.3 Present tense of -er and -ir verbs 3.4 Present tense of tener and venir Panorama: Ecuador	
Mar. 5-9	Lección 4 Los pasatiempos	Pastimes Sports Places in the city	<u>Wednesday, March 7: Exam Lesson 3</u> Thursday, March 9: Start Lesson 4
Mar. 12-16		4.1 Present tense of ir 4.2 Stem-changing verbs: e > ie, o > ue 4.3 Stem-changing verbs: e > i 4.4 Verbs with irregular yo forms	

Mar. 19-23		Panorama: México	<u>Friday, March 23:</u> <u>Exam Lesson 4</u>
Mar. 26-30			No classes: Spring Recess
April 2-6	Lección 5 Las vacaciones	Travel and vacation Months of the year Seasons and weather Ordinal numbers	
April 9-13		5.1 Estar with conditions and emotions 5.2 The present progressive 5.3 Ser and estar 5.4 Direct object nouns and pronouns	
April 16-20		Panorama: Puerto Rico	<u>Friday, April 20: Exam Lesson 5</u>
April 23-27	Lección 6 ¡De compras!	Clothing and shopping Negotiating a price and buying Colors More adjectives	
May 30-4		6.1 Saber and conocer 6.2 Indirect object pronouns 6.3 Preterite tense of regular verbs 6.4 Demonstrative adjectives and pronouns	
May 7-11		Panorama: Cuba	
May 14-18		FINAL WEEK	<u>Spanish 1 Final:</u> <u>Monday, May 14, 2018</u> <u>2:00pm—LAL #1</u>

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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.

Class
Spanish 1

Sec Hours &Days
52598 / Daily 2:00pm-2:50

Instructor
Ibeth García

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).