

# SPANISH 1~ BEGINNING SPANISH

Welcome to class! *¡Bienvenidos a la clase de español!*

SPRING 2024 / T&TH 10:00am-11:50am Room: SOC# 30 & Asynchronous Hybrid

Section: 53147 / 5 Unit Course / Instructor: Franchesca Amezola

## COURSE OVERVIEW



This is a beginning course in conversational and written Spanish for non-native speakers; it is intended for students without previous exposure to Spanish. Students will be introduced to the pronunciation, vocabulary, idioms, grammar, basic composition, and they will explore the cultures of Spain, Latin America and the Hispanic cultures of the US. ADVISORIES: English 1A or 1AH. (A, CSU-GE, UC, I).

## What You Will Learn

Throughout the course, you will develop language skills in Spanish, will gain a sensitivity to differences and similarities in cultural issues, and by the end of the semester, you will be able to:

1. when shown a drawing of several actions, describe what is happening.
2. discuss your habits, vacation plans, describe your home, friends/family.
3. interview other students to find out their experiences.
4. tell about your daily routine: the 20-30 things you do in a normal day.
5. describe other persons and things using appropriate adjectives.
6. tell some important things you did yesterday, or last summer.

## Computer Readiness

- This Spanish course requires you to access the text and other class materials online, to watch videos, record videos, make voice recordings and many other things that require an updated computer. Bring your own laptop or Chrome Book to class. It will be needed on a daily basis for in-class activities. The campus library has very limited availability of laptops this semester and they can only be checked out overnight, not for the entire semester.

## Required Materials

- Laptop or Chromebook to bring to class. Since you need to read and type, a smartphone or iPad will not work for class exercises and activities. A laptop is a must!
- Webcam, microphone, speakers and earphones/pods.
- A FREE Open Educational Resource will be used in this course. NO need to purchase a text!

## Grading and Evaluation

**This course is not self-paced.** All assignments, discussions, oral activities, quizzes, etc. are to be completed no later than 11:59pm PST/PDT on the date indicated.

### Amount of Work

This is a 5-unit course and the workload reflects that. For every unit, about two hours of work are required outside of class time. You will be reviewing grammar tutorials and completing various activities in class or online to reinforce what you are learning. You will also spend time completing compositions, discussions, lesson quizzes, and preparing for oral presentations, the final exam; this will require on average about **10 hours a week, outside of class time.** Depending on your computer skills and understanding of the materials, the amount of time spent on the class may vary, as you become acquainted with class procedures.

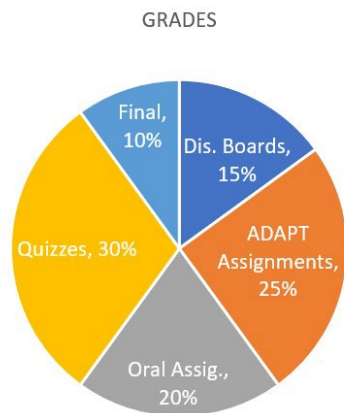


Figure 1 Amount of Work

Assignment	Percentage of Total Grade
Compositions / Discussion Boards	15%
ADAPT Assignments	25%
Oral Assignments	20%
Lesson Quizzes	30%
Final Exam	10%
<b>TOTAL</b>	<b>100%</b>

Table 1 Grading Scale

### Grading scale

A = 90-100%	B = 80-89%	C = 70-79%	D = 60-69%	F = 59% and below
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### ADAPT Assignments

The FREE homework platform that we will use in class is called ADAPT from LibreTexts. The first time you access the site you will need to enter an Access Code, which I will provide to you. You will also be asked for your Student ID. The site wants to ensure that you are a student at Reedley College enrolling

in the course. You will only be asked for this information the first time you access the site. This will ensure that your Canvas shell is linked to the ADAPT platform from then on. As a reminder, we are using a FREE Open Educational Resource as the text for the course. It is a Spanish 1 remix from LibreTexts. Know that ADAPT assignments have formative activities that will assess your listening, reading and writing assignments. You will also watch cultural videos and read articles, and you will answer comprehension questions.

- You weekly ADAPT Assignments **need to be submitted every Sunday night by 11:59 pm PST/PDT** and new ones will be assigned every Monday morning.



## In-class and ADAPT Oral Assignments

Communicating in the target language is an important goal to the class. We will have many opportunities to practice this skill throughout the semester. Exposure and repetition are key. Throughout the modules, you be required to complete **speaking/video assignments** in-class or in ADAPT, individually or with a partner(s). These assignments will be scaffolded to help you communicate using the newly acquired language skills. They will be graded with a rubric that evaluates task completion, comprehensibility, pronunciation, intonation, as well as vocabulary and grammatical accuracy.

**IMPORTANT!** Try your own personal best in oral assignments. Online, it is very easy to tell when someone is cheating on camera. It is easy to see eyes moving across a screen or looking down or side to side to check your notes, so please don't try it. There is a zero tolerance for cheating. Prepare for the assignments and look directly into the camera. I do not want to have to give anyone a zero if I suspect that you are cheating. Check Modules for online Oral Assignments due dates.

- **Failure to complete these oral assignments will result in an F in the course regardless of the other points earned!**

**IMPORTANT!** The Oral Assignments, which require you to record your voice, will receive a grade of zero (0) if you record surrounding noise such as music or other people speaking in the background, rather than your own voice with appropriate responses. Additionally, if your recording demonstrates that someone in the background helped you with an assignment or if you record vulgar language, disciplinary actions will be initiated for academic dishonesty and/or misconduct done on your part.



## Canvas Compositions / Discussion Boards

Compositions / Discussion Boards will be assigned in Canvas throughout the semester. Your grade will be based on the breadth and accuracy of grammar and vocabulary, and your correct use of punctuation and accents.

**IMPORTANT!** The use of machine translators for graded assignments is prohibited and constitutes academic dishonesty unless expressly allowed for a particular assignment by the instructor. Please consult the grading rubric on each assignment. Check Modules for Compositions / Discussion Boards due dates.

## Canvas Quizzes



You will be taking Quizzes at the end of *every chapter*. These are designed to match the objectives and student outcomes, and may include listening comprehension, vocabulary, grammar, reading comprehension, culture, and/or writing. You will take these quizzes in-class on Canvas. These are timed quizzes, and you will have only one attempt to complete during assigned days (please see calendar). If you don't complete the quiz by the deadline, you will receive a grade of 0 on the quiz. **I do not allow students to make up quizzes.** Check full semester schedule for Canvas Quizzes dates.

## Canvas Final Exam



At the end of the semester, you will complete a final exam on Canvas that will cover the main topics of Chapters 1-6. **I do not allow students to make up the Final Exam.** Check full semester schedule for the Final Exam date.

## Office Hours and Communication Policy



zoom



My **office hours** are a time that is reserved for you. You can make an appointment or just contact me at these times.

- Monday 1:00pm-3:00pm (On campus: CCI #213)
- Wednesday: 1:00pm-2:00pm (On campus: CCI #213)
- Thursday 12:15pm-1:00pm (On Campus: CCI #213)
- Friday: 9:00am-10:00am (Zoom Hours)
- Or by appointment via Zoom/phone call

There are three ways to contact me:

- Email [franchesca.amezola@reedleycollege.edu](mailto:franchesca.amezola@reedleycollege.edu) I'll try to respond to your email within 24 hours.
- Canvas Inbox. Like email, I'll respond to you within 24 hours, usually less.
- Zoom Office <https://cccconfer.zoom.us/j/5082362525> Log in and I'll receive a message that you are waiting for me. I'll join you in a minute or so and we can talk face-to-face on our screens.

Besides office hours, I'm often available Monday through Friday, 8 a.m. – 5 p.m. If you contact me on Saturday or Sunday, I will reply on Monday.

## Drop and Attendance Policy

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 two absences are considered excessive absences, so you will be dropped then.** In case of an emergency (ex: car accident, heart attack, ill with Covid-19, etc.) contact me immediately via Canvas Inbox. Documentation will be needed as proof of your emergency. If you are tardy, you will be marked absent. 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. Contact me if you have any concerns about your class attendance. I want to help you be successful in this class.

## Late Work Policy

You will know the due dates of assignments and exams for this class well in advance. All work, however, must be completed on time. Extra work or makeup work will not affect your grade. For ADAPT Assignments *only* you have a one-day grace period. You may submit those assignments late, but will receive a 10% deduction on those grades. After that date, grades will be entered on Canvas. No exceptions. No late Quizzes or Final Exam accepted. If you have an emergency, contact me *before* the due date. Examples of emergencies constitute a car accident or a heart attack. A planned vacation or a birthday party do not fall into an emergency category.

## In need of a tutor?

You may always talk to me during office hours. I am here to help you learn, but you can also work with a tutor from the Learning Center. [Watch this video](#) on information about online tutoring. This is the [Tutor Matching Service](#) that connects you with online tutors. Check it out! We are here to help you.



## Disabilities

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. We have [Disabled Student Programs and Services](#) on campus. Reasonable efforts will be made to accommodate your special needs.

## Netiquette

Online etiquette is extremely important. We must show respect to one another at all times. Rudeness and disrespect will not be tolerated in this course. Please recognize that communication is rather "flat" online where we cannot see and hear each other. So be cautious when using sarcasm or negative statements. Familiarize yourself with "smileys," online icons that show emotion, so that you lessen the risk of offending the person you are trying to communicate with. Whenever possible, give constructive criticism and treat others the way you would like to be treated. Click [HERE](#) for more information about netiquette.

## General Notes on Assignments and Academic Honesty

- Usage of English: For assignments, you should only use English when it is EXPLICITLY requested. If a language is not specified, use Spanish.
- Accented Characters: Make sure to use accents marks when needed, as they constitute an important part of the language, and your grade will be affected if you do not include them. Become familiar with the device (laptop, Chromebook) you will use in class, and learn how to include them.
- Original Work: The assignments represent opportunities for you as a student of Spanish to demonstrate your acquired knowledge of the material we have covered. Your work should be wholly original, and only your instructor should provide feedback and corrections on it. While you may use online dictionaries to look up words and expressions, you may NOT use online translators to translate whole sentences. Assignments that contain structures that have not been covered in the course or phrases that have been copied from elsewhere will only receive partial credit. In some cases, if appropriate, you will be asked to redo the assignment. Academic dishonesty also includes cheating or using unauthorized devices during quizzes, exams or the preparation of writing projects.

- Material that is generated using generative **Artificial Intelligence is not considered original**. Using generative Artificial Intelligence tools to create material without the knowledge and consent of the instructor is considered plagiarism. If conversely, the use of AI is encouraged for a specific assignment, I will communicate this with you in advance. Otherwise, egregious cases of cheating will be forwarded for disciplinary action. Penalties for academic dishonesty range from an “F” on an assignment to dismissal from the course and/ or the college.

## Equity Is Important

Outside of instructional requirements, there are two key goals for me with this class. My first goal is to celebrate the diverse nature of our college and community. I will do my best to present materials and activities that are respectful and celebratory of this diversity including: gender identify, sexual orientation, ability, age, socioeconomic status, residence status, ethnicity, race, nationality, religion, linguistic background, and culture.

My second goal is that all students feel welcome, have their needs met, and feel respected both in and outside of this class. I will work to create a classroom atmosphere of trust and safety to meet this goal. But I will need your help in this work. It is critical that each of us show respect for all worldviews expressed in class whether it be by a classmate or via class materials, even and especially when we may not agree or may not feel comfortable with those views. Please let me know if something is said or done in or out of the classroom, by myself or other students, that is troubling or causes discomfort or offense. We should never ignore these situations and in some cases, we can use these situations as a learning experience. If you’re not comfortable talking with me directly, please feel free to email or message me through Canvas or contact your counselor or another trusted faculty member to help with the conversation.

Please remember that this does not mean that this is a safe place for hate speech, racism, prejudice, stereotyping, sexism, ablism, ageism, or other comments/actions that intentionally hurt people. These comments will not be tolerated and may be reported.

We have some great resources on campus to help make Reedley College as welcoming as possible, please take advantage:

- Contact Todd Davis, Title IX Coordinator, if you feel you have been discriminated against based on sex, experienced sexual harassment, or sexual violence. (Find website for [Title IX link here!](#))
  - [Todd.davis@reedleycollege.edu](mailto:Todd.davis@reedleycollege.edu) or 559-494-0359
- Contact Darlene Murray, Student Equity Coordinator:
  - [Darlene.murray@reedleycollege.edu](mailto:Darlene.murray@reedleycollege.edu)
- Complete the Student Complaint form: used by students to report on an unauthorized or unjustified act by an employee. This form can be cumbersome, feel free to reach out to me or a counselor for help.
  - [Student Complaint Form](#)
- Visit [Reedley College’s Racial Equity and Anti-Racism website](#) to view Reedley College’s Anti-Racism Statement and resolutions passed by Reedley College’s Academic and Classified Senates, and access equity resources.



## Important dates

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

January 19 (F) Last day to drop a Spring 2024 full-term class for full refund

January 26 (F) Last day to register for a Spring 2024 full-term class in person with add authorization

January 26 (F) Last day to drop a Spring 2024 full-term class to avoid a “W” in person

January 28 (SU) Last day to drop a Spring 2024 full-term class to avoid a “W” on Self-Service

January 28 (SU) Last day **to add** a Spring 2024 full-term class with add authorization on Self-Service

Feb 16-19 (F-M) Presidents’ Day Holiday (Lincoln and Washington) (No classes)

**March 8 (F) Last day to drop a Spring 2024 full-term class: (letter grades will be assigned after this date).** See pg. 3 of the [Academic Calendar 2023-2024](#) for additional information.

March 25-29 (M-Th) Spring Recess (no classes, campus open)

March 29 (F) Spring Holiday observed (no classes, campus closed, classes reconvene April 1)

May 13-17 (M-F) Spring 2024 Final Exams Week

**SPANISH FINAL: In-Class Final / Tuesday, May 14, 2024, at 10:00am in SOC#30.**

## SPANISH 1 COURSE OUTCOMES:

After the completion of this course the student will be able to:

1. recognize and comprehend basic spoken Spanish within a limited range of contexts at the low beginner level of competency.
2. orally produce comprehensible sentences and phrases in Spanish to respond appropriately to questions, initiate and sustain simple conversations, or describe people, places and activities at the low beginner level of competency.
3. read, identify and comprehend specific pieces of information from selected short readings and authentic, graphically-represented text such as ads or short magazine articles.
4. construct simple sentences and compose basic paragraphs applying correct usage of basic grammatical structures to express ideas at a low beginner level of competency.
5. demonstrate knowledge and appreciation of the diversity of Hispanic cultures and the products of these cultures.

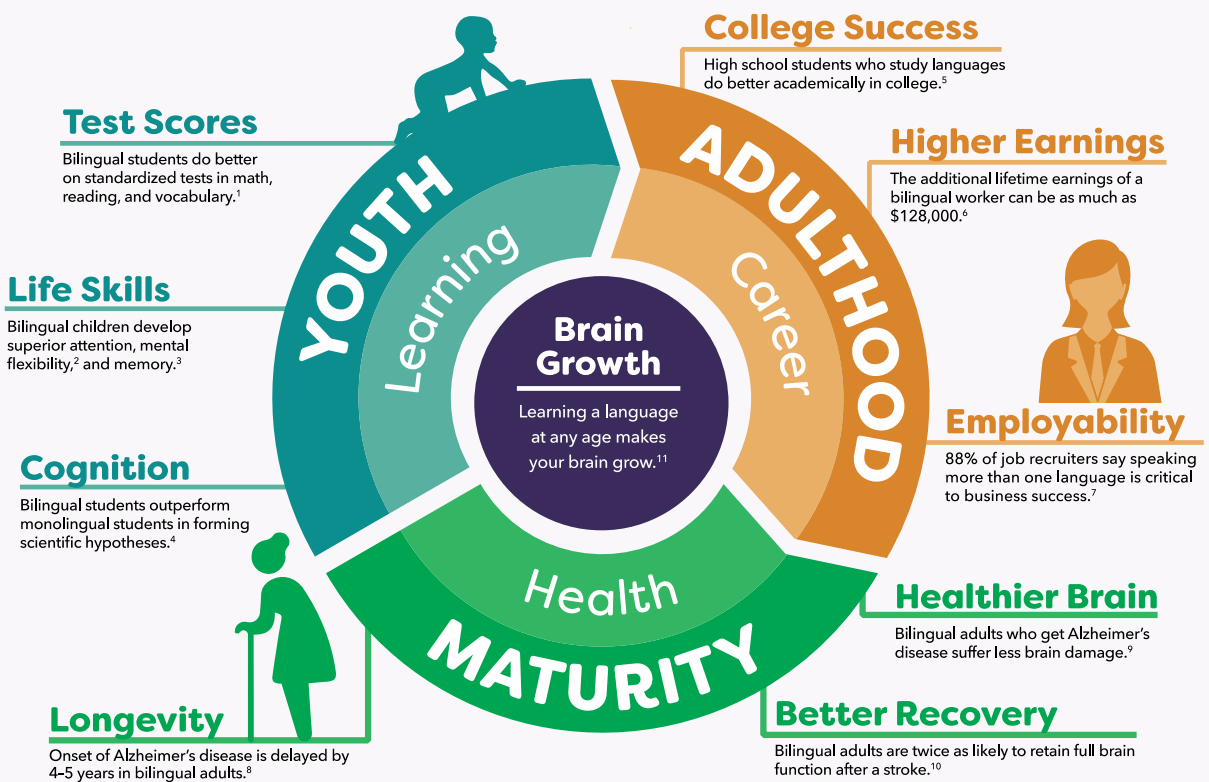
## SPANISH 1 COURSE OBJECTIVES:

In the process of completing this course the student will:

1. comprehend and interact in simple spoken Spanish within the range of vocabulary topics and structures covered in this course. These topics include meeting people; describing oneself and others; talking about family, friends, daily activities and pastimes; and making plans.
2. recognize and employ new vocabulary and apply the correct usage of basic grammatical structures in order to communicate ideas, describe events, ask simple questions, and respond, both orally and in writing, to questions in the present tense.

- comprehend basic written texts using contextual clues, vocabulary recognition, grammar knowledge, cognates, and inference.
- review, recall and use previously learned vocabulary and grammatical structures while continuing to augment and expand this base of knowledge.
- compare and contrast the target language and cultures with the language and cultures of the U.S.
- demonstrate a low beginner level of competency in the five skills as mandated by the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL): listening comprehension, speaking, reading, writing and a basic knowledge and appreciation of the people and cultures of Spanish-speaking countries.

## BENEFITS OF LANGUAGE LEARNING



Sources:  
 1. www.theatlantic.com/health/archive/2014/10/more-languages-better-brain/381193/  
 2. www.ncbi.nlm.nih.gov/pubmed/26402219  
 3. www.ncbi.nlm.nih.gov/pubmed/26712798  
 4. www.actfl.org/advocacy/what-the-research-shows/studies-supporting#hypothesize  
 5. www.actfl.org/advocacy/what-the-research-shows/studies-supporting#collegeperformance  
 6. www.economist.com/node/21598844?fc=sci/tw/tb/ed/languagestudywhatisforeignlanguageworth  
 7. www.monster.com/career-advice/article/value-of-spanish-in-workplace  
 8. www.theguardian.com/technology/2011/jun/12/ellen-bialystok-bilingual-brains-more-healthy  
 9. www.theguardian.com/technology/2011/jun/12/ellen-bialystok-bilingual-brains-more-healthy  
 10. www.livescience.com/52660-bilingual-languages-stroke-recovery.html  
 11. www.sciencedaily.com/releases/2012/10/121008082953.htm

Photo Credit: <https://www.mla.org/Resources/Advocacy/Infographics/Infographic-Benefits-of-Language-Learning>

Welcome to class! You will enjoy learning Spanish and about the Hispanic cultures. ¡Bienvenidos!



General Tentative Schedule—See Individual Modules for Detailed Assignments Due Dates

Week	Chapter	Material covered	Exams/ Assignments/Holiday
Jan. 8-12 Week 1	<b>Welcome Week !</b>	Course Information & Student Resources	Complete : Email, Canvas notifications, Syllabus Quiz, Introductions Assignment. See Module 1 for details. Start Cap. 1.
Jan. 15-19 Week 2	<b>CAPITULO 1</b>	Greet people in Spanish Say goodbye Identify yourself and others Vocabulario- ¡Bienvenidos a la clase! Vocabulario- Números 0-31 Vocabulario- La universidad	<i>MLK Jr. Day Holiday:</i> Monday, Jan. 15: No classes
Jan. 22-26 Week 3		Vocabulario- El alfabeto Gender of nouns Definite and indefinite articles The verb form hay Oral: 1L Listening Comprehension Cultura: Reading Comprehension Putting It Together	<b><u>EXAM Capítulo 1</u></b>
Jan. 29- Feb. 2 Week 4	<b>CAPITULO 2</b>	Days of the week and months La fecha Cultura: Reading Comprehension Personal Pronouns Present tense of Ser / Ser + de Números 30-100	
Feb. 5-9 Week 5		Vocabulario: Los colores Adjetivos descriptivos Concordancia de adjetivos Oral: 2L Listening Comprehension El verbo Estar + preposiciones / ¿Dónde? Cultura: Los hispanos en los Estados Unidos Putting It Together	<b><u>EXAM Capítulo 2</u></b>

Feb. 12-16 Week 6	<b>CAPITULO 3</b>	Palabras interrogativas El verbo tener Expresiones con tener / Tener + que	<i>Presidents' Day Holiday:</i>
Feb. 19-23 Week 7		Verbos regulares con -ar Cultura: 3R Reading Comprehension Tarea: Estudio en el extranjero Composición: Mi presentación	Fri.-Mon., Feb. 16-19: No classes
Feb. 26- Mar. 1 Week 8		Verbos regulares de -er and - ir Oral: 3L Listening Comprehension Putting It Together	<b><u>EXAM Capítulo 3</u></b>
Mar. 4-8 Week 9	<b>CAPITULO 4</b>	La hora: ¿Qué hora es? and ¿A qué hora es...? Vocabulario- Navegando la ciudad El verbo ir Ir + a + infinitivo Vocabulario-viajar: Los modos de transporte Cultura: 4R Reading Comprehension	<b><u>Friday, March 8:</u></b> <b><u>LAST DAY TO DROP</u></b> <b><u>(letter grades will be assigned</u></b> <b><u>after this date).</u></b>
Mar. 11-15 Week 10		Composition: Mi compañero/a de clase El verbo gustar Gustar + infinitivo El verbo gustar + sustantivos / Querer y gustar Composition: ¿Qué música te gusta?	
Mar. 18-22 Week 11		Present tense: irregular verbs in "yo" Oral: 4L Listening Comprehension Vocabulario: La universidad Cultura: La universidad Putting It Together	<b><u>EXAM Capítulo 4</u></b>
Mar. 25-29	Spring Recess	Spring Recess	No classes

Apr. 1-5 Week 12	<b>CAPITULO 5</b>	Vocabulario: La familia Los posesivos / ¿Cuántos? y ¿quién o quiénes? Verbos con cambio de raíz (e-ie) Verbos con cambio de raíz (e-i) Tarea: El fútbol es más que un deporte para mi familia Cultura: 4R Reading Comprehension	
Apr. 8-12 Week 13		Tarea: La diversidad en las familias Verbos con cambio de raíz (o-ue) Presentación Oral: Mi pasatiempo / deporte favorito Los números 101 + Vocabulario: Partes del cuerpo Vocabulario: Enfermedad y salud	
Apr. 15-19 Week 14		Composition: ¿Cuáles son las preguntas? Los verbos reflexivos Oral: 4L Listening Comprehension Putting It Together	<b><u>EXAM Capítulo 5</u></b>
Apr. 22-26 Week 15	<b>CAPITULO 6</b>	Los países y las nacionalidades Vocabulario: La comida Los objetos directos Cultura: 5R Reading Comprehension Vocabulario: Adjetivos de emoción y condición Estar + emociones	
Apr. 29- May 3 Week 16		Oral: 5L Listening Comprehension El presente progresivo Saber y Conocer	

May 6-10 Week 17		Ser y Estar El pretérito regular Cultura-Camino de Santiago Putting It Together Repaso de los capítulos 1-6	<b>Review for Final Examination</b>
May 13-17 Week 18	<b>FINALS WEEK</b>	Spanish 1 Final Exam	<b><u>Spanish 1 Final Exam:</u></b> <b><u>In-Clas Final:</u></b> <b><u>Tues. May 14 at 10:00am SOC#30</u></b>

\*Schedule is subject to change. Test date changes or any modification to the course will be announced. It is your responsibility to read any announcements posted on Canvas.