Section #: 53174
Meeting Days/Times: 12:00AM-12:00AM

Start Date: 2024-01-08 - End Date: 2024-05-17

Term: 2024SP
Room: WEB WEB

5.00 units

Welcome Message

I am delighted to welcome you to Spanish 1! I want you to know that I will support you every step of the way. **Communication**is key to help you succeed in this course. I want to create an environment where you feel welcome, respected and recognized. Throughout 18 weeks you will explore the language and culture of different Spanish-speaking countries.

Instructor

Name: Maria Gonzalez Mercado

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Office Location/Hours: Email and Canvas Inbox

Division Office Phone: (559) 638-3306

Office Hours: Monday- Friday

Course Description

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).

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.
3. comprehend basic written texts using contextual clues, vocabulary recognition, grammar knowledge, cognates, and inference.
4. review, recall and use previously learned vocabulary and grammatical structures while continuing to augment and expand this base of knowledge.
5. compare and contrast the target language and cultures with the language and cultures of the U.S.
6. 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.

Student Learning 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.

Required Texts/Materials

Laptop or Chromebook, 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!

Attendance Policy

**Attendance:**Students will be dropped from class if they fail to attend the first-class session of the semester. There are no institutionally approved excused absences for any reason. Only your instructor may excuse an absence. Absences caused by personal engagements, transportation delays and business affairs will not be excused, nor will absences from class to complete registration or add/drop activities. The faculty places strong emphasis on attendance... (continues).

Drop Policy

Students will be dropped from class if they fail to attend the first-class section (week 1). Also, students are responsible to drop themselves from course if they don't wish to continue.

Drop Deadlines Spring 2024

Last Day to Add 01/28/24

First Day to Drop 01/08/24

Last Day to Drop (No W assigned) 01/28/24

Last Day to Drop (W assigned) 03/08/24

Holidays

Martin Luther King Jr. Day (Campus Closed) 01/15/24

Lincoln Day (Campus Closed) 02/16/24

Washington Day (Campus Closed) 02/19/24

Spring Break 03/25/24 - 03/29/24

Exams and Assignments

**25% Homework** Your homework assignments are due every Sunday, by 11:59 p.m., as stated in each module in Canvas. Late homework will lose 3% for each day it's late. Your practice activities include recognition of information, listening to audio to check for understanding, writing activities that check for grammar correction, matching of terms to help you retain vocabulary, to name a few. Take the time to review to help you enjoy your learning experience, otherwise, if you don’t recognize information you may get asked to keep working on an activity which might frustrate you and discourage you. You will use ADAPT LibreTexts Plataform to do your homework/practice activities.

**20% Tests**After every 2 sections, you will take a test except for the first unit. 1,  2&3, 4&5,  6&7, 8&9,  and 10&11

**15% Peer interactions:**You will have weekly discussions to prove what you learn. In these discussions you will interact with your peers to share ideas and opinions.

**15% Writing Activities** You will have writing assignments at a basic level on information and topics introduced. It is important that you keep up with the grammar and vocabulary presented to help you write simple sentences that are grammatically correct. The same is recommended for those who already speak Spanish, since the type of Spanish required for this class is academic Spanish, versus conversational Spanish.

**10% Oral Assignments:**These are individual assignments. I will provide scenarios and topics for you to talk about. You will need to record yourself on a video talking using the target language for at least 2:00 minutes.

**15% Final Test:**At the end of the semester, you will complete a final exam on Canvas that will cover the main topics of Module 1 to Module 11. I do not allow students to make up the Final Exam. Check full semester schedule for the Final Exam date.

Accommodation for Students with Disabilities

Reedley College is committed to creating accessible learning environments consistent with federal and state law. To obtain academic adjustments or auxiliary aids, students must be registered with the DSP&S office on campus. DSP&S can be reached at (559) 638-0332 and is located in Building A. All information is kept confidential. If you are already registered with the DSP&S office, please provide your Notice of Accommodation form to me as soon as possible, preferably during the first two weeks of class.

**Your success is important to me.** If your accommodation includes taking the tests in the DSP&S office, it is your responsibility to make an appointment to take the test on or before the day and time of the in-class test and to inform me of the appointment.

Please contact me as soon as possible if you have any questions.

Grading Scale

**GRADE—You will see your grade updated weekly in Canvas, section of Grades.**The number of assignments may vary according to the pace of the course. Any changes will be notified.

90-100% A 89- 80% B 79-70% C 69 -60% D Below 59% F

Make Up

Make -ups will be giving only in a case of an emergency with proper documentation.

Late Work

Students will lose 3% for each day is work late. However, late work won't be accepted after 7 days.

Academic Dishonesty Policy

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. 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.

**Cheating**

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

**Plagiarism**

Plagiarism is a specific form of cheating and is the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or encouraging, permitting, or assisting another to do any act that could subject him or her to discipline. Incidents of cheating and plagiarism may result in a variety of sanctions and penalties that may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

Support Services

Services available to students:

[Health ServicesLinks to an external site.Links to an external site.](https://www.reedleycollege.edu/campus-life/health-services/index.html)

[Tutoring ServicesLinks to an external site.Links to an external site.](https://www.reedleycollege.edu/academics/tutoring-services/index.html)

[Psychological ServicesLinks to an external site.Links to an external site.](https://www.reedleycollege.edu/campus-life/health-services/psychological-services.html)

[Tiger Pantry Links to an external site.Links to an external site.](https://www.reedleycollege.edu/campus-life/student-activities/tiger-pantry.html)

Class Outline/Calendar

This class outline might change, but I will let you know.

* Week 1: o Course Introduction: Welcome to Spanish 1 ▪ Syllabus ▪ Syllabus: Read the class syllabus ▪ Email: Send me an email from Canvas by 11:59 PM. ▪ Canvas Account: Set your preferences under the Account section of Canvas under Notifications. Go to your Profile and post a picture of yourself ▪ Discussion assignment: Learn about your classmates through the discussion assignment titled "Personal Introductions".

* Week 2: o Module 1: ¡Hola! ¿Cómo te llamas? ▪ Section: Encantado ▪ Saludos y respuestas: Identify common greetings and goodbyes ▪ Escuchar: Saludos y respuestas: Identify appropriate responses to spoken greetings and goodbyes ▪ ¿Formal o informal?: Identify formal and informal greetings ▪ El alfabeto: Recognize the sounds of letters in Spanish ▪ Section: En la clase ▪ En el salón de clases: Identify common objects in the classroom ▪ Section: Discussion: Todo sobre mí

* Week 3: ▪ Números 0-31: Form numbers up to 31 ▪ Escuchar: Números 0-31: Recognize spoken numbers ▪ Section: ¿Cuántos libros hay? ▪ Género de sustantivos: Identify the gender of nouns ▪ Número de sustantivos: Change nouns from singular to plural ▪ Section: ¿Qué hay en la clase? ▪ Artículos indefinidos y definidos: Select the appropriate definite or indefinite article for the context ▪ ¿Qué hay?: Identify whether there is or there are different items based on spoken questions ▪ Section: Discussion: Preguntas con números ▪ Test: Module 1

* Week 4: o Module 2: ¿Eres estudiante? ▪ Section: ¿Qué día es hoy? ▪ Días y meses: Identify months and days ▪ Section: ¿Cuál es la fecha hoy? ▪ La fecha: Tell the date ▪ Escuchar: La fecha: Understand spoken dates ▪ Section: ¿El lápiz es de ella? ▪ Los pronombres de sujeto: Change personal nouns into subject pronouns ▪ El verbo ser: Identify the correct conjugations of the verb ser (to be) ▪ Ser + de: Recognize possession indicated by ser + de ▪ Section: Discussion: Fechas

* Week 5: ▪ Section: ¿El estudiante es inteligente? ▪ Colores: Identify the color of things ▪ Concordancia de adjetivos: Recognize the correct position, gender and number of adjectives ▪ Escuchar: Concordancia de adjetivos: Identify things based on spoken descriptions ▪ Section: Cultura U2 ▪ Cultura: Los hispanos en los Estados Unidos: Identify written information about Latino, Latina, and Latinx identity in the US ▪ Section: Discussion: Una entrevista sobre colores ▪ o Module 3: ¿Qué clases tomas? ▪ Section: ¿Estudias en la biblioteca? ▪ Verbos -ar (2): Identify the meanings of common -ar verbs ▪ Números 30-100: Form numbers up to 100

* Week 6: ▪ Section: ¿Qué idiomas hablas tú? ▪ Conjugación (verbos ar): Identify the correct conjugations of select verbs ending in -ar ▪ Section: ¿Caminas a la universidad? ▪ Verbos regulares con –ar: Identify the correct conjugations of verbs ending in -ar ▪ Preguntas: Verbos regulares con –ar: Answer questions using -ar verbs ▪ Escuchar: Verbos regulares con –ar: Recognize the subject of a sentence (personal pronoun) based on verbc onjugation (with -ar verbs) ▪ Section: ¿A qué hora es tu primera clase? ▪ ¿Qué hora es?: Tell the time ▪ Escuchar: ¿Qué hora es?: Recognize and understand spoken time ▪ Section: Assignment Escribir [writing] ▪ Section: Discussion: Entrevista: ¿A qué hora? ▪ Test: Module2 and 3

* Week 7: o Module 4: ¿Tienes prisa? ▪ Section: ¿Descansas en la residencia estudiantil? ▪ Los lugares y cursos de la universidad: Recognize the vocabulary of locations and courses at the university ▪ Section: ¿Tienes una clase por la noche? ▪ El verbo tener: Recognize the use of the irregular verb tener ▪ Escuchar: El verbo tener: Recognize the subject of a spoken sentence based on the conjugation of tener ▪ ¿qué/cuál?: Ask and answer questions with ¿qué/cuál? ▪ Section: ¿Tienes que estudiar hoy? ▪ Expresiones con tener: Recognize and understand the common expressions with the verb tener ▪ Tener + que: Use tener + que + infinitive to describe things one has to do ▪ Section: Discussion: Tu vida y tus preferencias

* Week 8: ▪ Section: ¿Adónde vas? ▪ El verbo ir: Recognize the correct conjugations of the verb ir ▪ Section: Cultura U4 ▪ Cultura: La universidad: Identify information from a written text about universities in the Spanish-speaking world ▪ Section: Discussion: ¿Qué tiene? ¿Qué tiene que hacer? ▪ Test: Module 4 o Module 5: ¿Quiénes son los miembros de una familia? ▪ Section: El árbol de familia ▪ La familia: Recognize vocabulary of family relations ▪ Escuchar: La familia: Understand spoken information about the members of a family ▪ Section: Mi casa es tu casa ▪ Los posesivos: Recognize possession indicated by possessive adjectives ▪ ¿Cuánto(s) y quién(es)?: Ask and answer questions with ¿cuántos y quién(es)?

* Week 9: ▪ Section: ¿Qué aprendemos ahora? ▪ Verbos regulares de -er/ir: Recognize the meaning of verbs in the present tense that end in -er & -ir ▪ Conjugación (verbos -er/ir): Identify the correct conjugation of verbs in the present tense that end in -er & -ir ▪ Escuchar: Verbos regulares de -er/ir: Recognize the subject of a sentence basedon the conjugation of verbs ending in -erand -ir ▪ Section: Mi perro es bonito y pequeño ▪ Adjetivos descriptivos: Recognize adjectives describing physical and mental traits ▪ Escuchar: Adjetivos descriptivos: Identify people based on spoken descriptions ▪ Los países, las nacionalidades y más: Recognize adjectives of nationality used to describe people ▪ Section: Assignment Escribir [writing] ▪ Section: Discussion: -er and -ir verbs ▪ Test: Module 5

* Week 10: o Module 6: ¿Necesito un sueter? ▪ Section: ¿Qué ropa llevas? ▪ La ropa: Recognize the vocabulary of clothing ▪ Escuchar: La ropa: Identify articles of clothing based on spoken descriptions ▪ Section: ¿Cómo contamos? ▪ Los números 101 +: Recognize numbers past 100 ▪ Section: ¿Qué tiempo hace hoy? ▪ El clima: Recognize the vocabulary of weather ▪ Escuchar: El clima: Understand spoken descriptions of the weather ▪ Section: ¿Qué te gusta hacer? ▪ El verbo gustar + infinitivo: Recognize phrases using gustar+infinitive to express what someone likes to do ▪ Section: Discussion: La chequera real

* Week 11: ▪ Escuchar: El verbo gustar + infinitivo: Comprehend spoken sentences expressing what someone likes to do ▪ Section: Cultura U6 ▪ Cultura: Camino de Santiago: Identify information about the Catholic pilgrimage tradition through northern Spain to Santiago de Compostela ▪ Section: Discussion: El verbo "gustar" + infinitivo ▪ Test: Module 6 o Module 7: ¿Dónde están mis llaves? ▪ Section: En la casa ▪ La casa: Recognize the vocabulary of rooms and furniture in the home ▪ Section: ¿Dónde está el gato? ▪ El verbo estar : Recognize the correct conjugations of the verb estar ▪ El verbo estar + preposiciones: Use the prepositions of location to describe where things and people are located in a house ▪ Escuchar: El verbo estar + preposiciones : Identify locations from spoken text

* Week 12: ▪ Section: ¿Adónde vas a ir este fin de semana? ▪ Ir + a + infinitivo: Recognize statements about plans and future events which use the infinitive after ir + a ▪ Escuchar: Ir + a + infinitivo: Identify plans and future events from spoken text ▪ Making Plans or Going Places?: Distinguish the use of ir with destinations and the use of ir with infinitives ▪ Section: ¡Sí, podemos! ▪ Verbos con cambio de raíz (o-ue) : Recognize the correct conjugations of o-ue stem-changing verbs ▪ Escuchar: Verbos con cambio de raíz (o-ue) : Understand spoken statements using o-ue stem-changing verbs ▪ Section: Assignment Escribir [writing] ▪ Section: Discussion: El futuro--ir + a + infinitivo ▪ Test: Module 7 o Module 8: ¿Cómo pasas tu tiempo libre? ▪ Section: ¿Cuál es tu pasatiempo favorito? ▪ Los pasatiempos: Identify verbs and nouns related to pastimes, sports and other activities

* Week 13: ▪ Escuchar: Los pasatiempos: Understand spoken statements about pastimes, sports and other activities ▪ Section: ¿Te gustan los deportes? ▪ El verbo gustar + sustantivos : Recognize the correct pronouns and correct forms of gustar to say what things you and others like and don’t like ▪ Escuchar: El verbo gustar + sustantivos: Distinguish what things are pleasing to different people based on spoken text ▪ Querer and gustar: Use “querer” and “gustar” to explain your wants and likes ▪ Section: ¿Prefieres patinar o esquiar? ▪ Verbos con cambio de raíz (e-ie) : Recognize the correct conjugation of e-iestem-changing verbs ▪ Escuchar: Verbos con cambio de raíz (e-ie): Understand spoken questions using e-ie stem-changing verbs ▪ Section: Discussion: Verbos como "gustar"

* Week 14: ▪ Section: ¿Corres rápidamente? ▪ Adverbios de modo: Recognize adverbs of motion ending in -mente ▪ Section: Cultura: U8 ▪ Cultura: El fútbol y el dominó: Identify some important pastimes and sports in the Hispanic world ▪ Section: Discussion: Verificación de datos (fat check) ▪ Test: Module 8 o Module 9: ¿Estás triste, por qué? ▪ Section: ¿Estás contento hoy? ▪ Adjetivos de emoción y condición: Recognize adjectives of condition and emotion ▪ Algunas respuestas: Give an appropriate response to someone’s condition or emotion ▪ Section: ¿Cómo estás? ▪ Estar + emociones: Identify how estar isused with adjectives to describe conditions and emotions ▪ Escuchar: Emociones: Describe conditions and emotions based on spoken prompts

* Week 15: ▪ Section: ¿Cómo eres? ¿Cómo estás? ▪ Ser y Estar I: Recognize different uses of ser and estar ▪ Section: ¿Estás cansada o enferma? ▪ Conjunciones coordinadas: Recognize coordinating conjunctions ▪ Porque & question word por qué: Recognize the difference between porque and ¿por qué? ▪ Section: Assignment Escribir [writing] ▪ Test: Module 9 o Module 10: ¿Cuál es tu comida favorita? ▪ Section: ¿Qué te gusta comer? ▪ Food and eating: Recognize the vocabulary of foods, cooking, and eating ▪ Section: ¿El restaurante sirve papas fritas? ▪ Verbos con cambio de raíz (e-i): Recognize the correct conjugations of e-i stem-changing verbs ▪ Section: ¿Salgo con ustedes? ▪ Verbos irregulares en la forma de “yo”: Recognize the correct conjugations of verbs that have irregularities in the yo form

* Week 16: ▪ Escuchar: Verbos irregulares en la forma de “yo”: Understand spoken sentences using irregular verbs ▪ Section: ¿Qué es esto? ▪ Todas las preguntas: Review and practice use of all question-words ▪ Section: Cultura ▪ Cultura: Las comidas típicas y rápidas: Identify information about some typical dishes of the Hispanic World ▪ Test: Module 10 o Module 11: ¿Traigo un mapa? ▪ Section: ¿Dónde está el banco? ▪ Navegando la ciudad: Recognize the vocabulary of places in the community ▪ Escuchar: Navegando la ciudad: Identify where people are going based on spoken text ▪ Section: ¿Estás caminando ahora? ▪ El presente progresivo: Recognize correct forms of the present progressive

* Week 17: ▪ El presente y el presente progresivo: Distinguish present progressive from present tense ▪ Section: ¿Conoces la ciudad? ▪ Saber y conocer: Recognize the appropriate uses of the verbs saber and conocer ▪ Section: ¿Dónde estás? ¿De dónde eres? ▪ Ser y Estar II: Distinguish ser and estar in their unique uses (time, definition, origin, location, present progressive) ▪ Section: Assignment Escribir [writing] ▪ Test: Module 11

* Week 18:  Final Exam: The final exam is a multiple-choice test, only one try allowed, no time restrictions, and it cannot be submitted late.
	+ Final exam will be available 05/13/24 - 05/17/24