

2016

SPAN 101-02 Elementary Spanish

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Elementary Spanish 101 - SYLLABUS

Section: S101-02

Fall Semester 2016

Class Meetings: 1:00-1:50 MWF

Room: Alter 310

Professor: Darcy Jack

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Office Hours: By appointment

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Course Description: This is a beginning Spanish course for students **who have had no prior study of the language, have had less than 1.5 years of the language or have had a lapse of five years or more in their studies.** Please consult with the instructor if you have any other questions regarding placement. The principal goals of language study are to practice the four language skills (speaking, listening, reading and writing) in order to learn how to communicate in Spanish and develop an appreciation of the Spanish-speaking world. **All instruction is in Spanish. Students are expected to have reviewed grammatical structures and vocabulary prior to class.** The majority of each class meeting will be dedicated to furthering students' understanding of the material by applying the concepts to real life situations and contexts. Students are encouraged to bring any questions regarding grammar and vocabulary to class in order to facilitate their comprehension of class material and activities.

Course Objectives:

Upon completion of this course students can expect to be able to:

- Understand most Spanish spoken slower than normal pace, understand some Spanish spoken at normal pace, and develop skills and coping strategies for filling in the gaps of imperfect comprehension.
- Ask and answer questions on a variety of everyday topics, describe people and places, narrate recurring (present) events.
- Perform many daily routines, such as greeting and leave taking, and so on.
- Read almost any simple material related to Hispanic culture.
- Write about everyday activities, and descriptions of people and places.

These objectives prepare students to meet standard 2b of the Xavier Modern Language Standard and the following requirements of the Xavier University Core Curriculum.

GOAL 1: Students will be effective communicators in writing and orally

1. Students will organize and express their ideas in writing and orally
2. Students will formulate clear and arguable theses, supported by evidence drawn from appropriate sources
3. Students will utilize an effective writing process guided by audience, purpose, cultural context, and disciplinary standards

GOAL 5: Students will be integrated individuals who articulate a coherent, ethical perspective on the world and their place in it

1. Students will recognize the societal, ethical and moral dimensions of discourse, art, information, science and technology
2. Students will relate their knowledge and skills in a reflective and constructive way to their life experiences and the challenges confronting today's world
3. Students will use information and resources responsibly in their communication and research
4. Students will utilize intellectual, moral, and spiritual tools and sensibilities to engage faithfully and responsively in the world for the promotion of peace, social justice, and ecological sustainability

GOAL 6: Students will be aware global citizens

1. Students will recognize relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
2. Students will describe contributions made by individuals from diverse and/or underrepresented groups to local, national, and global communities
3. Students will consider perspectives of diverse groups when making decisions
4. Students will interact with sensitivity as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own
5. Students will engage Catholic, ecumenical, cross-cultural, and inter-religious perspectives in reflecting upon contemporary issues of significance
6. **Students will communicate in a foreign language and read and interpret cultural materials related to the language studied.**

Student Responsibilities

- **Attend class regularly and participate** in class activities. Attendance and participation will be recorded daily and comprise fifteen percent of the final grade. Therefore, irregular attendance and/or lack of preparation or participation will result in a lower grade. It has been shown that students who are prepared and ready to engage in class discussion and activities are more likely to be successful in the course. (**Consult Attendance Policy and Participation Policy**, but **Please note that any student with six or more unexcused absences will receive a grade of F for this course.**)
- **Check syllabus calendar** and be alert to all **emails**, texts, and **Canvas messaging** about class location and assignments.
- **Homework (Tarea):** Assignments will include the following: WebSAM and Lab Manual online exercises, and additional assignments per instructor. **Students should always review grammatical explanations in textbook and view grammar tutorials on Supersite before the class for which they are assigned.** This will allow for greater comprehension and facilitate student participation during class sessions. The instructor/professor may or may not collect written homework, but you are responsible for preparing it. *Late work will not be accepted.*
- **Take all quizzes and exams at the scheduled times** as indicated in the syllabus calendar.
- **Electronic devices should be turned off during class and testing.** Students who are caught texting will be counted as absent for that class meeting.
- **Show respect for classmates and instructor** by observing appropriate behavior in class: (i.e. refrain from interrupting or speaking when classmate/instructor is answering or explaining.) No laughing at classmates' attempt to express themselves in Spanish; ***everyone should feel comfortable to speak without judgment from their peers and instructor.***
- **Complete an assignment related to Hispanic culture.** (Guidelines included at the end of syllabus).

Required Textbook:

Author: Blanco, José A..

Title: jAdelante! Uno, 2nd Edition (W/Supersite Code + WebSAM)

Publisher: Vista Higher Learning 2015

ISBN: 9781618579287

The **Supersite** is free with purchase of the textbook (Lab manual activities are also included in the text). The supersite includes the many important components such as homework and grammar tutorials. Students will need the access code provided in the inside of the textbook to register for the Supersite. **The access code cannot be used more than once; thus, a used text book will not serve you. It is also important to note that the access code cannot be purchased separately.** Please keep this in mind if you choose to purchase course materials from an off campus provider such as Amazon.

Assessment and Evaluation Policies

Testing: There will be four lesson tests, a midterm exam and a comprehensive final exam. Dates for the tests and exams are listed in the syllabus calendar. Format will vary. Each of the tests will consist of oral and written parts. Remember that after Lesson 1, each test presumes knowledge of previous material.;

- **Tests (Pruebas):** There will be **no make-ups** for tests except for XU sanctioned events, work, illness or family travel plans do not constitute exceptions.
- **Exams (Exámenes):** There will be no individual make-ups for exams. The mid-term exam will be reviewed in class and in the instructor’s office. Both the mid-term and final exams will be kept in the instructor’s office.

Compositions: There will be **two compositions that will be written during class. The dates for the compositions are listed in the syllabus calendar.** There are topics suggested in the textbook but your Instructor could change them.

Homework: Assignments will include the following: Supersite online Workbook (WebSAM) and Lab Manual exercises, and additional assignments per instructor. **Students should always review grammatical explanations in textbook and view grammar tutorials on Supersite before the class for which they are assigned.** This will allow for greater comprehension and facilitate student participation during class sessions. The instructor/professor may or may not collect written homework, but you are responsible for preparing it. **Late work will not be accepted.**

2 Communication Samples (Charlas) and Final Interview: You will be required to demonstrate competency speaking Spanish, according to the course objectives on page one. Guidelines will be provided by your instructor/professor.

Cultural Project: See guidelines for Cultural Activity Reaction paper below.

EVALUATION: The final grade will be computed as follows:

Midterm exam.....	10%
Final Examination.....	15%
Tests (4)	20%
Class Participation and Attendance.....	10%
Homework.....	10%
Communication Samples (2 Charlas)	10%
Final oral interview.....	10%

Compositions (2) 10 %

Cultural Project.....5%

Grading Scale: 100%-93%	A	76%-73%	C
92%-90%	A-	72%-70%	C-
89%-87%	B+	69%-67%	D+
86%-83%	B	66%-60%	D
82%-80%	B-		
79%-77%	C+	59 and below	F

CALENDARIO

AUGUST

- 22 Introducción; Lección 1: **“Hola, ¿qué tal?”** Contextos, págs. 1-4
- 24 Lección 1: Saludos...págs. 10-11; Lección 1: **Nouns and articles** (1.1), págs. 12-15
- 26 Panorama: EE.UU y Canadá, págs. 32-33; **Flash Cultura p. 35**
- 29 Lección 1: Numbers 0-30 (1.2), págs.16-18
- 31 Lección 1: **Present tense of ser** (1.3), págs. 19-23

SEPTEMBER

- 2 Lección 1: Telling time (1.4), págs. 24-27
- 5 **LABOR DAY**
- 7 Lección 1: **Recapitulación**, págs. 28-29;
- 9 Lección 2: **En la universidad**. Contextos, págs. 62-63; **Prueba # 1: Lección 1**
- 12 Lección 2: **Los días de la semana** págs. 64-65; **Present tense of -ar verbs**, págs., 72-3;
- 14 Lección 2: **Gustar**, págs. 74-76; **Forming questions** (2.2), págs. 77-80
- 16 Lección 2: **Cultura**, págs. 70-71; **Flash Cultura** pág. 95
- 19 Lección 2: **Present tense of estar** (2:3), págs. 81-84
- 21 Lección 2: **Numbers 31 and higher** (2.4), págs. 85-87; Panorama: España, págs. 96-97
- 23 Lección 2: Recapitulación, págs. 88-89
- 26 Lección 3: **La familia**. Contextos, págs. 124-127; **Prueba # 2: Lección 2**
- 28 Lección 3: Cultura, págs. 132-133; **Flash Cultura** pág. 157
- 30 Lección 3: **Descriptive adjectives** (3.1), págs. 134-135; Position of adjectives

OCTOBER

- 3 Lección 3: **Possessive adjectives (3.2)**, págs. 139-141, **Composición 1**
- 5 Lección 3: **Present tense of -er and -ir verbs (3.3)**, págs. 142-145;
- 7 **FALL HOLIDAY**
- 10 Lección 3. **Present tense of tener and venir (3.4)**, págs. 146-149
- 12 Lección 3: **Recapitulación**, págs. 150-151
- 14 Repaso para el examen de midterm (Lecciones 1-3)
- 17 **Examen de mid-term: Lecciones 1-3**
- 19 Lección 4: **Los pasatiempos** págs. 186-189
- 21 Lección 4: Cultura págs. 194-195; **Flash Cultura** pág. 217
- 24 Lección 4: **Present tense of ir (4.1)**, págs. 196-198; **Stem-changing: e>ie, o>ue (4.2)**, págs. 199-202
- 26 Lección 4: **Stem-changing verbs: e>i (4.3)**, págs. 203-205- **CHARLA 1**
- 28 Lección 4: **Verbs with irregular yo forms (4.4)**, págs. 206-209
- 31 Lección 4: **Recapitulación**, págs. 210-211; Panorama: México: págs. 218-219

NOVEMBER

- 2 Lección 5: **Las vacaciones**, págs. 246-247; **Prueba # 3: Lección 4**
- 4 Lección 5: **Las estaciones y los meses del año/ el tiempo/los números ordinales** págs. 248-251
- 7 Lección 5: **Estar with conditions and emotions (5.1)**,
- 9 Lección 5. **The present progressive (5.2)**, págs. 260-263
- 11 Lección 5: **Ser and estar (5.3)**, págs. 264-267
- 14 Lección 5: **Direct object nouns and pronouns (5.4)**, págs. 268-271
- 16 Lección 5: **Recapitulación**, págs. 272-273; **Prueba # 4: Lección 5**
- 18 Lección 6: **¡De compras!**, Contextos, págs. 306-309; **Saber y conocer (6.1)**, págs. 316-317
- 21 Lección 6. **Indirect object pronouns (6.2)**, págs. 318-321
- 23 **THANKSGIVING**
- 25 **THANKSGIVING**
- 28 Lección 6: **Preterit tense of regular verbs** págs. 322-325 **Composición. # 2**
- 30 Lección 6: **Preterit tense of regular verbs** págs. 322-325 **CHARLA 2**

DECEMBER

- 2 Lección 6: **Recapitulación**, págs. 330-331

5 REPASO PARA EL EXAMEN FINAL

7 REPASO PARA EL EXAMEN FINAL

9 REPASO PARA EL EXAMEN FINAL

14 de Diciembre, 12:00-1:50: Examen final: Lecciones 1-6

INSTRUCTIONS FOR REACTION PAPER ON CULTURAL EVENT

This represents 5% of the course for SPAN 101, 102, 201, 202. Points are earned by attending an on-campus cultural program related to the Hispanic world or an off-campus program approved by your instructor. Write a reaction paper in English following the instructions below. To receive credit, **you must be turn in your paper within two weeks** of the event. Events will be announced in class or posted around campus. (Maximum 100 points)

Please note: While a variety of activities will be offered during the semester that will allow you to fulfill this requirement, it is your responsibility to complete your cultural activity before the end of the semester. All reaction papers must be turned in personally to the instructor (not left in a mailbox or put under a door) by the last day of classes. *Under no circumstances* will a cultural reaction paper be the occasion for an incomplete.

You should cover all of the topics listed below in a type-written and double-spaced reaction paper about three pages in length. The personal reaction and what you learned section should each be *at least* a paragraph in length. Points are not earned merely by turning something in, but are based on the quality of the work submitted (i.e. accuracy, completeness, expression, quality of the prose, etc.)

Points are distributed as follows (based on 100):

Information about event: 1-10 pts.

(If the country information is wrong, a maximum of 5 pts. may be deducted)

Summary/Comments/Main ideas or themes: 1-40 pts.

What learned/Personal reaction: 1-50 pts.

1) Play or Feature Film

Introduction or first paragraph should include:

Title and date of event

Where or by what group presented?

Name of director or author?

From what country and/or cultural group?

About what country and/or cultural group?

The part below is to be written in complete sentences in good, clear prose:

Brief summary of plot (include where and when action takes place)

Comments on characters and/or actors

Main ideas or themes

What did you learn from the film or play?

Personal reaction

2) Documentary

Introduction or first paragraph should include:

Title and date of event

Where or by what group presented?

Name of director or producer (or group produced by or for)?

From what country and/or cultural group?

The part below is to be written in complete sentences in good, clear prose:

Brief summary of main ideas

What did you learn from the film?

Personal reaction

3) Speaker(s)

Introduction or first paragraph should include:

Title and date of event

Name(s) of speaker(s)?

Where or by what group presented?

From what country and/or cultural group?

Speaking about what country and/or cultural group?

The part below is to be written in complete sentences in good, clear prose:

Brief summary of main ideas

What did you learn from the speaker(s)?

Personal reaction

4) Concert or Dance Performance

Introduction or first paragraph should include:

Title and date of event

Where or by what group presented?

Name(s) of artists

From what country and/or cultural group?

Music/dance from what country/countries and/or cultural group(s)?

The part below is to be written in complete sentences in good, clear prose:

What kind of music/dance was performed?

Which songs/dances did you particularly like and why?

What did you learn about Hispanic music/dance in general and/or the music/dance from specific countries?

Personal reaction

5) Exhibition

Introduction or first paragraph should include:

Dates of exhibition\Date attended

Where or by what group presented?

From what country and/or cultural group?

What artists included?

The part below is to be written in complete sentences in good, clear prose:

What kind of works were included in this exhibit?

Which ones did you particularly like and why?

What did you learn about Hispanic culture in general
and/or the particular country/countries?

Personal reaction

If unable to attend an event, you may do one or more of the following with your instructor's prior approval:

1) A written report on a book or a film available on video related to Hispanic world following the instructions below. Must be approved in advance by instructor. (**Maximum 50 pts**. You may only do one video.)

2) As above, but with **additional bibliography** approved in advance by your instructor (copies of what you read must be attached to the report). (Maximum 100 points)

3) A special project of a cultural nature approved in advance by your instructor. A project that you are using to fulfill a requirement for another class is not sufficient, although an expansion of such a project is a possibility. Any special projects should be **completed at least one week before the end of classes**. (Maximum 100 points)

ACADEMIC HONESTY

You should be aware of the University policy on Academic Honesty as it appears in the website. This policy applies to all courses in the Department of Modern Languages.

“All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own. Penalties for violations of this policy may include one or more of the following: **a zero for that assignment or test, an “F” in the course, and expulsion from the University”**

Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments. Help on specific homework from a tutor is also considered a violation since your work is yours not the tutor’s; tutors can help with general questions and grammatical problems; they are not to correct work that is going to be submitted for a grade. Copying homework from a classmate, copying from internet sources including translation services, will be

considered violations. As you can see, penalties for violations can be severe, so you are encouraged to submit only your own work in all your classes.

II. Department of Modern Languages ATTENDANCE POLICY

The Department of Modern Languages at Xavier University strives to increase the student's fluency and competency in listening, comprehension, speaking, reading, and writing while providing a solid grammatical background for the modern language offered. The focus is on a communicative and proficiency-based approach while providing an in depth exposure to the workings of both language and culture of the target language. A significant key to success in a modern language course which teaches a skill and moves at a fast pace is regular class attendance.

The entire range of the students' skills can be evaluated only if they are in class. Therefore, we will allow **NO** absences without penalty. Any absence will result in a loss of 3% per absence from the student's final course participation grade. Attendance will be accurately documented to ensure fairness in enforcement. **If a student is more than 5 minutes late, he/she will be COUNTED AS ABSENT.** Students are strongly discouraged to schedule appointments or interviews during class time!

There is a strict NO MAKE-UP POLICY. A grade of zero will be given for any missed work.

II. Criteria for CLASS PARTICIPATION

Rating

Points

Superior

I greeted people and took leave using Spanish expressions	25-22.5
I used English only after asking permission and after I attempted to express myself in Spanish	(100-90)
I listened attentively when others spoke and showed respect for my peers	
I actively participated in all activities and discussions and had a positive attitude	
I came prepared to class everyday	
My presence made a positive impact on getting tasks done	
I participated actively in class	

Average

I greeted people and took leave using Spanish expressions	22-19.5
I sometimes got distracted, did not pay attention when others spoke, and was occasionally disrespectful	(88-78)
I occasionally used English, especially in pair work or without attempting to express myself in Spanish first	
I showed interest in activities and participated, though sometimes passively rather than actively	

I generally came prepared to class

I participated sometimes in class

Unsatisfactory

I used more English than Spanish in class 19-15

I did not pay active attention during activities (76-60)

I was often distracting and disrespectful of my peers

I was frequently unprepared for class

My presence in group work had little impact on accomplishing the task

I seldom participated in class

Not enough to evaluate

I used English only in class 14-0

I did not pay attention during activities (59-0)

I often slept, texted, studied for another class, etc., during activities

I was absent frequently

I came to class late or left early

I never participated in class

III. GRADING CRITERIA

A - VERY GOOD TO EXCELLENT

Very good to excellent command of the language AT THIS LEVEL.

Meaningful, appropriate and thorough written and oral responses with interesting and pertinent detail.

Ease of expression.

Makes every effort to use the target language in class.

Very good command of conventions of written language (orthography, sentence structure, paragraphing and punctuation). Few word-order errors.

Virtually free of significant errors in syntax and good use of verbs.

Wide range of vocabulary, including idiomatic usage.

High level of fluency with strong attempts at more complicated structures.

High level of comprehension in listening and reading activities.

Good intonation and largely accurate pronunciation with slight accent.

Demonstrates nuanced understanding of and appreciation for cultural differences.

B - GOOD

Clearly demonstrates competence AT THIS LEVEL.

Meaningful, appropriate responses orally and in writing with sufficient detail

Good command of the language.

Makes a good effort to use the target language; avoids using English in class.

Conventions of the written language generally correct. Loosely organized, but main ideas present with some word-order errors.

Few errors of syntax and appropriate use of verbs.

Above-average range of vocabulary.

Good idiomatic usage and little awkwardness of expression.

Good level of comprehension in listening and reading activities.

Good fluency with some attempts at more complicated structures.

Acceptable intonation and pronunciation with distinctive accent.

Demonstrates strong understanding of and appreciation for cultural differences.

C - ACCEPTABLE

Suggests competence AT THIS LEVEL.

Appropriate but limited oral and written responses with reliance on simple structures.

Speaks and writes with some detail, but not sufficient.

Comprehensible but strained expression; halting, may self-correct.

Makes some effort to use the target language in class.

May have frequent errors in orthography and other conventions of the written language.

Many word-order errors. Some attempts at organization, but with confused sequencing

Some serious errors in syntax and some successful correction. Frequent errors in complex structures.

Some fluency but hesitant. Pronunciation does not interfere with communication.

Understands main elements when listening and reading.

Moderate range of vocabulary and idiomatic usage. Few anglicisms.

Errors in intonation and pronunciation with heavy accent.

Demonstrates some understanding and of appreciation for cultural differences.

D - WEAK TO POOR

Suggests incompetence AT THIS LEVEL.

Oral and written responses force interpretation of appropriateness and/or meaning.

Attempts to translate or use English; avoids using or speaking in the target language.

Poor command of the language marked by frequent serious errors of syntax even in the most elementary structures. Limited grammatical structures and lack of organization.

Unfinished answers due to lack of resources. Generally, narrow responses.

Limited fluency. Poor pronunciation and it interferes with communication.

Narrow range of vocabulary and of idiomatic usage.

Pervasive errors of orthography may be present. Excessive word-order errors.

Little control of syntax and frequent anglicisms.

Occasional redeeming features such as correct advanced structure.

Very little understanding when listening and reading.

Errors in intonation and pronunciation that interfere with listener's comprehension.

Demonstrates very little understanding of and appreciation for cultural differences.

F - UNACCEPTABLE

Demonstrates incompetence AT THIS LEVEL.

Irrelevant or incomprehensible answers orally and in writing.

Unacceptable from almost every point of view.

Glaring weakness in syntax and pronunciation. Constant grammatical errors impede communication.

Few vocabulary resources. Little or no sense of idiomatic usage.

Practically no understanding of target language when listening and reading.

Severe problems with orthography that may interfere with written communication.

Demonstrates practically no understanding of and appreciation for cultural differences.

(These standards or interpretations of the grading scale 0-100 are applied to the goals and objectives of each level i.e. SPAN 101, 102, 201)