Spanish 101 Elementary Spanish I **– Spring 2012**

SPA **101-01** MWF 8:10 am. – 9:10 am. (MCC 180) Section ID: CRSCDAM-639890

Instructor contact information:
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TEXTS:

¡Arriba!: Comunicación y Cultura, **6th edition**
Zayas-Bazán /Bacon/Nibert. New Jersey: Prentice Hall, **2012**

- Package : Textbook + MySpanishLab (24-month access) ISBN: 0-205-20333-7
  http://mylanguagelabs.com/

OR

- Textbook only ISBN: 0-205-740375
  + MySpanishLab (24-month access) ISBN: 0-205-004261 http://mylanguagelabs.com/

Once you have purchased an online access code to MySpanishLab, to register in our class go to: http://pegasus2.pearsoned.com/Pegasus/frmlogin.aspx?s=3

DESCRIPTION:

SPA 101 is a course designed for students who have had less than one year of Spanish in high school, or who wish to study Spanish as a new language. All four basic language skills – speaking, listening, reading, and writing– are addressed, with particular emphasis on satisfying immediate communicative needs in the language.

OBJECTIVES:

To develop your linguistic and communicative skills, so that you become conversant in Spanish
To study and appreciate the culture of the Spanish-speaking world
To practice listening, speaking, reading and writing skills in Spanish

OUTCOMES and ASSESSMENT:

At the end of this course, students will be prepared to:

- Communicate effectively at the novice low or mid level of proficiency more specifically by meeting and greeting others, describing yourself and others, asking and responding to simple questions, talking about your family, your classes, and your daily routine.
- Demonstrate an understanding of relevant aspects of high and popular culture in their original context.
- Make effective connections to additional areas of knowledge relevant to the use of foreign languages in other disciplines.
- Demonstrate an understanding and appreciation of world communities.
- Compare and contrast their own language and culture to the target language and culture and demonstrate an understanding that there are multiple ways of viewing the world.

These outcomes will be assessed, as appropriate, through class activities and assignments that include class discussions, student presentations, written assignments (simple dialogs, short narratives and compositions), quizzes, and exams. Please see the course calendar and assignments below for more detailed information.

GRADING and GRADING SCALE:

Attendance and class participation, based on preparation	15%
Homework	10%
Quizzes	10%
3 Compositions	15%
3 Exams	30%
Comprehensive Final Exam	20%

A	93-100	B+	88-89	C+	78-79	D+	68-69	F	0-59
A-	90-92	B	83-87	C	73-77	D	63-67		
		B-	80-82	C-	70-72	D-	60-62		

ADDITIONAL INFORMATION:

1. **Attendance**: Since participation is central for language acquisition, **attendance** is mandatory. **Students will have their grade lowered by one category for each unexcused absence beyond three.** For example, a student with a "B+" average will have his or her grade lowered to a "B" with four absences, a "B-" with five absences, etc.

2. **Make-up exams:** There will be no make-up exams for unexcused absences. If a student will miss an exam for a valid reason, he/she must notify the instructor before the scheduled exam time.

3. **Academic Integrity**: In keeping with the philosophy and mission of the College, students are expected to maintain the highest standards of honesty and integrity. Please refer to the 2011-2012 Westminster College Undergraduate Catalog regarding Student regulations for class attendance, absences from examinations, academic integrity and the corresponding process and consequences. This information can also be found here: http://www.westminster.edu/acad/pdf/undergrad_catalog/current.pdf (pp.71-75)

4. **Writing guidelines:** In addition to the College's policies on academic integrity, it is expected that all students' writings (compositions and other assignments) are written individually, **without assistance from more advanced students or translation software**. As compositions are highly personal and unique, papers from different students that are too similar in content will be considered a case of plagiarism and the corresponding process will apply. Violations of this policy will result in a grade of "0" for the assignment.

5. **Accessibility Statement:** "Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Corey Shaw, Director of Disability Support Services, located in 209 Thompson-Clark Hall. phone: 724-946-7192 e-mail: shawcj@westminster.edu

6. During class time, all **cellular phones and mobile devices must be turned off and stored away (backpack, purse, pocket…)**

LEARNING STRATEGIES:

1. Active class **participation** is encouraged and rewarded. Language acquisition is centered in the students' interaction with their pairs and the instructor. Student-teacher dialogues, pair and group activities of communication are the main part of the class.
2. **Preparation:** To be able to participate enthusiastically in class activities you must carefully prepare the assignments indicated in the syllabus for each specific date. Beyond

the time it takes to actually complete the assignments on a class-to-class basis, language study requires that you devote additional time to memorizing and reviewing. Use note cards as flashcards for vocabulary mastery and for learning verb conjugations. **You must spend some time with the material <u>EVERY DAY</u> in order to learn it.**

3. To prepare different sections in each chapter of the Textbook you must thoroughly read and understand texts and explanations, and complete the assigned exercises and activities to participate in class dialogs and skits. For that purpose apply the following basic rules:
   - To prepare: read and guess the meaning of new words from the context with the help of the illustrations. Use a dictionary or Appendix 4 and 5 of your Textbook when content of word cannot be guessed from the context. Be ready for class discussion on cultural issues of the Spanish-speaking world. Bring questions and information you might have on Hispanic countries and their culture. Be ready for reading comprehension quizzes and to read out loud in class.
   - Make your own flash-cards to memorize the vocabulary: on one side illustrate the word; on the other side, use the word in a <u>Spanish</u> sentence that will help you to remember its meaning. Try not to use English at all. The instructor may use your cards for in class activities.
   - Practice using the vocabulary in MySpanishLab exercises, flashcards, sample tests…
   - In the "¡Así lo hacemos: Estructuras" section, study the grammar explanations. You will find verb charts in Appendix 3 of your Textbook. In the MySpanishLab you will find more review activities and help to study verb conjugation.

Day	**Chapter**	**Class objective**	**In-class**	**Homework Textbook=TxB MySpanishLab=MSL**
Jan 18, W	***Capítulo* 1** *Primera parte*	Meeting and greeting others Spelling your name	*¡Así lo decimos!: Saludos y despedidas* *Vocabulario*: *Saludos y despedidas* *Estructuras:* The Spanish alphabet	TxB Read pp.4-8 TxB: study vocab p. 5 MSL 01-01 to 01-06, 01-08 & 01-09
Jan 20, F		Performing simple math problems	*Estructuras:* The numbers 0-100	TxB p.10 study numbers 0-100 MSL 01-10 to 01-16
Jan 23, M		Talking about the calendar and dates Reviewing *Primera parte*	*Estructuras:* The days of the week, the months, and the seasons *¿Cuánto saben?*	TxB pp.13-14 MSL 01-17 to 01-25
Jan 25, W	*Perfiles* *Segunda parte*	Hispanic presence in the U.S. Acquiring Spanish through popular music Describing your classroom	*La importancia de ser bilingüe* *"Mi corazoncito" (Aventura, EE. UU.)* *Vocabulario: En la clase, los colores*	TxB pp.20-21 Estudiar vocab p. 21 MSL 01-28 to 01-34 01-36
Jan 27, F		Talking about yourself and others Investigating the Spanish-speaking world	*Proyecto* *Estructuras:* Subject pronouns and the present tense of *ser*	TxB pp. 24-25 Study p.25 Subject pronouns and the verb "ser" MSL 01-38 to 01-40

Day	Chapter	Class objective	In-class	Homework Check MSL
Jan 30, M		Naming objects Describing people and objects	*Estructuras:* Nouns and articles	
Feb 1, W		Describing people and objects Composing a written description	*Taller: Una carta de presentación* *Estructuras:* Adjective form, position, and agreement *¡Pura vida! Episodio 1*	
Feb 3, F		Developing awareness of the diversity of the Spanish-speaking world Developing selective reading skills Reviewing *Segunda parte*	*Panoramas* *¿Cuánto saben?* ***QUIZ 1***	
Feb 6, M			***Capítulo 1* exam**	
Feb 8, W	***Capítulo* 2** *Primera parte*	Describing yourself, other people, and things Asking for and telling time	*¡Así es la vida!: ¿Quiénes son?* *Vocabulario: Las descripciones y las nacionalidades* *Estructuras:* Telling time	
Feb 10, F		Asking and responding to simple questions	*Estructuras:* Formation of yes/no questions and negation	
Feb 13, M		Asking and responding to simple questions	*Estructuras:* Interrogative words	
Feb 15, W	*Perfiles* *Segunda parte*	Reviewing *Primera parte* Learning about names in Spanish Acquiring Spanish through popular music Talking about what you do	*¿Cuánto saben?* ***QUIZ 2*** *Mi experiencia: Nombres, apellidos y apodos* *"Looking for Paradise" Alejandro Sanz (España), Alicia Keys (EE. UU.):* *Vocabulario: ¿Qué haces? ¿Qué te gusta hacer?*	

Day	Chapter	Class objective	In-class	Homework Check MSL
Feb 17, F		Talking about what you do, what you like to do (*me gusta/te gusta*), and what you should do Investigating Spain	*Estructuras*: The present tense of regular *-ar* verbs *Proyecto*	
Feb 20, M		Talking about what you do and what you should do	*Estructuras:* The present tense of regular *-er* and *-ir* verbs	
Feb 22, W		Talking about what you have and what you have to do Acquiring selective listening skills Composing a written summary	*Estructuras:* The present tense of *tener* *¡Pura vida! Episodio 2* *Taller: Una entrevista y un sumario*	
Feb 24, F		Developing awareness of Spain's tourist attractions Developing selective reading skills Peer-editing Reviewing *Segunda parte*	*Panoramas* *Páginas: Cinemundo entrevista a Pedro Almodóvar* *¿Cuánto saben?*	
Feb 27, M			***Capítulo 2* exam**	
Feb 29, W	**Capítulo 3** *Primera parte*	Exchanging information about classes Counting to 3.000.000	*¡Así es la vida!: Las materias* *Vocabulario: Las materias académicas y la vida estudiantil*: 3-1 to 3-3 *Estructuras:* The numbers 101–3.000.000	
March 2, F		Talking about things that belong to you	*Estructuras:* Possessive adjectives	
March 3, Sat - March 11, Sun	**NO HAY CLASES**	**VACACIONES DE PRIMAVERA**		

Day	Chapter	Class objective	In-class	Homework Check MSL
March 12, M		Talking about how you and others feel Repaso *Primera parte*	*Estructuras:*Other expressions with *tener* *¿Cuánto saben?*	
March 14, W	*Perfiles* *Segunda parte*	Learning about the Mexican university system Acquiring Spanish through popular music Asking for and giving simple directions	*Mi universidad: La UNAM* *"Eres" (Café Tacvba, México)* *Vocabulario: Los edificios de la universidad* Composicíon	
March 16, F		Making plans to do something with someone Investigating Mexico	*Estructuras:*The present tense of *ir* and *hacer* *Proyecto*	
March 19, M		Describing states of being	*Estructuras:*The present tense of *estar* ***QUIZ # 3***	
March 21, W		Describing yourself and others Acquiring selective listening skills	Practice *Estructuras:* Summary of uses of *ser* and *estar* *Pura vida Episodio 3*	
March 23, F		Developing awareness of Mexico's past and present Reviewing *Segunda parte*	*Panoramas* *Repaso* *¿Cuánto saben?*	
March 26, M			***Capítulo 3* exam**	
March 28, W	***Capítulo* 4** *Primera parte*	Talking about your family	*Vocabulario: Miembros de la familia* *Estructuras:* The present tense of stem-changing verbs: *e →ie, e →i, o →ue*	

Day	Chapter	Class objective	In-class	Homework Check MSL
March 30, F		Expressing desires and preferences Planning activities	*Estructuras:* Direct objects, Personal *a*, and Direct object pronouns	
April 2, M		Avoiding redundancy	Practice review Composition	
April 4, W	*Perfiles* *Segunda parte*	Learning about the Hispanic family Acquiring Spanish through popular music Extending invitations	*La familia hispana ¿típica?* *"El encarguito" (Guillermo Anderson, Honduras)* *¿Cuánto saben?* *Vocabulario: Lugares del ocio* *¡Así es la vida!: El ocio*	
April 5, Thursday - April 9, Monday	**NO HAY CLASES**	**VACACIONES DE PASCUAS**		
April 10, TUESDAY		Pointing out people and things to others Investigating Central America	*Proyecto* *Estructuras:* Demonstrative adjectives and pronouns **QUIZ # 4**	
April 11, W		Describing activities	*Estructuras:* The present tense of *poner, salir,* and *traer*	
April 13, F		Discussing things and people you know Acquiring selective listening skills Composing an invitation	*Estructuras: Saber and conocer* *Taller: Una invitación* *¡Pura vida! Episodio 4*	
April 16, M		Developing awareness of Central American traditions and economy Reviewing *Segunda parte*	*Panoramas* *Páginas: Sobreviviendo Guaraza, Cinenuevo:* Repaso *¿Cuánto saben?*	

Day	Chapter	Class objective	In-class	Homework Check MSL
April 18, W			***Capítulo 4* exam**	
April 20, F	***Capítulo 5*** *Primera parte*	Describing your daily routine and habits	*¡Así es la via!: El arreglo personal* *Vocabulario: Las actividades diarias*	
April 23, M		Expressing needs related to personal care Expressing emotional states	*Estructuras:* Reflexive constructions: pronouns and verbs	
April 25, W	**NO HAY CLASE**	**Undergraduate Research Symposium**	***ALL CLASSES ATTEND SYMPOSIUM***	
April 27, F	No	Comparing objects and people	*Estructuras:* Comparisons of equality and inequality The superlative	
April 30, M	*Segunda parte*	Talking about what you do around the house Describing what is happening at the moment	*¡Así es la vida!: Vamos a limpiar* *Vocabulario: Los quehaceres domésticos* *Estructuras:* The present progressive	
May 2, W	*Perfiles*	Learning about ecotourism in Costa Rica Investigating Central America Reviewing *Primera parte*	*Eco voluntarismo en Costa Rica* *"Everybody" (Los Rabanes, Panamá)* *Panoramas* *¿Cuánto saben?*	
May 4, F		Reviewing *Capítulo 5*		
May 11, Friday	SPA 101-01	11:30 AM-2:00 PM	FINAL EXAM	