

SPA 112 - Elementary Spanish II (DL1 - 10823)

Spring 2017

Instructor: CELESTE ARRIETA
Course schedule: ONLINE
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Office Hours: Monday 9-10.30am & Wednesday 9-10.30am

Course description: *Prerequisite: SPA* K111.* This course is a continuation of Elementary Spanish I. More advanced grammatical structures are introduced to continue developing the skills of language learning, to prepare students to begin expressing more complex thoughts in Spanish. Cultural topics and literary readings offer a wide range of historical, social, political and artistic information to increase the student's knowledge and understanding of the Spanish speaking world. *This course fulfills the Foreign language requirement and the Intercultural/International requirement.*

Course Materials:

- ☑ Textbook: *Vistas*. Introducción a la lengua Española, 5th edition. Blanco & Donley, Vista Higher Learning, 2016.
 - SPA111: Lección 1 to 5 - SPA112: 6-10 - SPA211:11-14 - SPA212:15-18
 - This textbook introduces the basic grammatical structures of the language. Each chapter provides a large number of activities to help you practice the structures introduced. The chapters provide practice in pronunciation, listening, writing, reading and speaking the language. The readings offer a wide range of historical, social, political and artistic information to increase the student's knowledge and understanding of the Spanish & Latino world.
- ☑ *Vistas Supersite Plus (WebSAM: Online Workbook/Lab Manual/Video Manual + vText)*
 - Lab: This is a four credit course since a minimum of one hour of laboratory/computer practice beyond the class meetings is required per week. The amount of time you will spend doing these activities will depend on your level of skills. You can use the New Language Lab (D117), the Tutoring Center (C117), the computers at the library or the labs at TRCC, or your own computer for that. You can access the Supersite from any computer connected to the internet.
- ☑ *Dictionary*. It's strongly recommended that you have your own dictionary. There are no specific requirements for dictionaries, any dictionary will work. Making your own vocabulary & grammar cards is greatly recommended since they prove to be very useful for foreign language learners. Several of these resources are available at the Language Lab, you can check them and see if any of those will fit your needs. Although you can't take them home, you are more than welcome to use them while in the Language Lab. You can also use online dictionaries and online pronunciation dictionaries. Weblinks for those are provided in Blackboard.

** Remember to keep your textbook and Supersite account for the future (your Supersite code is valid for **3 years**). The same textbook is used in **four Spanish courses** at TRCC, you won't need to buy any new material for future courses. Both courses (SPA 111 and SPA112) are

required to fulfill the foreign language requirement, they are available every semester and also during the summer. After you complete both Elementary courses you can enroll in Intermediate Spanish courses SPA211 and SPA212, which are also available at TRCC. If you are planning on transferring to another institution check their foreign language requirement since it might be 2, 3 or 4 courses.

Learning Outcomes:

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

A) Linguistics

- a) Demonstrate listening, speaking, reading, and writing proficiency in Spanish at a basic level
- b) Demonstrate knowledge of the Spanish speaking world's linguistic diversity through the comprehension of Spanish in a variety of situations, discursive modes and historical, regional or social variations
- c) Demonstrate ability to use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their native language, which may develop into further proficiencies in their native language

B) Communication

- a) Demonstrate ability to perform: Interpersonal communication (interact and negotiate meaning in spoken, non-verbal, or written conversations to share information, reactions, feelings, and opinions), Interpretive communication (understand, interpret, and analyze what is heard, read, or viewed on a variety of topics and situations), and Presentational communication (present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers)
- b) Demonstrate knowledge of communication patterns and cultural behaviors in Spanish and an understanding of the historical development and linguistic characteristics of Spanish
- c) Demonstrate analytic, interpretative, and critical thinking skills in regards to language, culture and the communication process in order to apply them in a variety of real-life situations

C) Culture & Literature

- a) Demonstrate ability to identify, describe and illustrate aspects of the cultures and ethnic groups in the Hispanic world by analyzing their cultural beliefs, values, behaviors, norms, identity, and worldviews on the socio-cultural topics in a global context
- b) Demonstrate ability to identify, connect, analyze and reflect on features of culture within their context, making connections with disciplines such as geography, history, sociology, and arts in the Spanish speaking world
- c) Demonstrate analytic, interpretative and critical thinking skills with respect to literary texts from Latin America, Spain, the United States and other countries in which Hispanic literature is produced

Evaluation Criteria: An individual's performance will be evaluated according to the following criteria and percentages.

Class participation - Discussions (<i>Participación</i>)	15%
<u>Supersite</u> (<i>Lab online</i>)	25%
Quizzes & Assessments (<i>Mini Pruebas</i>)	5%
Chapter Tests (Cultura, Gramática y Vocab) (<i>Pruebas</i>)	15%
Writing assignments	10%
Oral Exam (<i>Examen oral</i>)	10%
Culture presentation (Culture & Movie)	10%
<u>Final examination</u> (Oral, written & culture)	10%
	100%

Cultural Assessment: Please remember that Culture is an essential part of learning a foreign language. Global awareness, cross-cultural and multi-cultural perspectives are strong components of your general education. Students' cultural competences will be assessed in all of the criteria mentioned above. At the end of this course students will be familiar with cultural concepts and will demonstrate knowledge of the Hispanic culture and how it relates to language and communication. Since all Spanish courses at TRCC fulfill the International/Intercultural requirement your instructor will assess this content in different ways like tests, projects, discussions, Supersite, etc.

Numerical Grading Scale

A	94-100	B	83-86	C	73-76	D	65-66
A-	90-93	B-	80-82	C-	70-72	D-	60-64
B+	87-89	C+	77-79	D+	67-69	F	0-59

CRITERIA OF EVALUATION AND POLICIES

1. CLASS PARTICIPATION – Discussion Boards: Because of the cumulative nature of language learning, participation is very important. Frequent exposure to the material and keeping up with the assignments is essential. Students should participate in all **discussion boards**, review the material assigned to study and complete all the assignments. If assignments are not completed or are completed late the student's participation grade will be affected. It is at the instructor's discretion to justify late assignments given circumstances and situations for each individual student. You will receive a grade for each assignment and a grade for overall participation in the course.

Missing assignments: Remember that it's your responsibility to be updated on the class announcements, assignments and due dates. You need to take responsibility for keeping up with the assignments. Always check with your instructor for any changes or additions to the classes' schedule. All information regarding the course is posted in the course **Announcements** tab in Blackboard. You need to check these announcements frequently. Blackboard is set to send you a copy of announcements to your email address, but do not rely on this since some features might be missing, such as pictures, course links, weblinks, etc.

What does it mean to participate in class?

- **Actively participating in class activities and discussions by making comments, asking questions, showing enthusiasm in activities, respecting others participation and conducting yourself appropriately for a class.**
- Doing the homework and assignments, paying attention to listening comprehension activities and instructions, grammar exercises, performing oral activities, studying and focusing on the readings and correcting the exercises indicated in the textbook.
- Your **self-motivation, interest, attitude** towards the class and, **collaboration** with the class dynamic, are very important in foreign language classes (you could earn an overall performance extra-point at the end of the course based on that criteria).

Disruptive behavior: Will not be tolerated. Class interruptions, disrespectful comments or negative behavior affect the dynamic of the class. Your disruptive behavior will be noted by the instructor and your participation grade will be seriously affected. Students will be removed from the class if the problem is not corrected and the Dean of Students will be notified for a follow up with you on your behavior. Please see **Student's responsibilities** for more information on behavior during classes.

Class cancellations:

MyCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. All students are encouraged to sign up for myCommNet Alert. Students need to access MyCommnet and then click in MyCommNet Alert to be able to sign up for the free service, then follow the instructions. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site.

Communication:

All communications sent by the instructor will be sent to your TRCC email address so you need to check it regularly as well as Blackboard Announcements to find information about the course or instructions for assignments. All TRCC students are assigned a **TRCC email address** and this is the official way of communication for ALL College related communications, whether it be with TRCC instructors or TRCC administrative offices. The consistent use of the college email enables you to more easily navigate communicating with instructors, and future instructors. You need to use this email account so you don't miss important academic information. Instructions for your TRCC mail may be found on this link:

http://www.trcc.comnet.edu/Div_StudentServices/admissions/Student_email.shtml

You can also choose to have all your emails forward to your **PERSONAL EMAIL ACCOUNT:**

http://www.trcc.comnet.edu/Div_StudentServices/Registrar/documents/studentemail.pdf

You can contact your instructor via Blackboard **email** or via email directly to TRCC email account marrieta@threeivers.edu . If you would like to have a meeting with your instructor or discuss any academic related matter via chat please request an appointment via email and follow the format provided in Blackboard. You should include your complete name, information on the course you are currently enrolled and the reason for the meeting.

Previous knowledge of the Language:

If you believe that your previous knowledge of Spanish could allow you to move forward to the next level course of Spanish, you can discuss your situation with your instructor since it might be possible to receive an override to enroll in a different class. Decisions are made on an individual

basis taking into account several factors. Please talk to your instructor to discuss this possibility since in case of transferring some institutions might not grant credits for same level classes already taken at a high-school level. Since college level Spanish and high-school Spanish don't follow the same content distribution and sometimes they have different methodologies, equivalencies are made based on the student's knowledge and amount of years since the class was taken, you need to talk to your instructor to find out the appropriate placement. In general, two years of high-school Spanish are equivalent to one semester of college level Spanish, but this is not always the case, so you need to contact your instructor to find out the best course for you. For questions in regards to this matter, you can also contact Prof. Arrieta at marrieta@threeivers.edu.

Class methodology:

Some aspects of the class methodology include: communication, student-centered, classes are taught in Spanish (see handout provided), group work, participation, vocabulary, grammar, culture, music, videos, games, movies, online practice, Lab, presentations, homework, etc. These are some key words in Spanish that also are key for the dynamic of the class and for your own success, so please remember them at all times:

RESPECTO – MOTIVACION – INTERES – ACTITUD – COLABORACION – TAREA(HW)

Resources:

Please see the handout provided by your instructor, distributed in all the college and also available in Blackboard to learn all the resources available at TRCC that can help enhance your learning experience. Some include: **Language Lab** (D117), **OLE** (Organization for the Latino-American Experience), Movies, TV, Radio, Library (*short stories and dictionaries*), Internet, Community (Hispanic and non-Hispanic who speak Spanish), etc

2. Completion of all ASSIGNMENTS AND EXAMS.

Exams and Tests: STUDENTS ARE REQUIRED TO TAKE ALL SCHEDULED EXAMS AND TESTS, BOTH ORAL AND WRITTEN, IN ORDER TO PASS THE COURSE. If a student does not complete the oral exams and the final exam, the student will receive a grade of "F" in the course.

Assignments: The **completion of the material** assigned from the **Textbook, Supersite, Video** assignments, **discussion boards, homework** assignments, presentations, **projects** and **writing assignments** is **required**. You will be provided with instructions and **due dates** for submitting each assignment. It is at the **instructor discretion** to receive or accept late submissions of assignments after the due date and it could be based on the student overall performance in the class. The instructor must be notified in advance by e-mail if the student is under extenuating circumstances and is not able to complete an assignment. It is the student's responsibility to make the necessary arrangements to complete the missed assignments after the late submission is allowed.

Students will receive a grade of 0 (zero) / "F" for the exam or assignment missed. In order to be fair to other students in the class, points will be deducted from the student's grade for late assignments if late submission is accepted.

Some scores may show the correct answer to the assignment and some may not, **in order to prevent academic dishonesty or plagiarism**. Students are welcome to contact the instructor to discuss and review their tests with the instructor and receive more feedback.

Late submissions in the Supersite

Since all your assignments and tests will be submitted in Blackboard and in the Supersite. It's relevant to know about late submissions.

The penalty for late submissions on the Supersite is **15%** of the grade and it's individually deducted only for the specific activities that are submitted late. Late submissions will only be accepted within **a week** of the missed due date. Students may continue to work during this extra week without any request to the instructor. In order to receive credit, students need to request a grade update after late activities have been submitted. After that week, late submissions won't be accepted with no exceptions.

Late submissions of assignments in Blackboard

For late submissions of assignments in Blackboard for **partial credit** (such as discussion posts, writing assignments, video projects, etc), you need to contact your instructor via email to request a late submission. If your late submission is accepted then you can submit it. Otherwise, your submission won't be accepted and you will receive a zero in your submission. **It is at the instructor's discretion to receive or accept late submissions of assignments after the due date** given circumstances and situations for each individual student. It could be based on the student overall performance in the class as well. The instructor must be notified in advance by e-mail if the student is under extenuating circumstances and is not able to complete an assignment. It is the student's responsibility to make the necessary arrangements to complete the missed assignments after the late submission is allowed. Decisions will be made on an individual basis taking into account the situation that originated the late submission and the overall performance of the student in the course. Late submissions will only be accepted within **a week** of the deadline of each assignment. After that week, late submissions won't be accepted with no exceptions and students will receive no credit for the late submission. The instructor may consider an exception at the end of the semester to submit a missed assignment in Blackboard, but only for students that have an average of **B or better** in the course **two weeks prior to the end of the semester**. In order to be considered for an **exception**, students need to **request** this via email two weeks before the last day of classes (not earlier, neither later than that date).

Tests, quizzes and exams

Assessments in Blackboard (tests / quizzes / exams) can't be accessed, completed or re-scheduled after the deadline so the student will receive a grade of zero in all cases. Make sure you plan accordingly to complete your work on time to avoid these situations. There are **no make-up options** for Blackboard assessments since you will be given enough time to complete them, usually one or two weeks. All assessments are available since the start of the course. You won't be able to access your chapter tests or final exam after the due date so make sure you don't wait last minute to complete them. **These assessments can NOT be re-scheduled**. Please make sure that your computer is working properly before you take each test and that it won't restart or run out of battery in the middle of the testing process. You need to complete the tests in one sitting so if your computer shuts off, your test will auto-submit. Contact your instructor if you have any technical issues.

Technical difficulties

In the event that a student experiences technical difficulties while completing a quiz or test. The student needs to contact the instructor immediately to send evidence that the assignment was attempted before the deadline. Also, the student needs to explain the situation in detail and demonstrate that all possibilities to complete the work were covered. Many technical difficulties

could happen such as loading issues, internet connection, Blackboard issues, browser not updated, plug-ins not updated, Blackboard not saving answers, screen froze during the test, accidentally exited out of the test window, etc. Regardless of the technical issue it's the student responsibility to have all the material for the course working well such as a computer, browser or internet connection. The instructor may consider an exception at the end of the semester, but only for students that have an average of **B or better** in the course **two weeks prior to the end of the semester**. In order to be considered for an **exception**, students need to **request** this via email two weeks before the last day of classes (not earlier, neither later than that date). The student will be notified by the instructor as to whether the exception to re-open or re-take a specific test or quiz will be made. Tests or quizzes won't be automatically re-opened, students need to request it. If students miss to request it on the date mentioned, then they won't be able to re-take it.

Blackboard:

Make sure you become familiar with the use of Blackboard. You will need to have your **MyCommnet username and password** with you at all times.

Log in and follow the learning modules in the order presented. Explore all the folders in the **course content**, they contain useful information and resources for the course that will facilitate your learning experience. All chapter tests and the final exam are done in Blackboard so it is very important that you know how to use the software in advance. For more information on Blackboard and for help with computer issues you can access this link:

http://www.trcc.commnet.edu/Div_IT/EducationalTechnology/Student.shtml

Navigating Your Course in Blackboard Learn Video:

<http://www.youtube.com/watch?v=GvZt-6bGCic&list=PL4504EA049C1DFFAD>

Please make sure that you watch this 2-minute tutorial before you take a test in Blackboard:

http://ondemand.blackboard.com/r91/movies/bb91_student_taking_test_online.htm

Instructions on how to submit an assignment in Blackboard:

http://ondemand.blackboard.com/r91/movies/bb91_student_submit_assignment.htm

Driving Blackboard: A Technology Guidebook for Students

http://www.trcc.commnet.edu/Div_IT/EducationalTechnology/PDF/DrivingBlackboard.pdf

How to attach files in Blackboard:

http://www.trcc.commnet.edu/Div_IT/EducationalTechnology/PDF/AddingAttachments.pdf

Mobile Technology:

http://www.threerivers.edu/Div_IT/EducationalTechnology/Mobile.shtml

There's lots of information and support links in the introductory chapter in Blackboard.

Blackboard Technical Support:

- a. Contact Blackboard support for students, they have a phone line where you can call them. This is the phone number for students: **860-493-0111**
- b. Check the Student support website: <https://websupport.ct.edu/>
- c. Check the Help & Tech support tab in Blackboard or click on this link: http://www.threerivers.edu/Div_IT/EducationalTechnology/support.shtml
- d. If you have questions or need support for your own computer you may contact the **IT Department** at TRCC.

e. Connecticut Colleges and University Student Support Center:

<https://websupport.ct.edu/content/login-questions>

f. TRCC Support for Distance Learning:

http://www.threerivers.edu/Div_IT/EducationalTechnology/Student.shtml

Supersite Technical Support:

a) **Student Tech Support: (800)-248-2813**

Live support hours: Monday–Thursday: 8:00 a.m.–3:00 a.m. Friday: 8:00 a.m.–11:00 p.m.

Saturday: 11:30 a.m.–8:00 p.m. Sunday: 11:30 a.m.–2:00 a.m.

*All listed times are in the Eastern time zone

b) **Technical Support Home:** <http://support.vhlcentral.com>

c) **Technical Support Email:** techsupport@vistahigherlearning.com

Digication:

As a student you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

3. WRITING ASSIGNMENTS:

1. The main purpose of this activity is developing your writing skills in Spanish, reading comprehension and cultural knowledge by regularly practicing the skill and getting feedback by the Supersite and by your instructor.
2. The instructor will announce the assignment, instructions, format and the topic of each assignment.
3. The assignment will be related to topics discussed in class.
4. The level and length at a basic level for writing assignments in Spanish will vary from short and simple sentences (5 to 10) with simple vocabulary at the beginning to longer and more advance vocabulary at the end and paragraph/composition/essay format (one or two pages).

Notebook / “Cuaderno”:

1. In order to gauge the progress students have done throughout the course, students are recommended to compile all the homework and written assignments done during the course; including activities from the textbook, practice sheets, study packs, projects, handouts and packages.
2. It is recommended that you keep track of all the material you cover, all the assignments due, and when you submitted them in case of any technology related issue you may experience. The use of a calendar is strongly recommended. There are many assignments in foreign language courses since 5 different skills need to be assessed so your own organization is key to your success. You can also use the calendar in Blackboard and create your own notifications.

Use of Software for writing assignments:

It is strongly recommended that you review your written assignments using the Microsoft Office Word grammar and spelling corrector or similar, before you submit your work. Please **DO NOT use online translators** since translations are usually not accurate and it is evident for instructors when a software-based translator has been used on an assignment. You could do so much better than online translators, they usually do not make any sense when the grammar is complex or the vocabulary has more than one possible definition.

The use of translation software constitutes academic dishonesty in this course and will imply a grade of zero in your assignment.

When you are working on a discussion board post or a writing assignment, make sure you always type your assignments on a word document first and save them to your computer. Then you can transfer your work by using copy and paste to Blackboard. Once you paste your work you can make the necessary changes to the format. It's important that you have all your documents saved on a folder in your computer in case you are working in Blackboard and something happens with your computer or internet connection. Do not write directly on the discussion board or the textbox since you might lose all your work once you click on submit because of a connection issue. The process of copy and paste is easier and it avoids frustration or wasting more time on re-doing a whole assignment. You should include your pictures in your document as well and also save them in your folder as separate images in case pictures are required for an assignment. You can always include pictures and weblinks in your discussion board posts even if they are not required but to enrich your work.

* Failure to fulfill any of the categories mentioned above can have a negative impact on your grade.

Extra-credit projects: Might be allowed at the instructor's discretion and will be announced, this opportunity will be based on the student's individual performance.

GENERAL INFORMATION FOR STUDENTS

Student's rights: All students in the College have specific rights and responsibilities. You have the right to expect a classroom environment that enables you to learn, including modifications if you have a disability.

Student's responsibilities: Your **responsibilities** to this class --and to your education as a whole-- include participation. You are also expected to be honest and honorable in your fulfillment of assignments and in test-taking situations. You have a responsibility to the rest of the class and to the instructor to help create a classroom environment where all may learn. At the most basic level, this means that you will **respect the other members of the class and the instructor**, and treat them with the courtesy you hope to receive in turn.

Disabilities Statement: If you have a disability that may affect your progress in this course, please meet with a college Disability Service Provider (DSP) as soon as possible. You can make an appointment with a DSP by calling 860.215.9017. Please note: 1.) For academic adjustments, you will have to provide documentation of your disability to the DSP. 2.) Instructors cannot provide adjustments until you have delivered written authorization (from a DSP) to the instructor. 3.) Adjustments take effect when you deliver your written authorization to the instructor in person (provided there is adequate time for the instructor to make necessary arrangements). 4.)

Adjustments do not apply to tests/assignments that were due prior to your delivering written authorization to your instructor in person.

College Withdrawal Policy: A student who finds it necessary to discontinue the course must complete a withdrawal form in the Registrar's office. Withdrawals are recorded with a "W". Students who stop attending but fail to formally withdraw are assigned "F" for a grade at the end of the course. This would apply to students who never came to class as well as to those who didn't attend or participate long enough to pass the course, in general it would be students that didn't complete at least 60% of the course. For online courses the F grade will be assigned if the student didn't participate long enough and didn't submit a sufficient amount of assignments in order to receive a passing grade. If you decide to withdraw, please make sure to make the withdrawal process in a timely matter so you don't receive an F in the class. Make sure that you are aware of the withdrawal due date at the Registrar's office each semester, it is your responsibility to withdraw before the due date.

Academic honesty and plagiarism:

- The use of translation software constitutes academic dishonesty in this course and will imply a grade of zero in your assignment.
- Please note that **ALL** written work is expected to be your own work, without the help of others. Keep in mind that turning in another's work as your own is considered plagiarism and constitutes academic dishonesty. This inappropriate behavior will be considered especially in relation to texts copied from Internet or done by people other than you. You can consult dictionaries and grammar reference sources and use a Spanish spell checker (*e.g.* with a program such as *Microsoft Office Word*). You can't turn in a composition that translates your writing from English to Spanish or use *automatic translation devices* from Internet or other sources (machine translation is easily identifiable and usually a bad quality one).
- False representation of a student's academic performance constitutes academic dishonesty. Knowingly or intentionally assisting another student to do so in any way (during a quiz, exam or written assignment) will have serious consequences. The instructor reserves the right to award an "F" for the course to the individuals involved.
- Any student found copying during an exam or any other individual piece of work that is to receive a grade will receive a grade of "F" in the assignment.
- If other case of plagiarism occurs, the student will be reported to the appropriate university authorities for whatever action is deemed necessary.

LANGUAGE LAB:

- You will also find several useful study materials at the **New Language Lab in D117**. Please see posted flyer on Resources and Tools for Language students at TRCC.
- The Language Arts Lab provides of space for tutoring along with 28 computer work stations. Remember to bring your own headphones or headphone/microphone sets.
- Sign in every time you use the Language Lab, write your name in the binder on top of the shelf. You could receive extra-credit in your classes for using the Language Lab, so let your instructor know that you are using the Language Lab during **Open Lab** times.

TUTORING

- Languages tutors are available at the **Tutoring and Academic Success Center (TASC)** located in C117. Tutoring service is free to students. Check their schedule for each academic session.
- **Teaching Assistants** are also available for tutoring and support with the course, Blackboard and the Supersite. Check their contact information and tutoring hours in Blackboard and also check **Open Lab** times at the New Language Lab in D117.

OLE - Organization of the Latino-American Experience:

- Participate in the **cultural activities and events** offered by **OLE** at the college. You can come to their meetings and become an active member. You can be part of cultural and academic events: music, art, language, books, games, job, fashion, travel, movies and food. You can get in touch with a new culture and have some fun by sharing “fiestas” together.
- Think also it will look good in a resume to be a member of an organization. This participation can help you develop leadership and teamwork skills to get the job you want for your future. OLE wants to hear your suggestions on activities that interest you like study/travel courses, cultural videos, dinner/dance parties, community help, etc. Look for notices and announcements.
- Contact them via email at: ole.trcc@gmail.com
- Make sure you mention that you are a member of OLE to your instructor; you may get extra points in your Spanish course.



STUDY ABROAD

Learning about a foreign culture is valuable for your academic performance, your career and it's an enriching personal experience. Adding a *foreign language* to your career preparation and your resume could translate in the possibility of a new job or a better position. Think that when learning foreign languages, the full immersion methodology, by living in the country where it's spoken, is always the best way to learn it.

Three Rivers Community College is currently associated with the **College Consortium for International Studies**, which is a partnership of colleges that encompasses a broad spectrum of international higher education. If you are interested in learning about Studying Abroad opportunities, the first step would be to navigate CCIS website at:

<http://www.ccisabroad.org/>

There you can explore the information on destinations, options of programs (semester and summer programs), academics (course offerings & credits), student life, costs, application deadlines, eligibility, etc. After reviewing this information, if you are interested in any specific program or programs offered by CCIS, please contact Professor Celeste Arrieta (marrieta@threerivers.edu) to schedule a meeting and try to answer all your questions. We'd like to help you with the process of Studying Abroad and hope that you find a program that meets your career expectations.

SUGGESTIONS ON HOW TO STUDY AND LEARN A FOREIGN LANGUAGE

Learning to speak:

1. **Practice** the language as much as you can.
2. **Imitate** as exactly as you can. Say everything **out loud**. If you read silently you are only using your visual memory if you study out loud, you triple your efficiency by adding auditory memory and motor memory.
3. Learn **one concept** at a time. Break up a lesson into small units.
4. **Study for short periods of time**. Start off with twenty minutes to a half an hour at the most; then turn to some other work; then come back for another twenty minutes; and so on. Four half hour periods of study will produce far better results than two uninterrupted hours.
5. **Make full use of class time**. Don't close your mind off when somebody else is responding in class. Recite mentally with him or her and get half the learning job done that way.
6. **Keep up with the assignments** and don't fall behind. Language learning is cumulative. You build on what you learned previously. You must know the concepts on chapter 1 because you need them for chapter 2.
7. **Come to class prepared**. Don't stay away from class if you are unprepared. You'll fall still farther behind. Tell your instructor and learn from the classroom work.
8. **Learn to apply the grammatical rules you are learning** rather than learn the rule. If you can't apply them, they are of no use to you.

Learning to read:

1. **Read** the assignment twice once for pronunciation and the second time for content. Don't look up every word you don't know. Verbs are the most important words in a sentence, if you know the meaning of the verbs, you can guess the rest.
2. **Read** the whole sentence before you look up a word that you don't know in a paragraph.
3. **Literal translation** from one language to another is not possible in many cases. Learn to read for meaning rather than just translating.
4. **Don't try** to cover the whole assignment in one sitting. Break up the chapter into structures, reread each part and then reread the whole, after that, close the book and recall what you just read.
5. **Don't agonize** over passages you just can't understand. Ask your instructor.
6. **Make a list** or flash cards of your own particular nuisance words; words you have to look up again and again spend special time on them. Except for such nuisance words, don't write out list of words you had to look up- unless you think you have time to waste.

Other suggestions:

- Listen to the Spanish radio stations or watch the news on the Spanish TV channels.
- Listen to music in Spanish and try to recognize some words.
- Use the language as often as possible with a classmate, Spanish-Speaking people or by yourself.
- Prepare your own vocabulary cards to help you remember or get them at a bookstore.
- On TV, select the audio in Spanish and/or the subtitles in Spanish to practice listening and reading coordination.

COURSE OUTLINE AND SCHEDULE

- Preparation is essential for language learning. Do all the assigned material.
- Do the exercises in the textbook and the **Supersite**. Then complete the assignments in Blackboard and finally complete the tests online.
- In **Blackboard** you will see the **dates** in which each new chapter will be covered, but remember that language learning is a progressive and integral process that requires continuous revision and recycling of old material.
- **Homework and Projects will be assigned and available online in Blackboard**. Each assignment will show a **due date**. You need to submit your assignments before the deadline.









Course Revisions: This syllabus has been prepared as accurately as possible, but it could be modified and revised at the discretion of the instructor.

📖 Lecturas culturales - 🌐 Cultura hispana en el mundo - 🎬 Videos - 📖 Literatura - 🎵 Música

Students can access the academic calendar at TRCC website: <http://www.trcc.comnet.edu/>

Lecciones	Temas y Actividades <i>(Las páginas corresponden al Libro de Texto)</i>
INTRO Chapter	<p><u>Introducción al curso:</u> What are you learning? – Where is Spanish spoken? – Why are you learning Spanish? – How should you learn Spanish? Presentación de la clase - Syllabus - Materiales - Metodología - Criterios de Evaluación - Asignaciones - Blackboard</p> <ul style="list-style-type: none"> • Supersite registration (https://www.vhlcentral.com/)
Lección 6 “¡De compras!”	<p>A. Comunicación Contexto: ¡De compras! Vocabulario: Los colores pp. 192 Pronunciación: D y T p.197 Gramática: Saber y conocer pp. 200 -201, Objeto indirecto y sus pronombres pp 202-205, Pretérito de verbos regulares pp206-209 Gramática: Pronombres y adjetivos demostrativos pp. 210-213 Escritura: Reporte entrevista p. 218 Escuchar: Claves lingüísticas p. 219</p> <p>B. Cultura 📖 Fotonovela: <i>En el mercado</i> pp. 194-195 🌐 Cultura: <i>Los mercados al aire libre</i> p.198, <i>Diseñadores de moda</i> pp. 199, <i>Carolina Herrera</i> pp. 199 📖 Lectura cultural: <i>Corona</i> pp. 216-217 (Skimming) 📺 Video TV Clip: <i>Anuncio de Comercial mexicana</i> p. 220 📖 Flash Cultura: <i>Comprar en los mercados</i> pp. 221 🌐 Panorama cultural: <i>Cuba</i> pp. 222-223</p>
Lección 7 “La rutina diaria”	<p>A. Comunicación Contexto: La rutina diaria pp. 226-227 Gramática: Verbos reflexivos pp. 236-237, Pretérito Ser e Ir pp. 241 Escritura: Sequencing events p. 254 Escuchar: Using background information p. 255 Pronunciación: The consonant R p. 233 Gramática: Verbos como Gustar pp. 246- 247, Palabras indefinidas y negativas pp. 240-241 Repaso Vocabulario p. 260</p>

	<p>B. Cultura</p> <ul style="list-style-type: none"> 📖 Fotonovela: <i>¡Necesito arreglarme!</i> pp.230 📖 Lectura cultural: <i>La siesta</i> p. 234 🌐 <i>El mate</i> p. 235 🌐 Lectura: Predicting content from the title (Correo electrónico/<i>E-mail</i>) pp. 252-253 🌐 En Pantalla: <i>Anuncio de champú Sedal</i> p. 256 🌐 Flash cultura: <i>Tapas para todos los días</i> p. 257 📖 Panorama: <i>Perú</i> pp. 258- 259
<p style="text-align: center;">Lección 8 “La Comida”</p>	<p>A. Comunicación</p> <p>Contexto: La comida pp. 262-264 Gramática: Preterite of stem changing verbs pp. 274-276 Pronunciación: ll, n, c and z p. 271 Gramática: Double object pronouns pp. 277-279 Lectura: Reading for the main idea pp. 290 Gramática: Comparaciones pp. 281-285, Superlativos pp. 286-287 Escritura: Expressing and supporting opinions (Crítica) p.292 Escuchar: Jotting down notes as you listen p. 293 Repaso vocabulario p. 298</p>
	<p>B. Cultura</p> <ul style="list-style-type: none"> 📖 Fotonovela: <i>Una cena... romántica</i> pp. 268-269 🌐 Salud - Nutrición: La Pirámide alimenticia p.265 📖 Lectura: <i>Frutas y verduras de América</i> p. 272, <i>Ferrán Adrià: arte de la cocina</i> p. 273 🌐 Gastronomía: <i>La feria del maíz</i> pp. 290-291 📖 Video TV Clip: <i>Anuncio de El Comercio</i> p. 294 📖 Flash Cultura: <i>La comida latina</i> p. 295 📖 Panorama Cultural: <i>Guatemala</i> p. 296-297
<p style="text-align: center;">Lección 9 “Las fiestas”</p>	<p>A. Comunicación</p> <p>Contextos: Las fiestas pp. 300-301 Vocabulario: Las etapas de la vida p. 302 Gramática: Verbos irregulares pp. 310-311 Gramática: Verbs that change meaning in preterite p. 314 Lectura: Recognizing word families pp. 322-323 Escritura: Planning and writing a comparative analysis (Diferencias y similitudes) p. 324 Pronunciación: h, j and g p. 307 Gramática: ¿Que? y ¿Cual? p. 316, Preposiciones y pronombres p. 318 Escuchar: Guessing the meaning of words through context (Una invitación) p. 325 Repasar Vocabulario p.330</p>
	<p>B. Cultura</p> <ul style="list-style-type: none"> 📖 Fotonovela: <i>El Día de los muertos</i> pp.304-305 🌐 Cultura: <i>Semana santa: vacaciones y tradición</i> p. 308, <i>Festival de Viña del Mar</i> p. 309 🌐 Las telenovelas p. 315 📖 Lectura cultural: <i>Vida social</i> p.322-323 📖 Video TV Clip: <i>Fiestas patrias: Chilevisión</i> p. 326 📖 Flash Cultura: <i>Las fiestas</i> p. 327 📖 Panorama Cultural: <i>Chile</i> pp.328-329
<p style="text-align: center;">Lección 10 “En el consultorio”</p>	<p>A. Comunicación</p> <p>Contextos: En el consultorio p. 331-332 Ortografía: el acento y las sílabas p. 339 Gramática: El imperfecto pp.242-343 Gramática: El imperfecto y el pretérito pp. 346-347, Constructions with se pp. 350-351, Adverbios p. 354 Lectura: Activating background knowledge p. 358 Escritura: Mastering the simple past tense (<i>Una historia</i>) p. 360 Escuchar: Listening for specific information (Enfermedades) p. 361 Repaso Vocabulario p. 366</p>

	<p><i>B. Cultura</i></p> <ul style="list-style-type: none">  Fotonovela: <i>¡Qué dolor!</i> pp. 336-337  Cultura: <i>Servicios de salud</i> p. 340,  <i>Curanderos y chamanes</i> p. 341  La sala de emergencia p. 349  Video TV Clip: <i>Anuncio de Anaflex</i> p. 362  Literatura: <i>Libro de la semana, Entrevista a Carla Baron</i>, p. 359  Flash Cultura: <i>La salud</i> p. 363  Panorama Cultural: <i>Costa Rica</i> pp.364-365
Presentations	<ul style="list-style-type: none"> • <i>Culture group presentations (Instructions are provided in Blackboard - All Online)</i>
Final examination	<ul style="list-style-type: none"> • <i>Final examination: Video - Written portion - Integrated Culture test</i> • <i>Final Grades</i>

Schedule of classes

Please see the schedule of classes in the next pages for all deadlines in this course. It is strongly recommended that you download and print this calendar to keep with your course papers.

Schedule of classes & assignments - Spanish 112



January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			18	19	20	21
			-Welcome -Resources Tab -Getting Started Tab			
22	23	24	25	26	27	28
	Lesson 6 Begins				-Quiz Course Policy Info. Due - Quiz Getting Started Due -Discussion 1 Due	
29	30	31				
Supersite Due Lec. 6						

February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
					Lesson 6 ends Assignments due: -Discussion 2 -Writing Assign 1 -Video 1 -Quiz 5	
5	6	7	8	9	10	11
Supersite Due Lec. 6	Lesson 7 Begins		Lesson 6 Tests due: -Prueba 1 -Prueba 2			
12	13	14	15	16	17	18
Supersite Due Lec. 7					Lesson 7 ends Assignments due: -Discussion 3 -Writing Assig 2 -Video 2 -Quiz 6	

19	20	21	22	23	24	25
Supersite Due Lec. 7	Lesson 8 Begins		Lesson 7 Tests due: -Prueba 3 -Prueba 4			
26	27	28				
Supersite Due Lec. 8	Presentation 1 Work Starts					

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
					Lesson 8 ends Assignments Due: -Discussion 4 -Writing Assig 3 -Video 3 -Quiz 7	
5	6	7	8	9	10	11
Supersite Due Lec. 8	Lesson 9 Begins		Lesson 8 Test due: -Prueba 5 -Prueba 6			
12	13	14	15	16	17	18
Supersite Due Lec. 9	Start of Spring Break					
19	20	21	22	23	24	25
End of Spring Break					Lesson 9 ends Assignments due: -Discussion 5 -Writing Assig 4 -Quiz 8	
26	27	28	29	30	31	
Supersite Due Lec. 9					Presentation 1 Due	

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
	Lesson 10 Begins		Lesson 9 Test due: -Prueba 7			
9	10	11	12	13	14	15
Supersite Due Lec. 10					Lesson 10 Ends Assignments Due: -Discussion 6 -Writing Assign 5 -Quiz 9	
16	17	18	19	20	21	22
Supersite Due Lec. 10	Presentation 2 Work Starts		Lesson 9 Test due: -Prueba 8			
23	24	25	26	27	28	29
					Final Examination due: -Video 4 -Written portion of Video 4 -Integrated Culture Test	

May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
April 30	1	2	3	4	5	6
					Presentation 2 Due	
7	8	9	10	11	12	13
			Final Grades			
14	15	16	17	18	19	20