

SPA 111 - Elementary Spanish I (10826)T2

Spring 2015

Instructor: Nancy E. Armstrong, Ph.D.
Course schedule: Monday and Wednesday 10:00-11:40am
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Office: D 205
Office Hours: Monday 9:30am-10:00am
Wednesday 9:30am-10:00 am

Course description: This four credit course introduces the basic principles of the Spanish language and provides a cultural understanding of the Hispanic world. The emphasis of the course is on developing communicative skills at a basic level, focusing on the four basic skills of language learning: listening, speaking, writing and reading. This course will allow students to contextualize the learning experience by providing a cultural context for all activities which encourages interest and appreciation of language and Hispanic culture. *This course fulfills one course of your foreign language requirement and the Intercultural/International requirement.*

Course Materials:

- ☑ Textbook: *Vistas*. Introducción a la lengua Española, 4th edition. Blanco & Donley, Vista Higher Learning, 2012.
 - 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 + Wimba Pronto: for online communication and collaboration + 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 Language Lab (C117), the computers at the library 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 in the Diccionarios tab.

** 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: At the end of this semester students should be able to do the following:

- To develop speaking and listening skills in Spanish, to be able to recognize and use Spanish pronunciation.
- To recognize and apply basic grammar structures and connect grammar with communication.
- To develop and use the vocabulary and topics of conversations presented in the six introductory lessons of the textbook. These topics reflect how Spanish speakers communicate in the real world.
- To read and understand short narratives.
- To write questions and answers and short paragraphs based on the material presented in the textbook.
- To be familiar with cultural contexts in order to contextualize the learning experience.
- To increase their knowledge of Hispanic culture: Students will demonstrate basic knowledge of the customs and contributions of the different ethnic groups that form the Hispanic world.

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>Comprehensive written final exam</u> (<i>Examen final</i>)	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 – 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 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.

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. Here is the link:

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

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.commnet.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.commnet.edu/Div_StudentServices/Registrar/documents/studentemail.pdf

You can contact your instructor via email directly to TRCC email account

narmstrong@trcc.commnet.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. 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@trcc.commnet.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** (C117), **Rosetta Stone**, **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. Students are required to take all scheduled exams and tests, both oral and written, in order to pass the course. 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. Any work missed due to illness or other **excused** tardiness must be made up within a week of the scheduled date and is at the **instructor discretion** to receive it after the due date. It is the student's responsibility to make the necessary arrangements. In the event that arrangements are not made, the student shall receive a grade of 0 (zero) / "F" for the exam or assignment missed. In order to be fair to other

students in the class, up to fifteen points may be deducted from the student's grade for late assignments. Some scores may show the correct answer to the assignment and some may not, **in order to prevent plagiarism**. Students are welcome to contact the instructor to discuss and review their tests with the instructor and receive more feedback.

The **completion of the material** assigned from the **Textbook, Supersite, Video** assignments, oral exams, **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 and it could be based on the student overall performance in the class.

Late submissions for the Supersite and Blackboard:

- a) 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.
- b) For late submissions of assignments in Blackboard (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. 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. You will receive a **15%** penalty for late submission as well. Late submissions will only be accepted within a week of the missed due date.
- c) However, tests in Blackboard (tests / quizzes / exams) can't be accessed after the deadline so make sure you complete those on time. There are **no make-up options** for Blackboard assessments since you will be given enough time to complete them. 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 tests 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 me if you have any technical issues.

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-6bGC1c&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.trcc.commnet.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, 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 individual performance.

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 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 or an "N" if there is not enough basis for a grade. This would apply to students who never came to class as well as to those who didn't attend or participate long enough to be graded. For online courses the N 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 an F 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 or an N 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 and ROSETTA STONE software:

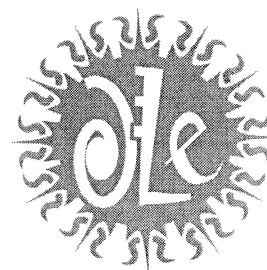
- Make use of **Rosetta Stone** for free at the **Language Laboratory** located behind the Lab in room C-117. Students can make use of this excellent tool for practicing and improving their language skills. Please contact your instructor if you are interested in trying this software at the Language Lab.
- You will also find several useful study materials at the Language Lab. Please see posted flyer on Resources and Tools for Language students at TRCC.
- The Language Arts Lab in TASC provides of space for tutoring along with 5 computer work stations. Headphones and headphone/microphone sets are available for use in TASC.
- Remember to 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. Let your instructor know that you are using the Language Lab.

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.

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 pints 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@trcc.commnet.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 re-read 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 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 online. 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.commnet.edu/>

Lecciones	Temas y Actividades <i>(Las páginas corresponden al Libro de Texto)</i>
INTRO Chapter	<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

	• Supersite registration (https://www.vhlcentral.com/)
Lección 1 “Los Saludos”	A. Comunicación Contexto: los Saludos Pronunciación: el Alfabeto p. 9 Gramática: Sustantivos y Artículos (Género: femenino/masculino, Número: singular/plural) pp.12-15 Vocabulario: los Números 0-30 pp. 16-18, la Hora pp. 24-27 Vocabulario: Cognados pp. 30-31, Animales p. 31 Escritura: Escribir en Español, Hacer una lista p. 32 Escuchar: Reconocer vocabulario de los saludos Repaso Vocabulario p.38 Gramática: Hay... pp.16-18, el Verbo SER y Pronombres personales pp. 19-24 Repaso pp. 28-29
	B. Cultura  Fotonovela: <i>Bienvenida, Marissa</i> pp. 6-7  Lectura cultural: <i>Saludos y besos en los países hispanos</i> pp. 10-11  ¿Tú o usted?  Geografía: Los países del mundo hispano y sus capitales, regiones geográficas (MAPAS A59-A62)  <i>Mafalda</i> (Argentina)  Comics: <i>Quino</i>  Hispanos en Estados Unidos: TV (Univisión y Telemundo) - <i>Anuncio de Mastercard</i> p. 34  Flash cultura: <i>Encuentros en la plaza</i> (Plaza de Mayo en Buenos Aires, Argentina) p. 35  Panorama Cultural: <i>La población hispana en Estados Unidos y Canadá</i> pp. 36-37  Historia: la Historia del español en Los Estados Unidos  Ciencias Sociales: la población hispana en los Estados Unidos  Música latina en Estados Unidos y artistas internacionales
Lección 2 “En la universidad”	A. Comunicación Contexto: En la universidad Vocabulario: la universidad, la Clase y las materias p. 40-41 y 46, Los días de la semana p. 42 Pronunciación: Las vocales p.47 Gramática: PRESENTE INDICATIVO de VERBOS REGULARES (-AR) pp. 50-51 Gramática: Verbo GUSTAR p. 52, la formación de Preguntas y las Palabras interrogativas pp.55-56 Definiciones p. 58 Vocabulario: los Números desde el 31 en adelante pp. 63-64 Gramática: Verbo ESTAR p. 59, Preposiciones p.60, Verbos SER y ESTAR p.61 Escritura: Lluvia de ideas (<i>Brainstorming</i>), Descripciones p. 70 Escuchar: Reconocer cognados p. 71 Repaso Vocabulario p.76
	B. Cultura  Fotonovela: <i>¿Qué estudias?</i> pp. 44-45  El Castillo de Chapultepec, México  Lectura: <i>La elección de una carrera universitaria</i> p. 48-49, <i>La Universidad de Salamanca</i> p.49  Las universidades hispanas p. 49  Lectura: <i>UAM</i> , La Universidad Autónoma de Madrid, España pp. 68-69  <i>La diversidad en el Español</i> (Diversidad)  Video TV Clip: <i>Anuncio de Jumbo</i> p. 72 (Navidad en Chile)  Flash Cultura: <i>Los estudios</i> - UNAM, Universidad Autónoma de México p. 73  Panorama Cultural: <i>España</i> pp. 74-75  Arte: Artistas hispanos (Frida Kahlo, José Gurvich, Pablo Picasso, Xul Solar)  Arquitectura: Dalí, Gaudí  Música española (barroca, flamenco, balada, hip-hop, bakalao, heavy metal, funk, pop)

Lección 3 "La familia"	A. Comunicación Contexto: La familia Vocabulario: La familia pp. 78-79, Profesiones y ocupaciones p.79, Adjetivos descriptivos pp.83-84 Definiciones p.79 Pronunciación: Diptongos y "linking" p.85 Vocabulario y Gramática: Adjetivos descriptivos pp.88-90, Nacionalidades p.89 Gramática: los Adjetivos posesivos p. 93, PRESENTE INDICATIVO de VERBOS REGULARES (-ER / -IR) pp. 96-97 Gramática: Verbos TENER y VENIR pp. 100-101, Expresiones con el verbo TENER p.101 Escritura: Usar mapas de ideas, Mensaje electrónico (E-mail) p. 108 Escuchar: Solicitar que se repita cuando no se entiende p. 109 Repaso Vocabulario p.115 B. Cultura Fotonovela: <i>Un domingo en familia</i> p.82-83 Lectura: <i>¿Cómo te llamas?</i> p.86 - Los nombres en el mundo hispano Ciencias Sociales: La familia hispana y los miembros que la componen p. 87 Lectura: <i>La familia real española</i> p.87 Opinión: estar de acuerdo y no estar de acuerdo p. 92 Ciencias Sociales: Nacionalidades - Los orígenes y la Inmigración - ¿Hispano o latino? - Los estereotipos Estudios sobre la mujer (Women Studies): La mujer hispana de hoy, desafíos y cambios Lectura: <i>Gente... Las familias</i> pp.106-107 (Identificar el significado a partir del contexto) Sociología: El rol de los abuelos en la familia hispana p. 110 Película corta (Short film): <i>Tears & Tortillas</i> p. 110 Flash Cultura: <i>La familia</i> p. 111 (Las reuniones familiares) Panorama Cultural: <i>Ecuador</i> pp. 112-113 Música del Ecuador (andina, pasillo, sanjuanitos, techno, rock, pop)
Lección 4 "Los Pasatiempos"	A. Comunicación Contexto: Los Pasatiempos Vocabulario: los Deportes y los pasatiempos pp. 116-117, Los lugares en la ciudad p.118 Escuchar: Los acentos p.123 Gramática: Verbo IR p.126, los VERBOS CON CAMBIO DE RAÍZ pp. 129-133, las Películas p.135 Escritura: Usar un diccionario, Escribir un folleto p.144 Escuchar: Comprender la idea general (Gist) p.145 Gramática: VERBOS IRREGULARES (tener, venir, decir - hacer, poner, salir, suponer, traer - ver, oír) pp. 136-137 Repaso Vocabulario p.150 B. Cultura Fotonovela: <i>Fútbol, cenotes y mole</i> pp.120-121 (Hacer invitaciones y planes) Lectura: <i>Real Madrid y Barça: rivalidad total</i> p.124 Lectura: Atletas importantes en el mundo hispano: Lionel Messi, Lorena Ochoa y otros p.125 Los deportes en el mundo hispano p. 125 Lectura: <i>No sólo el fútbol</i> pp. 142-143 (Predecir contenido a partir de los elementos visuales) Los deportes populares en los países hispanos pp. 142-143 La música hispana Los artistas famosos hispanos en el cine norteamericano Video TV Clip: <i>Anuncio de Totofútbol</i> p.146 (El fútbol en los países hispanos) Flash Cultura: <i>Fútbol en España</i> p.147 Sociología: La rivalidad entre equipos de fútbol en los países hispanos p. 146 Panorama Cultural: <i>México</i> pp.148-149 Música mexicana (mariachi, ranchera, bolero, norteño, ska, rock, alternativa, pop, electrónica, folk)
Lección 5 "Las"	A. Comunicación Contexto: Las vacaciones Vocabulario: Las vacaciones (En la agencia de viajes, aeropuerto, hotel y playa) pp.152-153,

vacaciones”	Las estaciones, los meses del año, la fecha p.154, El tiempo/clima p.154, Números ordinales p.155 Pronunciación: Las letras b y v en Español p.161, Adjetivos que describen condiciones/estados y emociones p.164 Gramática: Verbo ESTAR en las condiciones/estados y emociones p.164 Gramática: El PRESENTE PROGRESIVO pp.166-167 Escritura: Hacer un bosquejo o resumen, Mapas de ideas, Escribir un folleto p.182 Escuchar: Identificar palabras o frases clave p.183 Gramática: Verbos SER y ESTAR pp.170-171, El objeto directo y sus pronombres pp.174-175 Repaso Vocabulario p.187 B. Cultura 📖 Fotonovela: <i>¡Vamos a la playa!</i> pp.158-159 (Describir el hotel y las emociones) 📖 Lectura: <i>Las cataratas del Iguazú</i> (Argentina) p.162 🌐 Viajes y turismo: Destinos turísticos populares en el mundo hispano p.163 🌐 Geografía: <i>Punta del Este</i> (Uruguay) p.163 📖 Lectura: Examinar/ Ojea un texto por información específica p.180 📖 Lectura: <i>Turismo ecológico en Puerto Rico</i> pp.180-181 📺 Video TV Clip: <i>Reportaje sobre Down Taxco</i> p.185 (Deportes extremos en Latinoamérica) 📺 Flash Cultura: <i>¡Vacaciones en Perú!</i> p.185 🌐 Historia: El Imperio Inca en Perú p.185 📖 Panorama Cultural: <i>Puerto Rico</i> pp.186-187 🎵 Música puertorriqueña (Salsa, reggaetón, bomba y plena)
Presentations - Review Test & Final Exam	• <i>Culture group presentations (Instructions are provided in Blackboard - All Online)</i> • <i>PRUEBA REPASO PARA EL EXAMEN FINAL (FINAL EXAM REVIEW Test) Revisión de Vocabulario y Gramática (Incluye Capítulos: 1, 2, 3, 4 y 5)</i> • <i>EXAMEN FINAL ESCRITO (FINAL WRITTEN EXAM - Comprehensive - All chapters included: 1, 2, 3, 4 y 5) - Follow the <u>Study guide</u> provided to prepare yourself for the exam</i> • <i>Final Grades</i>

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LEARNING OUTCOMES

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

A) Linguistics

- Demonstrate listening, speaking, reading, and writing proficiency in Spanish at a basic level
- Demonstrate understanding of the grammatical and structural aspects of Spanish
- Demonstrate ability to recognize and use Spanish pronunciation
- Demonstrate control of the language in a variety of settings, types of discourse, topics, registers, and broad regional variations
- Demonstrate ability to comprehend the main points of short conventional narratives and descriptive texts (spoken and/or written) appropriate to the level
- 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
- 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

- Demonstrate ability to communicate effectively in Spanish in order to function in a variety of situations and for multiple purposes
- 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 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)
- Demonstrate ability to speak and write by manipulating grammar and vocabulary to create ways to handle a variety of uncomplicated, basic and communicative tasks and social situations
- Demonstrate ability in using the different modes of communication (Interpersonal Listening/Speaking, Presentational Writing/Speaking, Interpretive Reading and Listening)
- Demonstrate analytic, interpretative, and critical thinking skills in regards to language and the communication process
- Demonstrate understanding of how Spanish speakers communicate in the real world
- Demonstrate knowledge of cultural behaviors and communication patterns in Spanish and an understanding of the historical development and linguistic characteristics of Spanish
- Demonstrate ability to apply and incorporate the content learned when using the language both within and beyond the classroom to interact in the community and the globalized world
- **Demonstrate ability to** set goals and reflect on progress in using languages for enjoyment, enrichment, and advancement

C) Culture & Literature

- Demonstrate familiarity with cultural contexts in order to contextualize the learning experience

- Demonstrate ability to describe and illustrate aspects of the culture of Spanish speaking countries covered in the course; and compare and contrast the similarities and differences among them
- Demonstrate ability to identify and analyze features of contemporary culture within their context, and knowledge of geography, history, and the fine arts in Spain and Latin America
- Demonstrate knowledge of the customs and contributions of the different ethnic groups that form the Hispanic world
- Demonstrate ability to identify cultural beliefs, values, behaviors, norms and worldviews on the socio-cultural topics presented in the course; and compare and contrast own cultural beliefs , values, behaviors, norms, and worldviews with those of Spanish- speakers, which may lead to reinterpret the place of the self as an identity culturally situated in the global context
- Demonstrate ability to present information about the perspectives, practices and products of Hispanic cultures to their classmates along with appropriate commentary and analysis and reflection
- Demonstrate cultural awareness with respect to the diversity of cultural products and manifestations produced in the Spanish speaking world (Latin America, Spain, the United States and other countries in which there is a cultural production in Spanish)
- Demonstrate analytic, interpretative and critical thinking skills with respect to literary texts from Latin America, Spain, the United States and other countries in which there is a literary production in Spanish
- Demonstrate analytic, interpretative and critical thinking skills with respect to visual texts (Film & Video) from Latin America, Spain, the United States and other countries in which there is a production of visual texts in Spanish
- Demonstrate ability to connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

World-readiness standards for learning languages (ACTFL)

- **Communication:** The communication outcome stresses the use of the target language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, to interpret oral and written messages, to show cultural understanding when they communicate, and to present oral and written information to various audiences for a variety of purposes. The student's communicative proficiency is measured through the standards established by the American Council on the teaching of Foreign Languages (ACTFL).
- **Cultures:** Cultural understanding is an important part of the target language education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.
- **Connections:** Target language instruction must be connected with other subject areas. Content from other subject areas is integrated with the target language instruction through lessons or courses that are developed around various themes. Students are then able to connect the Spanish language to other subject areas and use Spanish to learn content.
- **Comparisons:** Students are encouraged to compare and contrast the target language and its cultures with their own. They discover patterns, make predictions, and analyze similarities and

differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

- **Communities:** Extending learning experiences from the target language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Students learn that Spanish exists outside of the classroom and use it to become part of a larger community.

