

*Elementary Spanish SPA\* K111 - L04 (CRN# 30621 )*

**Location:** East Lyme High School.  
**Course Schedule:** Mondays and Wednesdays 4:30 pm to 6:20 pm  
**Credit hours:** 4 semester credits

**Instructor:** María F. Civano  
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**Course description:** Elementary Spanish 111 introduces the basic principles and grammatical structures of the Spanish Language. The course focuses on developing all skills of language learning: listening, reading, writing and speaking, plus cultural understanding. Students are involved in class activities in pairs and groups that allow them to begin applying what they are learning. Six chapters of the Textbook, the Workbook and Laboratory Manual are covered in the first semester. Six more chapters are covered in Elementary Spanish 112 the following semester.

**Course objectives:** To provide an atmosphere where students can practice and apply the language, and to develop all language learning skills while providing a strong cultural base.

**Learning outcomes:** With practice and motivation at the end of this semester students should be able to do the following:

- To recognize, pronounce and read the Spanish Sound System.
- To recognize and apply grammar structures (present, present progressive, future tenses, etc.) connecting grammar with communication.
- To develop and use the vocabulary and topics of conversations presented in the six introductory lessons of the textbook.
- To write questions and answers and short paragraphs based on the material presented in the textbook.
- Read and understand the short narratives that the textbook offers.
- Understand Spanish spoken at a slow speed, based on controlled questions and answers.
- Students will demonstrate basic knowledge of the customs and contributions of the different ethnic groups that form the Hispanic world.

**Components of the course: Textbook-Activities Manual and CD's**

**1. Textbook;** Dawson/ Dawson **Dicho y Hecho:** Beginning Spanish 7th edition, John Wiley & Sons. 2004.

It includes two CD's, one CD covers the **Escenas** sections of the textbook Chapters 1-14, and the other CD covers the **Así se pronuncia** and the **¡A escuchar!** Sections of all chapters in the Textbook.

**2. Student Activities Manual includes Workbook /Laboratory Manual = (Cuadernos de ejercicios escritos and Manual de laboratorio:** Dawson & Gonzalez)

**3. Audio Program:** CD's that correspond to the exercises of the **Manual de laboratorio**

1. The **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, writing and reading the language. The readings (**Noticias culturales and Panorama cultural**) offer a wide range of historical, social, political and artistic information to increase the student's knowledge and understanding of the Hispanic world. In class activities are based on the **Práctica y comunicación** exercises to develop speaking skills.

2. The **Student's Workbook** (Cuaderno de ejercicios escritos) and the **Laboratory Manual** (Manual de Laboratorio) are essential tools that offer extensive practice in writing, listening and the application of the structures introduced in the Textbook. Each chapter of the *Cuaderno* and the *Manual de Laboratorio* corresponds in theme, vocabulary and grammatical structures to the Textbook. The **Cuaderno de ejercicios** provides exercises on learning how to write the language; the CD's correspond to the exercises of the **Manual de Laboratorio** and they offer practice in comprehension and pronunciation of the same material.

The Internet Discovery is an optional activity that provides the student with supplementary materials such as on-line dictionaries, Spanish grammar exercises, etc.

Log on the Communication Center: [www.wiley.com/college/dawson](http://www.wiley.com/college/dawson)

Another site for grammatical practice is [studyspanish.com](http://studyspanish.com)

### Course outline=Plan de Trabajo

Out of class preparation is essential for language learning. Do the assigned material prior to coming to class, not during class. Class time reinforces the material you have already studied at home. Do the exercises in the Workbook and the Laboratory Manual in conjunction with the structures assigned in the Textbook's exercises. Make sure you finish the material of the three components and do the self test (*autoprueba y repaso*) at the end of a chapter before a test. It will help you become familiar with the structures and will let you know what you need to study.

Note for assignments: **WB** refers to Workbook (**Cuaderno de ejercicios**) and **LM** refers to Laboratory Manual (**Manual de Laboratorio**)

### Criteria of evaluation:

1. Completion of all assignments and exams. There will be a **Chapter test** after every Chapter, **one** Mid-term and **one** Final exam (written and oral).

**Important note: Make up tests or exams are not allowed.** The instructor must be notified **in advance by phone or note** if the student is under extenuating circumstances and has to miss a class or a test. To be fair to other students in the class, up to **five points** will be deducted from the student's grade for make up tests, or for late assignments.

2. Completion of the material in the Textbook and in the Activities Manual.

Listening to the CD's that correspond to the Laboratory Manual in the Activities Manual is **mandatory** (minimum one hour per week).

**Note:** the **Activities Manual** is reviewed twice: during the **Mid-term** and during the **Final Exam**. This is part of your final grade. Make a note to remind yourself to bring it on these dates.

3. Individual and group participation

Because of the cumulative nature of language learning, attendance is very important, frequent exposure to the material and keeping up **with the assignments is essential**. **Students should attend all classes and must come to class prepared. If absences are not justified student's participation grade will be affected.**

If you miss a class take responsibility for keeping up with the assignment. Check with a classmate for any changes or additions to the syllabus.

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

### **Grading Policy:**

Chapter tests (written)	30% of final grade
Mid-term and final Exams (written and oral)	40% of final grade
Participation	20% of final grade
Preparation of class assignments, Textbook and Activities Manual	10% of final grade

### **Numerical Grading Equivalent**

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

### **Suggestions on how to study and learn a foreign language**

#### **Learning to speak:**

**Practice** the language as much as you can.

**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.

Learn **one concept** at a time. Break up a lesson into small units.

**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.

**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.

**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 10 before chapter 11.

**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.

**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:**

**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.

**Read** the whole sentence before you look up a word that you don't know in a paragraph.

**Literal translation** from one language to another is not possible in many cases. Learn to read for meaning rather than just translating

**Don't try** to cover the whole assignment in one sitting. Break up, re-read each part and then re-read the whole.

**Don't agonize** over passages you just can't understand. Ask your instructor.

**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.

Use the language as often as possible with a classmate, Spanish-Speaking people or by yourself.

Listen to the Spanish Speaking people, radio stations or watch the news on the Spanish TV channels. Participate in the cultural activities offered by the **Organization of the Latin-American Experience OLE** at the college. Come to the first meeting, become an active member. We want to hear your suggestions on activities that interest you. Look for notices and announcements of events in the Bulletin Board next to the cafeteria. In the past the organization has done Study /Travel courses, cultural videos, dinner / dance parties etc. Welcome to the Hispanic world where over three hundred and fifty million people speak the Spanish language. Join us! ¡ **Bienvenidos!**

#### **Miscellaneous:**

**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" a carry no penalty. Students who stop attending but fail to formally withdraw are assigned "F" for a grade.

**Disabilities Statement:** If you have a disability that may require certain modifications, please contact the Counseling and Advising Center at 383-5217 as soon as possible. I cannot provide accommodations until I receive a letter from the Disability Counselor. Your cooperation is appreciated.

**Academic Dishonesty:** 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. I reserve the right to award an "F" for the course to the individuals involved.

**Disruptive Behavior:** Will not be tolerated. Students will be removed from the course if the problem is not corrected.

**Cell phones:** Please put cell phones in vibrate during class.

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

## SEPTEMBER

- W 3 Introduction to the course.  
Así se pronuncia pp. 2 to 5, greetings, farewells, Introductions  
*Assignment for next class:* Study material covered in class and the verb ser
- M 8 Review pronunciation, greetings, farewells, and ser with occupations and origins  
Go over cognates. Oral exercises in class.  
*Assignment for next class: Textbook: Nuevos encuentros*  
*Así se dice; pages 8 & 9;*  
**Exercise A p.10 written to hand in**  
*Memorize personal pronouns and the verb to be p.12.*  
*Study pages.16, 19, 21, 22, 23, 24, 25, 27 to 29.*  
*WB pages 1 to 11; LM pages 1 to 10*
- W.10 Review subject pronouns, cognates, some adjectives, all formal and informal greetings.  
Go over numbers, days of the week, months of the year, date, and birthdays  
*Assignment for next class: Textbook: Autoprueba y repaso p.31*  
*Finish Chapter in the WB pages 1 to 11; LM pages 1 to 10.*
- M.15 Telling time and nationalities. Go over Autoprueba y repaso.  
*Assignment for next class: Review for test*  
*Prepare for Chapter test*
- W.17 **Chapter test (Nuevos encuentros)** Intro to Chapter 1  
*Assignment for next class: Textbook: Capítulo 1. La vida universitaria*  
*Así se dice pp. 34 & 35; Exercise 1-1 p. 36 written to hand in*  
*Memorize Estructura 1 p.40, Memorize Estructura 2 p.42*
- M. 22 Go over vocab chapter one, verb haber, frases útiles, gender and number of nouns and adjectives  
*Assignment for next class:; Estructura 3 p.48, and p.49. Estructura 4 p. 52. Memorize p.53. WB pages 14 to 25; LM pages 11 to 18*
- W.24 Review previous class concepts. Verb ir, contractions, Regular ar, er, and ir verbs and cuándo  
*Assignment for next class: Autoprueba y repaso p.63. Finish Capítulo 1 in the WB& LM.*  
*Prepare for Chapter test*
- M.29 Review Autoprueba y repaso. **Chapter test (Capítulo 1).** Intro to chapter 2  
*Assignment for next class: Textbook: Capítulo 2. Así es mi familia*  
*Así se dice pp. 66 & 67; Exercise 2-1 written p.68*  
*Memorize Estructura 1 p.71, Estructura 2 Memorize p.74&75;*

## OCTOBER

- W.1 Vocabulary. Verb tener, a personal, possessive adjectives and possession with “de”  
*Assignment for next class: Estructura 3 p.76 Memorize pp.77&78, 85 and 88*  
*WB pages 28 to 39; LM pages 19 to 28*
- M.6 Descriptive adjectives, some irregularities, estar with location and mood  
*Assignment for next class: Autoprueba y repaso p.97*  
*Finish Capítulo 2 in the WB & LM. Prepare for Chapter test*

- W.8 Go over Autoprueba y repaso. **Chapter test (Capítulo 2)**. Intro to chapter 3  
*Assignment for next class: Textbook: Capítulo 3. ¡ A la mesa!*  
*Así se dice pp.100 & 101; **Exercise 3-1 written p.102***  
*Memorize Estructura 1 p.105 &106; Estructuras 2 pp.108&109*  
*WB pages 42 to 53; LM pages 29 to 38*
- M.13 Columbus Day –No classes**
- W.15 Go over vocabulary, verb gustar and stem-changing verbs  
*Assignment for next class: Read pg. 113. Memorize; Estructura 3 p.119; Estructura 4 p.123.*
- M.20 Mucho, poco, numbers from 100, and question words.  
*Assignment for next class: Autoprueba y repaso p. 133 . Finish Capítulo 3 in the WB& LM*
- W.22 Review Autoprueba y repaso and General review for Mid-term  
*Prepare for MidTerm*
- M.27 **Examen parcial escrito= Written Mid Term Exam (1, 2,& 3) Bring Activities Manual.**
- W.29 **Examen parcial oral=Oral Mid-Term exam**  
*Assignment for next class: Textbook: Capítulo 4. Recreaciones y pasatiempos*  
*Así se dice pp.136 & 137; **Exercise 4-1 written p.138***  
*Estructura 1 p.142 Memorize p.145*

## NOVEMBER

- M.3 Vocabulary, colors, saber vs. conocer, Direct object pronouns, irregular yo form verbs  
*Assignment for next class: Estructura 2 p.150; Memorize p.151 and*  
*WB pages 56 to 67; LM pages 40 to 48*
- W.5 Go over Ir+a+verb in infinitive, weather expressions,  
*Assignment for next class: Estructura 3 p154 and Memorize;156 &157*
- M.10 Veteran's Day-No classes**
- W.12 Present progressive, and uses of ser and estar  
*Assignment for next class: Autoprueba y repaso p.165. Finish Capítulo 4 in the WB& LM.*  
*Prepare for chapter test*
- M.17 Go over Autoprueba y repaso. **Chapter test (Capítulo 4)**. Intro to chapter 5  
*Assignment for next class: Textbook: Capítulo 5. La rutina diaria*  
*Así se dice pp.168 & 169; **Exercise 5-1 written p.170***  
*Memorize Estructura 1 p.17, Estructura 2 p.177*  
*WB pages 71 to 83; LM pages 50 to 57*
- W.19 Vocabulary, reflexive verbs, and adverbs  
*Assignment for next class: Memorize Estructura 3 pp181&182 & Estructura 4 p.187&188*

