

30321 SPA 111 - Elementary Spanish I (K111 – T1)

Fall 2019

Instructor: Julie Wakely Ed.D.
 Course schedule: MW/8:30 AM- 10:10AM/ Location: D117
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 Office Hours: MW Before & After class and by appointment

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.

Course Materials:

- ☑ Textbook: *Vistas*. Introducción a la lengua Española, 6th edition. Blanco & Donley, Vista Higher Learning, 2012.
 - Spanish 111: Lección 1 to 5 - Spanish 112: Lección 6 to 11.
 - 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)*
 - A minimum of one hour of laboratory/computer practice beyond the class meetings are required per week.

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/Homework/Carpeta/	10%
Cultural Projects	10%
Supersite/Homework	20%
Oral Projects/ Quizzes, Tests, Assessments (<i>Pruebas</i>)	20%
Midterm exam (Written and Oral)	20%
<u>Comprehensive written final exam</u>	<u>20%</u>
	100%

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

1. CLASS PARTICIPATION: Since the oral component of the class is very important, students are expected to participate in all class meetings.

Criteria for class participation are:

- Being present at every class session.
- Reading, studying and preparing in advance the assigned material for each class as determined by the instructor.
- *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, paying attention to listening comprehension activities and instructions, grammar exercises, performing dialogues and oral activities, studying and focusing on the readings and participating in the correction of exercises indicated in the textbook.
- The realization of extra projects required which form an integral part of the required course work.

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 by reviewing the material assigned to study for each class.

If absences are not justified student's participation grade will be affected. Every class you will receive a grade for participation. Your grade for participation will be determined by receiving four points for each class you attend. If you miss a class you'll be deducted four points and two points if you arrive to class late or leave early.

Punctuality: As participation is so important in language courses, chronic tardiness cannot be tolerated as it disturbs both your classmates and the instructor. If you arrive after class has begun, quietly take a seat near the door in order to minimize the interruption.

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

Disruptive Behavior: Will not be tolerated. Students will be removed from the class if the problem is not corrected. Please see **Student's responsibilities** for more information on behavior during classes.

2. Completion of all ASSIGNMENTS AND EXAMS. Students are required to take all scheduled exams, both oral and written, in order to pass the course. Make up tests, quizzes or exams are not allowed. The instructor must be notified in advance by phone, note or e-mail if the student is under extenuating circumstances and has to miss a class or a test. Any exam or other work missed due to illness or other excused absence must be made up within one week of the scheduled date and is under the instructor discretion. 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 "F" for the exam or assignment missed. In order to be fair to other students in the class, up to five points may be deducted from the student's grade for make up tests, or for late assignments. . Instructors will keep quizzes and written exams after reviewed by students. Students are welcome to make appointments during office hours to discuss and review their tests with the instructor.

The **completion of the material** assigned from the **Textbook** (during class and homework), **Supersite**, Video assignments, homework assignments and **Diarios/Composiciones** is required. You will be provided with **due dates** for submitting each assignment.

3. WRITTEN WORK:

Journals and Compositions:

1. The main purpose of this activity is developing the writing skill by regularly practicing the skill and getting immediate feedback.
2. The instructor will announce the assignment, instructions and the topic of the journal.
3. The assignment will be related to topics discussed in class.
4. The level and length at a basic level 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.

Notebook / “Carpeta”:

1. In order to gauge the progress the student has done throughout the course, each student is required to compile all the homeworks and written assignments done during the course.
2. This *Cuaderno - Carpeta* should include the activities done in class, homework assignments, projects, journals, compositions and study packs.
3. Additionally, the student could add any other piece of writing evaluated and returned by the instructor, such as workbook activities or any other additional material you would like to include. Think of the *Carpeta* as a “scrap-book.”
4. Students will submit the *Carpeta* at the end of the course for grading, and the instructor will hand it back.

** 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.

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 attendance and 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 require certain modifications, please contact the Counseling and Advising Center at 860-383-5217 as soon as possible. I cannot provide accommodations until I receive a letter from the Disability Counselor. Your cooperation is appreciated.

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. 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.

Cell phones: Please turn off cell phones during class. Please turn cell phones completely off, including vibration setting and put them away. It is disturbing to the entire class—and disrespectful to the instructor—to have students get up during class to receive phone calls or to have to lecture while they are text messaging. If you have a particular emergency, please inform me before class that you will be expecting a call.

Laptop Use: While use of laptops is permitted in this class, it should be used in connection to the class activities and instructions issued by the instructor. Any student found to be surfing the internet, checking email, playing games or doing anything on the laptop that is not connected with the class, will have their grade affected and may forfeit their right to use their laptop for the duration of the semester.

Academic honesty and plagiarism:

- 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.
- 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. 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).
- 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.

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.

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.
- You will also find several useful study materials at the Language Lab. Please see attached flyer on Resources and Tools for Language students at TRCC.

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.
- Visit their website at: <http://www.wix.com/oletrcc/home>



Classes schedule

- 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.
- In this syllabus you will see the dates in which each new topic will be introduced, but remember that language learning is a progressive and integral process that requires continuous revision and recycling of old material.
- Do the exercises in **Supersite** in conjunction with the structures assigned in the Textbook's exercises. Also make sure you finish the material of these components and do the assessments online. It will help you to know what you need to review or study more.
- Homework and Projects will be assigned each class. In case of specific due date for completion of work it will be announced in advance.

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

August/Agosto

W: 27 Introduction to course
 Assignment for Wednesday
 Textbook: Chapter 1 pgs. 1-11; Vocabulario pg. 38
 Supersite Assignments: Workbook & Lab Exercises/ Posted on line

September/Septiembre

W: 4 Assignment for Monday
 Textbook; pgs. 12- 18
 Supersite Assignments: Workbook & Lab Exercises/ Posted on line

M: 9 Assignment for Wednesday
 Textbook: pgs. 19-26
 Supersite Assignments: Workbook & Lab Exercises/Posted on line

W: 11 Assignment for Monday
 Textbook: pgs. 27 (#4 & #7); 28 – 31; 36-37
 Supersite Assignments: Workbook & Lab Exercises/Posted on line
 Prepare skit; Prepare for Chapter 1 Vocabulary Test; Presentation of Cultural Projects

M: 16 Chapter 1 Vocabulary Test; Presentation of Skit; Review for chapter test
 Assignment for Wednesday
 Exam: Chapter 1

W: 18 Exam: Chapter 1
 Assignment for Monday
 Textbook: pgs. 39- 43; Vocabulario pg. 76
 Supersite Assignments: Workbook & Lab Exercises/ Posted on line

M: 23 Assignment for Wednesday
 Textbook: pgs.50-54
 Supersite Assignments: Workbook & Lab Exercises/ Posted on line

W: 25 Assignment for Monday
 Textbook: pgs. 55- 65
 Supersite Assignments: Workbook & Lab Exercises/ Posted on line

M: 30 Assignment for Wednesday
 Prepare for Chapter 2 Vocabulary Test; **Textbook:** pgs.66-67;72-73; 74-75
 Supersite Assignments: Workbook & Lab Exercises/ Posted on line/Skits;
 Presentation of Cultural Projects

October/Octubre

- W: 2 **Chapter 2 Vocabulary Test**; Presentation of skits; Review Chapter 2
Assignment for Monday
Exam Chapter 2
- M: 7 **Exam Chapter 2**
Assignment for Wednesday
Textbook: pgs.77-81; Vocabulario pg.114
Supersite Assignments: Workbook & Lab Exercises/ Posted on line
- W: 9 Assignment for Monday
Textbook: pgs. 85-91
Supersite Assignments: Workbook & Lab Exercises/ Posted on line
- M: 14 Assignment for Wednesday
Textbook: pgs. 93-94
Supersite Assignments: Workbook & Lab Exercises/ Posted on line
- W: 16 Assignment for Monday
Textbook: pgs. 96- 98; 100 -103
Supersite Assignments: Workbook & Lab Exercises/ Posted on line
- M: 21 Assignment for Wednesday
Textbook: pgs. 86-87; 104-105; 112-113; Prepare for Chapter 3 Vocabulary Test
Supersite Assignments: Workbook & Lab Exercises/ Posted on line;
Presentation of Cultural Projects
- W: 23 **Chapter 3 Vocabulary Test**; General Review for Mid-term Exam
Assignment for Monday
Mid-term Exam
- M: 28 **Mid-term Exam**
Assignment for Wednesday
Textbook: pgs. 115-118; 126- 127;Vocabulario p. 150
Supersite Assignments: Workbook & Lab Exercises/ Posted on line
- W: 30 Assignment for Monday
Textbook: pgs. 129-131; 133-134 #1 #2
Supersite Assignments: Workbook & Lab Exercises/ Posted on line;
Presentation of Cultural Projects

NOVEMBER/NOVIEMBRE

- M: 4 Assignment for Wednesday
Textbook: pgs. 136 -138
Supersite Assignments: Workbook & Lab Exercises/ Posted on line
- W: 6 Assignment for Monday
Textbook: pgs.140-141; Prepare for Chapter 4 Vocabulary Test
Preparation of skit
- M: 11 **Chapter 4 Vocabulary Test**; Presentation of skit; Review for Chapter 4 test
Presentation of Cultural Projects
Assignment for Wednesday
Exam Chapter 4

- W: 13** **Exam Chapter 4**
Assignment for Monday
Textbook: pgs.151-155;Vocabulario pg.188
Supersite Assignments: Workbook & Lab Exercises/ Posted on line
- M: 18** Assignment for Monday
Textbook: pgs. 164-165
Supersite Assignments: Workbook & Lab Exercises/ Posted on line
- W: 20** Assignment for Wednesday
Textbook: pgs.166- 168
Supersite Assignments: Workbook & Lab Exercises/ Posted on line
- M: 28** Assignment for Monday
Textbook: pgs.170-172
Supersite Assignments: Workbook & Lab Exercises/ Posted on line;
Presentation of Cultural Projects

NO CLASSES NOV.28 –DEC 1 THANKSGIVING RECESS.

DECEMBER/DICIEMBRE

- M: 2** Assignment for Wednesday
Textbook: pgs.174-177
Supersite Assignments: Workbook & Lab Exercises/ Posted on line
Preparation of skits
Presentation of skits/ cultural projects
- W: 4** General Review; Presentation of Cultural Projects
- M: 9** **FINAL EXAM**

SCHOOL CANCELLATIONS

Text messages/ emails will be sent stating class has been cancelled; keep your information current!

CULTURAL PROJECT

Each student will present an interactive cultural project. There are 20 countries whose primary language is Spanish. Topics to be considered though not limited to are: teach a Spanish dance to the class; teach a Spanish song; perform a musical piece; prepare and present arts & crafts projects holiday celebrations and traditions, customs, etc. All projects must be approved beforehand

Digication

All students are required to maintain an online learning portfolio using a TRCC designed template. Through this electronic tool, students can see their own growth in college-wide learning. The student can keep and continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select random works to improve the college experience for all. No names will be attached to the assessment work; it will remain private and anonymous for college improvement purposes. In class outlines, students will find recommended assignments which support various college-wide learning abilities. The student will have a tool which can integrate their learning from the classroom, school, and life and allow for another opportunity of learning at TRCC! Students will be able to make multiple portfolios.

It's like a file cabinet with the ability to have multiple but separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! Look at your class outline to see what assignments to post into the TRCC Template; you may post your own choices, too. Have fun in learning!

Please designate one of your assignments as a General Education artifact and submit the Blue Form online at www.threerivers.edu/blueform.

Board of Regents for Higher Education and Connecticut State Colleges and Universities Policy Regarding Sexual Misconduct Reporting, Support Services and Processes Policy:

Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

"The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking."

Title IX Statement of Policy:

"Title IX of the Education Amendments Act of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students are protected by Title IX, regardless of their sex, sexual orientation, gender identity, part or full-time status, disability, race, or national origin, in all aspects of educational programs and activities."

Please Report Student Incidents to: Edward A. Derr, Student Diversity and Title IX Coordinator

Admissions Welcome Center * Office A116

574 New London Turnpike, Norwich CT 06360

860.215.9255 * EDerr@trcc.commnet.edu

Cuestionario Informativo
Please fill in this form and return it to the instructor

Nombre (*name*): _____ Apellido (*last name*): _____

Correo electrónico (*email*): _____

Area(s) de interés, o especialización (*Major and minor or main interests*): _____

1. Indica qué experiencia (cursos, años, amigos, etc.) en español has tenido hasta este momento (*Which experience with Spanish have you had until this moment? You can give previous courses and/or years of studying Spanish*).

2. ¿Por qué decidiste tomar este curso? (*Why are you studying Spanish?*) _____

3. Explica brevemente qué te gustaría hacer o qué esperas en esta clase. (*Explain briefly what you would like to learn or you expect to learn in this class.*) _____

5. ¿Qué otros idiomas conoce? (*Do you have some knowledge of any language other than English or Spanish?*): _____

6. Áreas de interés en lenguaje o la cultura hispánica (*Main areas of interest in Spanish language or culture*):

