

SYLLABUS

Spanish 101 (Elementary Spanish I)
Fall Semester 2009

Section.....04

Class Meetings: MW
Professor: Martha Simmons
Office Hours:
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Room:
Office: Schott 911
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Course Description: This is a beginning Spanish course **for students who have had no prior study of the language** or have placed into the course by examination. Please consult with the instructor if you have questions regarding placement. The principal goals of language study are to practice the four language skills (speaking, listening, reading and writing) in order to learn to communicate in Spanish (talk with others, express ideas in writing, read and understand what others have written) and learn about the Hispanic world.

Course Objectives: You can expect to have obtained the following skills in increasing depth upon successful completion of each level of the course:

- * You should be able to understand most Spanish spoken slower than normal pace, understand some Spanish spoken at normal pace, and develop skills and coping strategies for filling in the gaps of imperfect comprehension.
- * You should be able to ask and answer questions on a variety of everyday topics, describe people and places, narrate recurring (present) events.
- * You should be able to perform many daily routines, such as greeting and leave taking, and so on.
- * You should be able to read almost any simple material related to Hispanic culture.
- * You should be able to write about everyday activities, and descriptions of people and places.

In order to achieve these goals **class attendance and participation** are very important. Therefore, irregular attendance and/or lack of preparation or participation will result in a lower grade. (Consult Attendance Policy)

These objectives prepare students to meet standard 2b of the Xavier University Modern Language Standard

Required Textbook:

**Blanco, José A.. ¡Adelante! Uno. Vista Higher Learning, 2009
Supersite is free with the purchase of worktext (Lab manual activities)
Tell Me More access code card

Responsibilities of Students:

- * Attend and participate in classes regularly.
- * Listen and complete all activities in the lab workbook.
- * Do the exercises in workbook and textbook.
- * **Prepare the assignments before class.** The professor may or may not collect homework exercises from the text or from the workbook/lab workbook; in either case, the student is responsible for preparing them as assigned and **turning them in at the date assigned by the instructor. Any penalty**

for late work will be determined by the instructor. Students will have the opportunity to ask questions about all assignments.

* **Take all tests and exams at scheduled times.** Students are responsible for all material covered in class, in the text, in the workbook/lab manual, and for schedule changes announced in class.

* **Show respect for classmates and instructor by observing appropriate behavior in class:** i.e. interrupting or speaking when classmate/instructor is answering or explaining.

* **Electronic devices should be turned off during class or testing. Infractions will be reported to the disciplinary bodies of XU.**

Irregular attendance and failure to do the assignments will affect your performance and final grade. (Consult Class Participation Criteria)

Testing: There will be **lesson tests, a midterm, and a final exam.** Dates for the tests and exams are listed on the syllabus. Format will vary. Each of the **tests and exams** will consist of oral and written parts. Remember that after Lesson 1, each one presumes knowledge of previous material.

Make-up Policy:

Tests: There will be **no make-ups for tests.** The instructor will drop the lowest test grade of the semester.

Exams: **There will be no individual make-ups for exams.** In verifiable cases of illness or emergency (problems with work schedule or travel plans are not normally valid excuses), the grade from the next exam will also be counted for the missed one. The student is responsible for notifying the teacher **before the exam** or as soon as reasonably possible. In no case may a student miss more than one exam. A second missed test would be recorded as O. The mid-term exam will be reviewed in class and in the instructor's office. **Both exams, mid-term and final examination, will be kept in the instructor's office.**

Compositions: There will be **three compositions**, as stated on the syllabus. Each one should be **one page long, typed and double spaced.** Detailed guidelines for this requirement will be provided.

Evaluation: The final grade will be computed as follows:

Mid-term Exam.....	20%
Final exam.....	30%
Tests.....	30%
Class Participation/HW/Attendance.....	15%
Compositions (3).....	5%

Grading Scale:	100%-93%	A	76%-73%	C
	92%-90%	A-	72%-70%	C-
	89%-87%	B+	69%-67%	D+
	86%-83%	B	66%-63%	D
	82%-80%	B-	62%-60%	D-
	79%-77%	C+	59 and below	F

(Consult Grading Criteria)

Calendario

24 de agosto Introducción; Lección 1: “*Hola, ¿qué tal?*” Contextos, págs. 1-5; Pronunciación, pág. 9

26	Lección 1: Cultura. Saludos... págs. 10-11, Nouns and articles (1.1), págs.12-15
31	Lección 1: Numbers 0-30 (1.2), págs. 16-18; Present of ser (1.3), págs. 19-23
2	Lección 1: Telling time (1.4), págs. 24-28; Recapitulación, págs. 28-29
7 de sept.	FESTIVO
9	Lección 1: Panorama, <u>EE.UU</u> y <u>Canadá</u> , págs. 32-33
14	Lección 2: <i>En la universidad</i> . Contextos, págs. 56-59; Fotonovela, págs. 80-82; Prueba : Lección 1
16	Lección 2: Pronunciación, pág. 63; Cultura, págs. 64-65; Present tense of -ar verbs (2.1), págs., 66-68; gustar , págs. 68-70
21	Lección 2: Forming questions (2.2), págs. 71-74; Present tense of estar (2.3), págs. 75-76
23	Lección 2: Págs. 77-78; Numbers 31 and higher (2.4), págs. 79-81; Recapitulación, págs. 82-83
28	Lección 2: Panorama: <u>España</u> , págs. 86-87; Lección 3: <i>La familia</i> . Contextos, págs. 112-115
30	Lección 3: Fotonovela, págs 116-118; Pronunciación, pág. 119; Cultura, págs. 120-121; Prueba # 2: Lección 2
5 de octubre	Lección 3: Descriptive adjectives (3.1), págs. 122-126 ; Possessive adjectives (3.2), págs. 127-129
7	Lección 3: Present tense of -er and -ir verbs (3.3), págs. 130-133
12	Lección 3: Present tense of tener and venir (3.4), págs. 134-137
14	Lección 3. Recapitulación, págs. 138-139; Prueba # 3
19	Lección 3: Panorama: <u>Ecuador</u> : págs. 142-143; Repaso
21	Examen de mid-term: Lecciones 1-3, págs. 1-143
26	Lección 4: <i>Los pasatiempos</i> . Contextos, págs. 168-171; Fotonovela, págs. 172-173; Pronunciación, pág. 175; Cultura, págs. 176-177
28	Lección 4: Present tense of ir (4.1), págs. 178-180; (Síntesis) Comp. # 1, pág. 154
2 de noviembre	Lección 4: Stem-changing: e<ie, o>ue (4.2), págs. 181-184; Stem-changing verbs: e>i (4.3), págs. 185-187; Verbs with irregular yo forms (4.4), págs.188-191; Recapitulación, págs. 192-193;
4	Lección 4: Panorama: <u>México</u> : págs. 196-198; Lección 5: <i>Las vacaciones</i> , págs. 221-224; Prueba # 4: Lección 4
9	Lección 5: Págs. 225-227; Fotonovela, págs. 228-230; Pronunciación, pág. 231; Cultura, págs. 232-233; (Síntesis) Comp. # 2, pág. 208

- 11 Lección 5: **Estar with conditions and emotions** (5.1), págs. 234-235; **The present progressive** (5.2), págs. 236-239; **Ser and estar** (5.3), págs. 240-243
- 16 Lección 5: **Direct object nouns and pronouns** (5.4), págs. 244-247;
Recapitulación, págs. 248-249
- 18 Lección 5: Panorama: Puerto Rico, págs. 252-253
- 23 Lección 6: ¡*De compras!*, Contextos, págs. 276-279; Fotonovela, págs. 280-282;
Pronunciación, pág. 283; **Prueba # 5: Lección 5**
- 25 **FESTIVO**
- 30 Lección 6: Cultura, págs. 284-285; **Saber y conocer** (6.1), págs. 286-287;
Indirect object pronouns (6.2), págs. 288-291; **Comp # 3, pág. 262**
- 2 Lección 6: **Preterite tense of regular verbs** (6.3), págs. 292-295;
Prueba # 6 (págs. 276-291)
- 7 Lección 6: **Demonstrative adjectives and pronouns** (6.4), págs. 296-297;
Recapitulación, págs. 300-301
- 9 Lección 6: Panorama: Cuba; Repaso

Final Exams Week: December 15-18 (**Tuesday-Friday**): **Examen final: Lecciones 1-6**---Consult Fall Course Schedule for final exam date

I. ACADEMIC HONESTY

You should be aware of the University policy on Academic Honesty as it appears on the Web site. This policy applies to all courses in the Department of Modern Languages.

“All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own.

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University”

Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments. As you can see, penalties for violations can be severe, so you are encouraged to submit only your own work in all your classes.

II. Department of Modern Languages ATTENDANCE POLICY

The Department of Modern Languages at Xavier University strives to increase the student’s fluency and competency in listening, comprehension, speaking, reading, and writing while providing a solid grammatical background for the modern language offered. The focus is on a communicative and proficiency-based approach while providing an in depth exposure to the workings of both language and culture of the target language. A significant key to success in a modern language course which teaches a skill and moves at a fast pace is **regular class attendance**.

The entire range of the students' skills can be evaluated only if they are in class. Therefore, we will allow **NO** absences without penalty. Any absence will result in a loss of 3% per absence from the student's final course participation grade. Attendance will be accurately documented to ensure fairness in enforcement. If a student is more than **5 minutes late, he/she will be COUNTED AS ABSENT**. Students are **strongly discouraged** to schedule appointments or interviews during class time!

There is a strict **NO MAKE-UP POLICY**. A grade of zero will be given for any missed work.

II. Criteria for CLASS PARTICIPATION

<u>Rating</u>	<u>Points</u>
<u>Superior</u>	
I greeted people and took leave using Spanish expressions	25-22.5
I used English only after asking permission and after I attempted to express myself in Spanish	(100-90)
I listened attentively when others spoke and showed respect for my peers	
I actively participated in all activities and discussions and had a positive attitude	
I came prepared to class everyday	
My presence made a positive impact on getting tasks done	
I participated actively in class	
 <u>Average</u>	
I greeted people and took leave using Spanish expressions	22-19.5
I sometimes got distracted, did not pay attention when others spoke, and was occasionally disrespectful	(88-78)
I occasionally used English, especially in pair work or without attempting To express myself in Spanish first	
I showed interest in activities and participated, though sometimes passively rather than actively	
I generally came prepared to class	
I participated sometimes in class	
 <u>Unsatisfactory</u>	
I used more English than Spanish in class	19-15
I did not pay active attention during activities	(76-60)
I was often distracting and disrespectful of my peers	
I was frequently unprepared for class	
My presence in group work had little impact on accomplishing the task	
I seldom participated in class	
 <u>Not enough to evaluate</u>	
I used English only in class	14-0
I did not pay attention during activities	(59-0)
I often slept, read the newspaper, did homework, etc., during activities	
I was absent frequently	
I came to class late or left early	
I never participated in class	

III. GRADING CRITERIA

A - VERY GOOD TO EXCELLENT

Very good to excellent command of the language AT THIS LEVEL.

Meaningful, appropriate and thorough written and oral responses with interesting and pertinent detail

Ease of expression.

Makes every effort to use the target language in class.

Very good command of conventions of written language (orthography, sentence structure, paragraphing and punctuation)

Few word-order errors.

Virtually free of significant errors in syntax and good use of verbs.

Wide range of vocabulary, including idiomatic usage.

High level of fluency with strong attempts at more complicated structures.

High level of comprehension in listening and reading activities.

Good intonation and largely accurate pronunciation with slight accent.

Demonstrates nuanced understanding of and appreciation for cultural differences.

B - GOOD

Clearly demonstrates competence AT THIS LEVEL.

Meaningful, appropriate responses orally and in writing with sufficient detail

Good command of the language.

Makes a good effort to use the target language; avoids using English in class.

Conventions of the written language generally correct. Loosely organized, but main ideas present with some word-order errors.

Few errors of syntax and appropriate use of verbs.

Above-average range of vocabulary.

Good idiomatic usage and little awkwardness of expression.

Good level of comprehension in listening and reading activities.

Good fluency with some attempts at more complicated structures.

Acceptable intonation and pronunciation with distinctive accent.

Demonstrates strong understanding of and appreciation for cultural differences.

C - ACCEPTABLE

Suggests competence AT THIS LEVEL.

Appropriate but limited oral and written responses with reliance on simple structures.

Speaks and writes with some detail, but not sufficient.

Comprehensible but strained expression; halting, may self-correct.

Makes some effort to use the target language in class.

May have frequent errors in orthography and other conventions of the written language.

Many word-order errors. Some attempts at organization, but with confused sequencing

Some serious errors in syntax and some successful correction. Frequent errors in complex structures.

Some fluency but hesitant. Pronunciation does not interfere with communication.

Understands main elements when listening and reading

Moderate range of vocabulary and idiomatic usage. Few anglicisms.

Errors in intonation and pronunciation with heavy accent.

Demonstrates some understanding and of appreciation for cultural differences.

D - WEAK TO POOR

Suggests incompetence AT THIS LEVEL.

Oral and written responses force interpretation of appropriateness and/or meaning.

Attempts to translate or use English; avoids using or speaking in the target language

Poor command of the language marked by frequent serious errors of syntax even in the most elementary structures.

Limited grammatical structures and lack of organization.

Unfinished answers due to lack of resources. Generally, narrow responses.

Limited fluency. Poor pronunciation and it interferes with communication.
Narrow range of vocabulary and of idiomatic usage.
Pervasive errors of orthography may be present.
Excessive word-order errors.
Little control of syntax and frequent anglicisms.
Occasional redeeming features such as correct advanced structure.
Very little understanding when listening and reading.
Errors in intonation and pronunciation that interfere with listener's comprehension.
Demonstrates very little understanding of and appreciation for cultural differences.

F - UNACCEPTABLE

Demonstrates incompetence AT THIS LEVEL.
Irrelevant or incomprehensible answers orally and in writing.
Unacceptable from almost every point of view.
Glaring weakness in syntax and pronunciation. Constant grammatical errors impede communication.
Few vocabulary resources. Little or no sense of idiomatic usage.
Practically no understanding of target language when listening and reading.
Severe problems with orthography that may interfere with written communication.
Demonstrates practically no understanding of and appreciation for cultural differences.

(These standards or interpretations of the grading scale 0-100 are applied to the goals and objectives of each level
i.e. SPAN 101, 102, 201)