

SYLLABUS

Spanish 101 (Elementary Spanish I)
Fall Semester 20089 (Terms 1-2)

Section 05 (CRN 96515)
8:30-12:00 P.M.

Class Meetings: Saturday

Room:

Professor: Ms. Liliana Ballesteros
E-mail: ballesterosl@xavier.edu
ballesterosliliana@yahoo.com

Office: Schott 912

Office Hours: After class, by app.

Phone: 745-3464
745-3239

Assistant: Mr. Sergio Munda
**Meeting with students Thursdays
from 7:00 to 9:00 PM. Also, by internet.**

e-mail: mundas@xavier.edu

Course Description: This is a beginning Spanish course for students who have had no prior study of the language. 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, and narrate recurring (present) events.

- * You should be able to perform many daily routines, such as making phone calls, greeting and departing, and so on.

- * You should be able to read almost any simple material, and will have gained some experience in reading materials written for the native-speaking reader.

- * You should be able to write about everyday topics, descriptions of people and places, and recurring events.

In order to achieve these goals **class attendance and participation** are very important. **Therefore, after missing two classes (7 hours) you will be automatically dropped from the class. Irregular attendance (leaving early, coming late) and/or lack of preparation or participation will result in a lower grade.**

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

Required Textbooks:

VanPatten, Leaser, Keating, and Román-Mendoza. Sol y viento. New York: McGraw Hill, 2008
----Sol y viento. Manual de actividades . Vol I. New York: McGraw Hill, 2008
----Audio Program to Accompany Sol y viento. Vol I ----DVD Sol y viento. Director's Cut
McGraw Hill Learning Center Website: www.mhhe.com/solyviento2

McDonald Library Hours:

M-Th 8:00 A.M. - 1:00 A.M.
F 8:00 A.M. - 7:00 P.M.
Sat 10:00 A.M. - 6:00 P.M.
Sun 12:00 P.M. - 1:00 A.M.

Responsibilities of Students:

- * Attend and participate in classes regularly.
- * View episodes on DVD.
- * Do the exercises on the CDs (in Manual de actividades).
- * **Prepare the assignments before class.** The professor may or may not collect homework exercises from the text or from the workbook/study guide or website; in either case, the student is responsible for preparing them as assigned and **turning them in at the date assigned by the instructor. Late work will be not accepted.** Students will have the opportunity to ask questions about all assignments.
- * Take all quizzes and exams at scheduled times. Students are responsible for all material covered in class and in the text--this includes additional materials such as maps, handouts etc.
- * **Show respect for classmates/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. Because consistency is essential to learn the target language, after missing two classes, the student is not allow to come back to class and will fail the class.**

Testing: There will be periodic **lesson quizzes** and **2 exams**. Dates for the exams are listed on the syllabus. Format will vary. Each of the **tests** will consist of oral and written parts. Some may include maps or drawings. Remember that after Lesson 1, each one presumes knowledge of previous material.

Make-up Policy:

Quizzes: **There will be no make-ups for quizzes.** The instructor will have the option of dropping the lowest quiz grade of the semester or not.

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 excuses), the grade from the next test will 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

test. A second test would be recorded as a 0.

Exams.....	50%
Quizzes.....	20%
Class participation/Attendance.....	15%
Homework.....	15%

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

Calendario

agosto	16 (Sun-12:00-2:00)	Introducción; Preface: <u>Sol y viento</u>
	22	Lección preliminar: Primera parte, 2-5; Segunda parte, 6-7
	29	Lección preliminar: Segunda Parte 8-9, 10-13; <i>Prólogo</i> y Resumen Vocabulario 14-17
septiembre	5	Lección 1A: <i>La llegada</i> . Primera parte, 18-27
	12	Lección 1A: Segunda parte, 28-31; Gramática, 32 -35; Tercera parte, 36-37.
	19	Lección 1A: Tercera parte, 38-39, Gramática, 40-43. Episodio 1: <i>La llegada</i> , 44-46
	26	Lección 1B: Primera parte, 47-55; Segunda parte, 56-57
octubre	3	Lección 1B: Segunda parte, 58-59; Gramática, 60-63; Tercera parte, 64-65.
	10	Lección 1B: Tercera parte, 66-67, Gramática, 68-71; Episodio 1, <i>Segunda vista</i> , 72-75.
	11 (Sun-12:00-2:00)	Repaso Examen #1
	17	Examen # 1: Lecciones: Preliminar, Lección 1A, 1B (1-75)
	24	“A leer”: Entremés Cultural, 76-77

		Lección 2A: <i>El encuentro</i> , Primera parte, 78-87
	31	Lección 2A: Segunda parte, 88-95; Tercera parte, 96-97
noviembre	7	Lección 2A: Tercera parte, 98-103; Episodio 2 <i>El encuentro</i> , 104-106; Lección 2B: Primera parte, 107-109
	14	Lección 2B: Primera parte, 110-115; Lección 2B: Segunda parte, 116-119.
	21	Lección 2B: Segunda parte, 120-123; Tercera parte, 124-131 Episodio 2, <i>Segunda vista</i> , 132-133; Entremés cultural, 136-137
	28	FESTIVO
diciembre	5	Repaso; Examen #2: Lecciones 2A y 2B (76-137)

I. ACADEMIC HONESTY

You should be aware of the University policy on Academic Honesty as it appears in 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, after missing two classes (7 hours) you will be automatically dropped from the class. Irregular attendance (leaving early, coming late) will result in a loss of 3% from the student’s final course participation grade.** Attendance will be accurately documented to ensure fairness in enforcement. If a student is more than **one hour late, or leaves the class one hour early he/she will be COUNTED AS ABSENT.** **Students are strongly discouraged to schedule appointments or interviews, business trips during class time!**

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

III. 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	
<u>Average</u>	
I greeted people and took leave using Spanish expressions	22-19
I sometimes got distracted, did not pay attention when others spoke, and was occasionally disrespectful	(88-76)
I occasionally used English, specially 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	
<u>Unsatisfactory</u>	
I used more English than Spanish in class	18.5-15
I did not pay active attention during activities	(74-60)
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	
<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	

IV. 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 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 Anglicism.
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)

¡Bienvenidos a la clase de español!