

Spanish 101 Beginner's Spanish – Fall 2014

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Text and Supersite



Required: *Vistas: Introducción a la lengua española, Fourth Edition (chapters 1-10)* by Blanco and Donley

Required: *Vistas: Introducción a la lengua española, Fourth Edition Supersite Plus* (Site and WebSAM) code

Course Description

SPN 101 is the first course of the Beginner's Course sequence. Upon successful completion of SPN 101, students may enroll in SPN 102. Once placed in a Spanish course, you may not skip a course in the sequence leading to SPN 202.

SPN 101 will cover four chapters (Lección 1 through Lección 4) from the *Vistas* textbook and Supersite. The primary objective of SPN 101 and the *Vistas* program is to develop students' abilities to communicate meaningfully in both oral and written Spanish. *Vistas* emphasizes frequently used vocabulary and presents grammar as a tool for effective communication. Because cultural knowledge is an integral part of both language learning and successful communication, *Vistas* introduces students to modern culture of Spain and Hispanic America. Oral interactions will be given priority during class time, and it is expected that accuracy and fluency will improve not only from actual speaking time but also from the development of other skills.

Goals for SPN 101

The mission of the Department of Spanish and Portuguese is for students to gain the skills and abilities to comprehend spoken Spanish, to speak meaningfully in Spanish, to read and comprehend written Spanish, and to write meaningfully in Spanish. Students should also develop a cultural awareness of Spanish-speaking people through exposure to Hispanic society, politics, art, and literature. This awareness will provide the context for a correct understanding of the Spanish language. For this course, students are expected to meet the following goals and objectives:

Knowledge-Based Outcomes

In all language courses at Miami University, you will focus on learning and demonstrating understanding of specific knowledge related to the Spanish language and Hispanic culture. By the end of SPN 101, you are expected to meet the following knowledge-based goals and outcomes:

Vocabulary Knowledge: Students will recognize and produce vocabulary related to familiar topics and activities, including personal and university life and routine, family, pastimes, etc.

Grammatical Knowledge: Students will manipulate and produce structures and statements, including present tense of regular and irregular verbs, question formation, adjectives, etc.

Cultural Knowledge: Students will demonstrate an understanding of cultural customs and celebrations. Students will also discuss and compare cultural practices in the Spanish-speaking world through students' exposure to Hispanic society, history, arts, literature, and pop culture.

Performance-Based Outcomes

Learning a language is more than memorizing vocabulary, grammar structures, or cultural-related facts. A large part of your language course will focus on language performance or what you can "do" with the knowledge you have. The American Council on the Teaching of Foreign Languages defines performance as "the ability to use language that has been learned and practiced in an instructional setting" and that "practice and assessment of performance should reflect authentic, real world use of language." By the end of SPN 101, students are expected to meet the following performance-based goals and objectives:

Interpretive Listening and Viewing: Students will apply a variety of strategies such as using key words, context cues, and their own cultural background to aid their comprehension of input related to familiar topics and activities, with or without visual support. By the end of SPN 101, students will be expected to:

1. demonstrate understanding of the main idea
2. demonstrate understanding of cognates and idiomatic and formulaic expressions
3. identify some details

Interpretive Reading: Students will apply a variety of strategies such as using context cues, their own cultural background, and some easily recognizable elements from Hispanic culture to derive meaning from texts related to familiar topics and activities. By the end of SPN 101, students will be expected to:

1. demonstrate understanding of the main idea
2. demonstrate understanding of cognates and idiomatic and formulaic expressions
3. identify some details

Interpersonal Communication: Students will apply speaking and writing strategies such as circumlocution and approximation when initiating and sustaining uncomplicated conversations or written exchanges about familiar topics and activities. By the end of SPN 101, students will be expected to:

1. ask and answer basic questions
2. give simple explanations and excuses
3. ask for and give simple directions and advice
4. make selections and participate in basic negotiations

Presentational Speaking: Students will apply speaking strategies such as circumlocution and approximation to make simple, practiced presentations on familiar topics and activities. By the end of SPN 101, students will be expected to:

1. give simple explanations and directions
2. present simple comparisons and contrasts
3. state what people, places, and things are like with some details

Presentational Writing: Students apply writing skills such as editing, building discourse, and organizing and elaborating on main ideas to write short, guided messages and notes on familiar topics. By the end of SPN 101, students will be expected to:

1. inform, list, and write simple narratives
2. express thanks
3. give simple reasons why someone should do or say something
4. write a simple invitation
5. state what people, places, and things are like with some details

Proficiency-Based Outcomes

The ultimate goal of your language courses is to build your language proficiency. ACTFL defines proficiency as “the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language.” By the end of SPN 101, students are expected to meet the following proficiency-based goals and objectives:

Spontaneous Speaking: Students will apply speaking strategies such as circumlocution and approximation when engaging in uncomplicated conversations about familiar topics and activities. By the end of SPN 101, students will be expected to:

1. describe in present time
2. ask and answer simple questions in present time
3. participate in simple conversations by initiating, sustaining and bringing to a close predictable, everyday

Spontaneous Writing: Students will rely on writing skills such as organizing and elaborating on main ideas when creating texts related to familiar topics and activities. By the end of SPN 101, students will be expected to:

1. compose short, simple correspondence based on personal experience
2. describe and explain in the present time
3. ask informational questions

Course Instruction

This course will utilize an “inverted classroom” approach. In an inverted Spanish classroom, students access the lecture content outside of class during the non-contact hours via the text’s extensive grammar explanations, the Supersite grammar tutorials, PowerPoint slides, and/or visiting recommended web sites. This will allow students to fully utilize contact hours (“face-to-face” class time) for solidifying vocabulary, grammar, and cultural knowledge by engaging in communicative activities in pairs and small groups. The instructor typically acts as a facilitator who creates appropriate learning situations for students to communicate and experiment with language.

Class is conducted in Spanish through natural, though somewhat simplified language that is tailored to the needs of the students’ proficiency level. This allows students to further develop and improve their language skills. Therefore, you are encouraged to speak Spanish from the first day of class through interactions with your instructor and with your classmates. You should expect activities in SPN 101 to be student-centered and to include communicative activities that will promote your language development. This is a demanding class, one that requires you to work consistently each day.

Grade Composition and Grading Scale

Your grade is based on the assignments below. You should save all returned, graded assignments until you receive your final grade for the class. You should review your grades regularly and should notify your instructor ASAP if you have any questions or discover a discrepancy. **NOTE:** Extra credit will NOT be offered. Grades will NOT be curved or rounded.

Exams	27%	(3 exams covering one chapter each)
Final Exam	13%	(comprehensive, with focus on Chapter 4)
Supersite Practice Activities	06%	(assigned activities for all 4 chapters)
Supersite Web-SAM Activities	08%	(assigned activities for all 4 chapters)
Compositions	18%	(3 in-class assignments)
Conversation Interview Exams	18%	(1 paired and 1 group exam with the instructor)
Mini Oral Practice	05%	(4 online practice activities)
Cultural Activity Requirement	05%	(1 film, 1 activity)

You must enroll in Spanish 101 for a letter grade. You may not take the class on a credit/no credit basis. The following scale will be used to determine your final WEIGHTED grade:

97-100:	A+	87-89.99:	B+	77-79.99:	C+	67-69.99:	D+	0-59.99:	F
93-96.99:	A	83-86.99:	B	73-76.99:	C	63-66.99:	D		
90-92.99:	A-	80-82.99:	B-	70-72.99:	C-	60-62.99:	D-		

Important Class Information

Class Attendance: According to Chapter 1 of Part 9: Class Attendance (Section 1.9.A) of the *Student Handbook*, "every student is expected to attend every class session for which the student is duly registered." Furthermore, "there are no University-recognized excused absences except for religious observances that require absence from a class session and other required class activities." Finally, "whenever a student is absent from class to such an extent as to make the student's work inefficient or to impair the morale of the class, after the first 20 percent of the course the instructor may direct the Office of the Registrar to drop the student from that course with a grade of W if before 60 percent of the course is complete, and with a grade of F if during the last 40 percent of the course."

While the instructor may drop you for poor or non-attendance, he/she is not required to do so. If you stop attending class with the intention of dropping, it is YOUR responsibility to take the proper steps to officially drop the class through the Office of the Registrar. If you fail to do so, the instructor will record your final grade for the course as an F.

Class attendance is obligatory. It is essential to be present in class in order to develop good language skills. **Three absences will be permitted.** For each additional absence the final grade will be lowered by two percentage points. In addition to attending each class, students are also expected to arrive to their SPN 101 class on time.

Unless otherwise instructed, use of electronic devices (such as cell phones, iPods, and laptops) or materials from other classes is not permitted during class.

As a reminder, according to the *Student Handbook*, students who need to miss class for religious reasons "must give written notification to their instructor within the first two weeks of class of the religious event which prohibits class attendance and the date that will be missed, if officially known. Instructors will, without prejudice, provide such students with reasonable accommodations for completing missed work. However, students are ultimately responsible for material covered in class, regardless of whether the student is absent or present."

If you miss class because you have a death in the immediate family or experience a critical illness or traumatic life event, you should contact the Student Services Office (513-785-3211). Their office provides support and notifies faculty and staff of your situation.

Missing class for leisure travel (for a three-day weekend, Thanksgiving or Spring Break, etc.) is NEVER an acceptable absence.

Grade Components

Exams: In SPN 101, you have three regular exams and a final exam, each with a listening portion similar to the lab activities found in the WebSAM. Regular exams during the term cover one chapter and consist of activities similar to those found in the *Vistas* text, Supersite, and in-class activities. The exams are already scheduled and listed on the course schedule.

Final Exam: The final exam will focus primarily on Chapter 4, but it will also include comprehensive/review sections covering the primary verb tenses and grammar points from Chapters 1 through 3. The final exam is already scheduled and listed on the syllabus.

Supersite Practice Activities: Every chapter in *Vistas* begins with a *Contextos* section that presents vocabulary in meaningful contexts. This is followed by a one-page *Pronunciación* or *Ortografía* section which presents the rules of Spanish pronunciation or spelling. The *Cultura* section introduces different aspects of Hispanic culture tied to the lesson theme. There are also four *Estructura* sections per chapter to present grammar points and to provide directed and communicative practice. The grammar sections are followed by an *Adelante* section to develop reading, writing, and listening skills in the context of the lesson theme. This section also includes additional video tied to the lesson. Finally, the *Vistas* section presents the nations of the Spanish-speaking world. Remember that you must read over these sections and watch the grammar tutorial on the Supersite BEFORE class each day. After reading the assigned sections and viewing the online tutorials or PowerPoints, you will typically complete a Supersite activity (from the Practice tab)

related to those sections. You will be given two attempts for most Supersite activities. Once you submit an activity the first time for grading, you will be notified if you have any incorrect answers. You are then given one more attempt to correct any mistakes. If you have NO mistakes on the first attempt, you may submit the activity for a final grade. Lastly, the Supersite activities are due by 9:00 a.m. on their assigned due date (found on the Supersite). If you do not submit the activities by 9:00 a.m., you will receive a 0 for those assignments.

WebSAM Activities: Several activities from the online student activities manual (WebSAM) are assigned and listed on the Supersite. They are due by 9:00 a.m. on the dates listed on the syllabus and on the Supersite. These activities are assigned at the end of each chapter to help improve your understanding of the vocabulary, grammar, and culture you have learned and practiced in class. You will be given two attempts for most WebSAM activities. Once you submit an activity the first time for grading, you will be notified if you have any incorrect answers. You are then given one more attempt to correct any mistakes. If you have NO mistakes on the first attempt, you may submit the activity for a final grade.

Compositions: The compositions will be written in class and are already scheduled and listed on the course schedule. For the assignments students should carefully follow all instructions given, paying attention to content, organization, discourse level, vocabulary, and grammar control. Your instructor will provide you with more information and a rubric at the appropriate time. The rubric is available on Niihka.

Conversation Interview Exams: You will have two conversation interview exams which consist of one paired conversation (outside of class) and one group conversation (in class) with your instructor. The rubric and FAQs are available on Niihka. They will take place during weeks 10/13-17 (paired) and 11/12 and 11/17 (group).

Mini Oral Practice: Students will need access to a computer with webcam and microphone to practice online. You will receive four short prompts on Niihka during the semester from your instructor which you will need to respond to spontaneously. They will be assigned on 2/17, 3/7, 4/2, and 4/23. All Mini Oral Practice assignments are due by midnight on the dates indicated.

Cultural Activity Requirement Students are required to take part in two cultural activities during the semester. One must be the viewing of one of the following films: **Mi familia** or **Atlético San Pancho**. The other activity may include: attending a cultural event, reading a book/novel, dining at an ethnic restaurant, etc. **Activities must be approved beforehand.** After the experience, you must write a one page report per activity in English. Due by Monday, November 24.

Additional Information

Due Dates, Late Work, Returned Work, and Make-Ups: Supersite activities are due at 9:00 a.m. on their assigned due date. Other assignments are due at the BEGINNING of class. Exams, quizzes, and compositions will be given during class time on the dates scheduled. No late work will be accepted. If you are absent the day an assignment is due, you should turn it in early or send it with a classmate. If you are absent the day a graded assignment is returned, you should see your instructor during office hours to pick up or review the assignment.

As a reminder, there are no University-recognized excused absences except for religious observances that require absence from a class session and other required class activities. However, if you miss a major assignment (listening exam, exam, composition, etc.) for this course, a make-up will be given if you have a documented university-sponsored activity or documented emergency situation. If you do not have acceptable documentation or your situation is not an emergency (as determined by your instructor), you will receive a 0 for the assignment. Make-ups or exemptions will be made at the discretion of your instructor.

Tutoring, Help, and Extra Practice: If you need help or extra practice, there are several options available to you. Contact your instructor or visit her during office hours. Organize a study group with other students. Sign up for a tutor at the Office of Learning Assistance (513-785-3139).

Be aware that the *Vistas* Supersite and WebSAM offer abundant vocabulary, grammar, listening, and culture practice exercises. The site www.colby.edu/~bknelson also contains numerous grammar practice activities. Many students have found www.studyspanish.com to be a helpful site. You are encouraged to use these and other resources to help you strengthen your skills and to help you prepare for daily assignments, exams, and quizzes.

Technology Expectations: As an important component to SPN 101 and of the university in general, students are expected to check Niihka announcements, Niihka documents, and their Miami University e-mail "on a frequent and consistent basis" (*The Student Handbook*). You should also be familiar with all components of the *Vistas* Supersite. You should have received adequate instructions and access to the *Student User Guide* when you purchased your passcode. It is recommended that you check the Supersite and Niihka before EVERY class session. Finally, for any work written outside of class (Niihka quizzes, etc.), you are expected to know how to type Spanish language characters (ñ, ¿, á, etc.) using your computer. The link to the Interactive Language Resource Center's help guide on foreign language character entry is found on Niihka.

Syllabus Modifications: The syllabus is subject to additions, deletions, and/or other modifications by the instructor.

University and Departmental Policies

Students with Disabilities Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 513-785-3211 in room 120 Rentschler Hall to coordinate reasonable accommodations for students with documented disabilities.

Academic Integrity and Academic Misconduct: The Department of Spanish and Portuguese considers academic misconduct to be a serious matter affecting the integrity of the student, the instructor, the department, and the university. Therefore, academic integrity will be the expected behavior for each student in all areas of class participation and class work for SPN 101. Students are expected to be familiar with the *Student Handbook* policies regarding academic misconduct. Be aware that the penalty for a FIRST offense of academic misconduct ranges from a zero or an "F" for the assignment to an "F" for the course with a notation of AD (academic dishonesty) on a student's transcript. If suspected academic misconduct is proven, it will be referred to the Department Chair, and you will be penalized. **Examples of academic misconduct include (but are not limited to) receiving help from a friend, tutor, etc. on a writing revision or any other assignment; using unauthorized notes on exams or quizzes; copying from a student during an exam or quiz or allowing a student to copy from your exam or quiz; using online translation programs; turning in identical work for take-home essay work; giving or receiving answers for a Supersite activity; and plagiarizing.**

Fecha	Lección	En clase	Para entregar	Apuntes	Para estudiar
M 8/25		Introducción al curso			
W 8/27	1	Contextos; Pronunciación			1-5; 9
F 8/29	1	Supersite; Cultura			10-11
W 9/3	1	Nouns and Articles; Flash Cultura			12-15; 35
F 9/5	1	Numbers 0-30; Lectura			16-18; 30-31
M 9/8	1	Present tense of ser; En pantalla			19-23; 34
W 9/10	1	Telling Time; Escuchar			24-27; 33
F 9/12	1	Recapitulación; Escritura			28-29; 32
M 9/15	1	Examen: lección 1	Web-SAM de lección 1		
W 9/17		Practicemos	Mini Oral Practice 1 due by midnight		
F 9/19	2	Contextos; Pronunciación			39-43; 47

Fecha	Lección	En clase	Para entregar	Apuntes	Para estudiar
M 9/22	2	Present tense of –ar verbs			48-54
W 9/24	2	Forming questions in Spanish			55-58
F 9/26	2	Present tense of estar			59-62
M 9/29	2	Numbers 31 and higher			63-65
W 10/1	2	Adelante; Pre-writing activities			68-73
F 10/3	2	Recapitulación			66-67
M 10/6	2	Examen: leccion 2	Web-SAM de lección 2		
W 10/8		Composición 1			
M 10/13		Practicemos	Mini Oral Practice 2 due by midnight	Paired Conversation Interview Exams this week	
W 10/15	3	Contextos; Pronunciación		Paired Conversation Interview Exams this week	77-81; 85
F 10/17	3	Descriptive adjectives; Cultura; Flash cultura		Paired Conversation Interview Exams this week	86-92; 111
M 10/20	3	Possessive adjectives; Lectura			93-95; 106-107
W 10/22	3	Present tense of er/ir verbs; En pantalla			96-99; 110

Fecha	Lección	En clase	Para entregar	Apuntes	Para estudiar
F 10/24	3	Present of tener/venir; escuchar			100-103; 109
M 10/27	3	Recapitulación; Pre-writing activity			104-105
W 10/29	3	Examen: lección 3	Web-SAM de lección 3		
F 10/31		Composición 2			
M 11/3		Practiquemos	Mini Oral Practice 3 due by midnight		
W 11/5	4	Contextos; Pronunciación			115-119
F 11/7	4	Present tense of ir			124-128
M 11/10	4	Stem-changing verbs			129-132
W 11/12		Conversation Group Evaluations			
F 11/14	4	Stem-changing verbs			133-135
M 11/17		Conversation Group Evaluations			
W 11/19	4	Verbs with irregular yo forms			136-139

Fecha	Lección	En clase	Para entregar	Apuntes	Para estudiar
F 11/21	4	Adelante; Pre-writing activity			142-147
M 11/24		Composición 3	Cultural Activities		
M 12/1	4	Recapitulación			140-141
W 12/3		Practiquemos	Mini Oral Practice 4 due by midnight		
F 12/5		Repaso	Web-SAM de lección 4		
		EXAMEN FINAL			

Grammar points with a ** are for recognition only and will not be actively tested on exams.