

Spanish 102
Beginner's Spanish
Fall 2014: Online

Instructor Information



Class Instructor: Leah Henson
Supersite Instructor: Pedro Gómez Laserna
Office Hours: 3:00-4:00 M; 3:00-5:00 MW (in person)
9:00-10:00 p.m. M (online) and by appointment

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Text, Supersite, and WebSAM



Required: *Vistas: Introducción a la lengua española, Volume 1, Fourth Edition* by Blanco and Donley
Required: *Vistas: Introducción a la lengua española, Fourth Edition* Supersite Plus (Site and WebSAM) code

Course Prerequisite and Description



SPN 102 is the second class of the Beginner's Course sequence. The prerequisite for this course is SPN 101. Upon successful completion of SPN 102, students may enroll in SPN 201. Once placed in a Spanish course, you may not skip a course in the sequence leading to SPN 202. Students interested in health care may choose to take SPN 203 Spanish for Health Care in place of SPN 202.

SPN 102 will cover review sections from SPN 101 as well as three new chapters (Lección 6 through Lección 8) from the *Vistas* textbook and Supersite. Students must and will be held responsible for preparing for and completing activities regularly. Assignments will be due Tuesdays and Fridays at 11:59 p.m. through Niihka and the *Vistas* Supersite.

The lecture portion of this online class will take place via the text's extensive vocabulary lists and grammar explanations, the Supersite vocabulary and grammar tutorials, PowerPoint slides, and/or visiting recommended web sites. Because lecture material is usually available in more than one format, students are able to review the information in a way that best suits their learning style.

The primary objective of SPN 102 and the *Vistas* program is to continue 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.

General and Specific Course Goals and Objectives



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 102 or 111, 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, leisure time, health, etc.



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



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 102 or 111, 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 102 or 111, 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 102 or 111, 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 102 or 111, 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. state simple comparisons and contrasts
5. make selections and participate in basic negotiations
6. state what people, places, and things are like with some details



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 102 or 111, 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 102 or 111, 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 102 or 111, 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 102 or 111, 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 102 or 111, students will be expected to:



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

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.

Knowledge-Based Assessments

Grammar Checks	5% (one grammar check per grammar point)
Supersite Practice Activities	5% (several activities for each chapter)
Supersite WebSAM Review Activities	10% (numerous activities for each chapter)

Performance-Based Assessments

Interpretive Listening Activities*	5% (at least one activity per vocabulary/grammar section)
Interpretive Reading Activities	5% (at least one activity per chapter)
Simulated Interpersonal Speaking*	10% (one conversation activity per vocabulary/grammar section)
Presentational Speaking Activities *	10% (one recording activity per vocabulary/grammar section)
Presentational Writing Assignments	5% (typically one writing assignment per chapter)

Proficiency-Based Assessments

Conversation Interview	5% (one conversation exam)
Compositions	10% (two non-rehearsed compositions)

Blended Assessments (Knowledge, Performance, and Proficiency-Based)

Chapter Exams	15% (two exams covering one chapter each)
Final Exam	15%

The three areas marked with the asterisk* will have the lowest two grades dropped to allow for any technology issues with the CLEAR application.

You must enroll in Spanish 102 for a letter grade. You may not take the class on a credit/no credit basis. Again, extra credit will NOT be offered, and grades will NOT be curved. The scale below will be used to determine your final 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



Exams: In this class, you have two chapter exams and a comprehensive final exam. Exams during the semester cover one chapter and consist of activities similar to those found in the *Vistas* program and in the Online Classroom. The final exam will focus primarily on Lección 8, but will also contain review sections. Exams are already scheduled and listed on the course schedule, which is available in Niihka's Online Classroom. NOTE: Exams are open book UP TO BUT NOT BEYOND the current chapter. The allowed pages will be listed on each exam. You should NOT use any resources beyond the pages listed. You should not use the text dictionary or verb charts. Using vocabulary or grammar beyond the allowed pages will result in a 0 for the entire exam and a charge of academic misconduct.

Supersite Practice Activities: Every chapter in the *Vistas* text begins with a *Contextos* section that presents vocabulary. Each chapter also includes a *Pronunciación* or *Ortografía* section about pronunciation or spelling and a *Cultura* section related to the chapter's theme. Then, there are two or three *Estructura* sections per chapter to present grammar points. The grammar sections are followed by an *Adelante* section to present listening and reading strategies, along with a TV clip related to the chapter theme. Finally, there is also a *Panorama* section(s) to present information on a particular country.

You should follow these sections through the Online Classroom on Niihka and should read over each section and access necessary lecture material. After reviewing the assigned sections, you will complete several Supersite activities related to the sections. These activities are assigned to help you gauge your initial understanding of the areas and to practice the material.

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. Remember that the Supersite activities are due by 11:59 p.m. on their assigned due date (found on the Online Classroom and the Supersite). If you do not complete the activities by that time, you will receive a 0 for each uncompleted activity.

Supersite WebSAM Review Activities: Several activities from the online student activities manual (WebSAM) are assigned and their due dates are on the Online Classroom and the Supersite. They are also due by 11:59 p.m. These activities are for the *Contextos* and *Estructura* section and are assigned the class day after initially introduced. They are designed to serve as review and to further strengthen your understanding of the material. 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.



Grammar Check Activities: You will have a short grammar activity for each *Estructura* section designed to determine your initial understanding of the grammar point. These activities will require you to review the grammatical rules (from the text, Supersite tutorials, and/or *Estructura* PowerPoints or PDF's) and to answer questions related to those rules.



Interpretive Listening Activities: You will have several listening comprehension activities per chapter designed to provide you with additional input in Spanish and include audio that you would typically hear in a face-to-face course. These activities will require you to listen to an audio or video clip and to complete a quiz to check your listening comprehension.



Presentational Speaking Activities: You will have several recording activities per chapter. These assignments are designed to provide you with opportunities to speak in Spanish and are similar to activities done in class for a face-to-face course. The activities will typically involve you completing an activity from the text (or another source) or describing pictures using a microphone and sometimes a webcam.



Interpersonal Speaking Activities: CLEAR is an internet application using a microphone and webcam to simulate conversation and are similar to conversations that you might have in a face-to-face course. You will typically have five of these conversations or activities per chapter and will be graded primarily on content and comprehensibility. You will also have an interview with your instructor during the second half of the semester.



Presentational Writing Assignments: During each chapter, you will have various writing assignments that will serve to practice new material and to review basic vocabulary and grammar. These assignments will range from short paragraphs to two- or three-paragraph compositions. Under NO circumstances should you use an online translator for these (or other) assignments.



Miscellaneous: You should be prepared for additional graded activities to practice vocabulary, grammar, culture, reading, etc. Your instructor may choose to assign a range of activities relating to literature, movies, composition revisions, etc.

Due Dates and Late Work: ALL activities are due by 11:59 p.m. on the due dates listed in the Online Classroom and the Supersite. Late work will not be accepted. Please plan in advance if you may be without internet, if you will have a demanding work or school week, etc. However, if you do have an emergency or extenuating circumstance, contact your instructor immediately!

Help and Extra Practice: If you need help or extra practice, there are many options available to you. Check the Niihka page that has numerous links! You could also contact your instructor and arrange an appointment to meet with her. Organize a study group with other students. Be aware that the *Vistas* Supersite and WebSAM offer abundant vocabulary, grammar, listening, and culture practice exercises. Many students have found www.studyspanish.com and www.senorjordan.com/los-videos to be helpful sites. 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 this online version of this course, you must be familiar with personal computers, internet use, Google Hangout, PowerPoint, and/or PDF. Additionally, you must have a working microphone and webcam. Students are expected to check Niihka announcements, Niihka documents, and their Miami University e-mail "on a frequent and consistent basis" (*Student Handbook*). You should also be familiar with all components of the *Vistas* Supersite and the Niihka Online Classroom. You receive adequate instructions and access to the *Student User Guide* when you purchase your *Vistas* passcode. Finally, you are expected to know how to type Spanish language characters (ñ, ¿, á, etc.) using your computer. On the Supersite, you may do so using the floating toolbar. For other assignments, you can find information about foreign language character entry at www.studyspanish.com/accents/typing.htm.

University and Departmental Policies



Students with Disabilities: If you have a documented disability and need special accommodations in this course, you must contact the Office of Advising and Learning Assistance, 001 Johnston Hall, 513.727.3440. Once you submit the required documentation, your exact accommodations, if any, will be determined, and you will receive paperwork with which to notify your instructor. For more information, please refer to Chapter 3 of Part 4: Health and Safety of the *Student Handbook*.

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 work for this course. 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. Suspected academic misconduct will be referred to the Campus Coordinator or Department Chair. Examples of academic misconduct include (but are not limited to) receiving help from a friend, tutor, etc. on any assignment; giving a non-student (especially one who has already taken

this course or who is proficient in Spanish) access to the Niihka site and activities; using unauthorized resources on assignments; 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; giving or receiving answers for a Supersite activity; and plagiarizing.

Note that instances of complex grammar or vocabulary beyond the scope and sequence of the text or current chapter will be penalized. Typically this occurs when a student uses an online translator, gets outside help, or deliberately performs poorly on the placement exam to get into a lower Spanish course. On most assignments, use of such grammar or vocabulary will result in a 0 for the entire assignment, along with a charge of academic misconduct.

Appeal Process: If you find yourself in a situation where you disagree with your instructor about a grade or another issue, follow these steps, in the given order:

- First, discuss your situation with your instructor. This is where 99% of any disagreements are resolved, and you should give this your full attention and cooperation.
- If, after talking to your instructor, you think the situation has not been resolved, email the Campus Coordinator, Andrew Au (auba@miamioh.edu) to make an appointment. He will confirm that the instructor has had the opportunity to discuss your situation.

Course Schedule



Remember to check Niihka's Online Classroom for the course schedule of assignments!

Exam Dates

Tuesday, 23 September 2014
Lección 6 Exam

Tuesday, 28 October 2014
Lección 7 Exam

Tuesday, 9 December 2014
Final Exam



Se habla español



VISTAS
Supersite



Pedro Gómez Laserna



**Sample Weekly Schedule from Face-to-Face
Spanish 102 Beginner's Spanish
Course Schedule for Fall 2014**

lunes 25 de agosto

Presentación del curso

Repaso del presente (*Present Tense*) de las lecciones 1-4 en el libro

miércoles, 27 de agosto

Review question formation

Directions – getting around

viernes, 29 de agosto

Time expressions with *desde* and *hace*

Review days, dates and weather

lunes, 1 de septiembre NO HAY CLASE

EL DÍA DEL TRABAJO

miércoles, 3 de septiembre

¡CONVERSEMOS! – circumlocution

viernes, 5 de septiembre

¡ESCRIBAMOS! Instructor will explain how to prepare for this writing workshop.

lunes, 8 de septiembre

Present tense narration & storyboarding

miércoles, 10 de septiembre

Digital story telling

viernes, 12 de septiembre

Peer editing digital story scripts

lunes, 15 de septiembre

IN-CLASS COMPOSITION #1

miércoles, 17 de septiembre

Production of digital stories in lab

viernes, 19 de septiembre

CONVERSEMOS

lunes, 22 de septiembre

LECCIÓN 6: ¡DE COMPRAS!

Vocabulario: pp. 190-192

miércoles, 24 de septiembre

Assigned reading/listening/video contextualized vocabulary activities

viernes, 26 de septiembre

Saber y conocer: p. 200

Pronunciación “consonants d and t”: p. 197

lunes, 29 de septiembre

Preterite tense of regular verbs: pp. 206-207

miércoles, 1 de octubre

Más práctica: Preterite tense of regular verbs: pp. 206-207

viernes, 3 de octubre

¡ESCRIBAMOS! Instructor will explain how to prepare for this writing workshop.

lunes, 6 de octubre

Time expressions with *HACE*

miércoles, 8 de octubre

Síntesis

DUE by 8:00 a.m. TODAY, Oct. 15: Supersite review activities for Lección 6.

viernes, 10 de octubre NO HAY CLASE

EL DESCANSO DEL OTOÑO

lunes, 13 de octubre

IN-CLASS COMPOSITION #2

miércoles, 15 de octubre

EXAMEN 1 (Lecciones 6 y repaso de 1-5)

viernes, 17 de octubre

CONVERSEMOS

lunes, 20 de octubre

LECCIÓN 7: LA RUTINA DIARIA

Vocabulario: pp. 226-227

Pronunciación. “La consonante r”: p. 233

miércoles, 22 de octubre

Assigned reading/listening/video
contextualized vocabulary activities

viernes, 24 de octubre

Reflexive verbs: pp. 236-237

lunes, 27 de octubre

Indefinite and negative words: pp. 240-241

miércoles, 29 de octubre

Assigned reading/listening/video

viernes, 31 de octubre

¡ESCRIBAMOS! Instructor will explain how to prepare
for this writing workshop.

lunes, 3 de noviembre

Preterite of *ser* and *ir*: p. 244

miércoles, 5 de noviembre

Verbs like *gustar*: pp. 246-247

viernes, 7 de noviembre

CONVERSEMOS

lunes, 10 de noviembre

IN-CLASS COMPOSITION #3

miércoles, 12 de noviembre

Síntesis

DUE by 8:00 a.m. TODAY, Nov. 12: Supersite review
activities for Lección 7.

viernes, 14 de noviembre

ORAL EXAMS

lunes, 17 de noviembre

LECCIÓN 8: LA COMIDA

Vocabulario: pp. 262-264

miércoles, 19 de noviembre

Assigned reading/listening/video
contextualized vocabulary activities

viernes, 21 de noviembre

Preterite of stem-changing verbs: pp. 274

Pronunciación "ll, ñ, c and z": p. 271

lunes, 24 de noviembre

Comparisons: pp. 281-283

lunes, 1 de diciembre

Assigned reading/listening/video

DUE by 8:00 a.m. TODAY, DEC. 1: Supersite review
activities for Lección 8.

miércoles, 3 de diciembre

Listening portion of final exam

Síntesis

viernes, 5 de diciembre

REPASO

El examen final:

The final exam will cover Chapters 7 and 8, in addition
to some comprehensive sections covering Chapter 6
and other material from the start of semester.

Students should confirm the date, time and location for our
final exam listed under FINAL EXAMINATION SCHEDULE on
Miami's Registrar's website before making any travel plans
for finals week.

In the Fall semester SPN 102 does NOT qualify for group exams, so our exam
time and date will follow the Registrar table according to our class meeting
days and time. See the Registrar website for details.