

# Tennessee Tech University

## Department of Foreign Languages

### Spanish 1010: Elementary Spanish I

#### Fall 2021

Instructor: Dr. Michael K. Olsen

E-mail: molsen@tn-tech.edu

Horas de oficina: lunes, miércoles, viernes, 2:00-3:00; and by app., OKLY 215A

Horas de clase: lunes, miércoles, viernes 11:00-11:50, OKLY 219

#### **Required text**

- Blanco, José A., Donley, Philip R. (2019). *Vistas: Introducción a la lengua española* (6th edition). Boston: Vista Higher Learning.
- VHL Central WEB-SAM account that accompanies Vistas (6th edition). The passcodes are included if you buy the text NEW. If you buy the text USED, your passcodes for WEBSAM are sold separately in the bookstore. You may also purchase access to WEB-SAM online by going to <http://vistahigherlearning.com/store/tn-tech.htm/>. (choose the 1010/1020/2010 option if buying online via this link)

#### **Course description**

Spanish 1010 is the first semester of language study in the sequence of Spanish at Tennessee Tech University. The primary focus of this course is to develop your ability to understand spoken and written Spanish and to develop skill at expressing yourself in basic situations. You cannot expect to acquire native-like competence in a foreign language in one or two semesters. You can expect to be able to communicate on a basic level with native speakers of Spanish even though you make mistakes. The goal in this course is communicative competence, not grammatical perfection. This class will use listening, speaking, reading, writing, video, and grammar activities to enhance your vocabulary and to provide you with opportunities to express yourself in Spanish.

#### **Enduring Understandings**

Students will come to understand that:

- learning a foreign language is a doorway to a social medium that provides new information and perspectives about other ways of life
- learning a foreign language does not simply involve a one to one translation from your first language
- learning a foreign language involves utilizing multiple communication skills in order to address common and specific needs

### **Essential Questions**

- How does your first language influence the way you think about language learning?
- How does your first language interfere with learning a second language?

### **Learning Outcomes**

Students will be able to:

- Understand most written and spoken Spanish selected for beginning learners; [Communication: Interpretive (Listen, Read/View)]
- Speak and write in simple sentences with minor grammatical errors that do not impede communication; [Communication: Interpersonal (Speak, Write, Listen)] [Communication: Presentational (Speak, Write, Listen)]
- Speak with pronunciation sufficiently accurate so as not to impede communication; [Communication: Presentational (Speak, Listen, Read/View)]
- Ask and answer oral and written questions related to familiar topics, such as personal information, school, careers, family, actions, and daily activities; [Communication: Interpersonal (Speak, Write, Listen, Read/View)]
- Describe people, places, and things in the present; [Communication: Presentational (Speak, Write, Listen, Read/View)]
- Converse on an elementary level, observing basic courtesy requirements and social demands of the culture; [Communication: Interpersonal (Speak, Listen, Read/View)]
- Understand the diverse culture of the Spanish-speaking world and describe some of its basic geographical facts. [Cultures (Relating Cultural Products to Perspectives)]

### **Evaluation**

Participation	15%
Homework (Supersite)	20%
Compositions (2)	10%
Oral Conversation	5%
Chapter Exams (2)	30%
Final Exam	20%

### **Participation 15%**

1. Students will be graded based on their active participation in class activities (whole class, group work, pair work) and use of Spanish. We are here to learn; so contribute with your thoughts and concerns! Respectful behaviour is expected (**no use of cell phones** in the class).

2. Attendance is necessary to achieve high learning outcomes. When absent, participation is not possible and therefore results in a loss of participation points. Absences that are justified by a doctor's note are excused. In case of an emergency (i.e., due to grave illness, hospitalization, funeral of a family member, etc.), you must let me know as soon as possible. Send me an email, or leave me a note in my mailbox. Written documentation/evidence of extenuating circumstances must be given to me within one week of the absence.

3. Arrive on time. When students arrive late, they disrupt the class and may miss important announcements.

### **Homework 20%**

The development of language skills requires daily practice. Students are expected to come to class prepared by having read the Lectura for that day. Although we will not be focusing on everything from the textbook in class, students are still expected to understand the information in each reading.

Tareas are chosen to help students practice and apply the concepts presented in class and in the textbook. Most homework assignments will be completed on the VHL Central Supersite (<http://vistas.vhlcentral.com>). Tareas are due **BEFORE** class the day indicated on the syllabus. For additional practice, it is strongly suggested that students complete exercises corresponding to each lesson on the Supersite. **Any late assignment will receive a 10% reduction each day it is late.**

Students will receive an overall grade for the Tareas for each chapter of the textbook. Additional homework and pop quizzes may be given at the instructor's discretion. Scores on these items will be calculated as part of the homework grade.

### **Compositions 10%**

Students will write two (2) compositions of 200-250 words each. The compositions must be typed in Times New Roman, double spaced, 12 pt. font; in addition, they must have typed accents (á, é, í, ó, ú, ü, ñ), and symbols (¡!, ¿?). If you do not know how to type these symbols, please consult the 'Tildes' document on iLearn that corresponds to the operating system you are using. All versions of each composition must be submitted to iLearn as a **Word file (not a pdf)**. **Any stage of the composition that is late will receive a 10% reduction each calendar day they are late.** The topic of each composition will be announced as the due date of the first draft approaches. You will work on each of these compositions in three phases. On phase I, you will write the first version of the composition (6%) and complete a peer review (10%). On phase II, you will revise the composition based on the peer review (60%). On phase III, you will correct the second version and create a third and final version based on my comments on what you submit to me (24%). Remember: all this is not about having a perfect composition. It is rather an exercise to develop a conscientiousness of your own mistakes, so you can gradually learn to correct yourself and, eventually, not make mistakes. Below is a detailed explanation of the process:

1. Phase I, the First Draft (6%) and Peer Review (10%): During Phase I you will write the first draft of your composition and you will review a peer's first draft.

You will turn your composition in through Turnitin.com which will automatically share it with a peer so that they can edit and comment. You must be specific and correct your peer's composition based on the Peer Review Criteria (on iLearn). Based on this feedback, you will move onto Phase II.

2. Phase II, the First Revision (60%): In Phase two, you will proceed to revise the first draft based on the feedback you received from your peer. Once you make the revisions, I will provide feedback using abreviaturas de corrección (on iLearn) so that you can make corrections for the final version of the composition. Now, you can move onto Phase III.
3. Phase III, the Final version (24%): The final version is not a writing exercise. You will be correcting the mistakes based on my feedback and improving your composition. If you do not know how to correct a mistake, you should come to my office hours or go to the tutoring center to try to understand your mistakes and correct them accordingly. Remember: each composition is a complex work. The final grade of each composition will be calculated following the Matriz para las composiciones found on iLearn.

### **Final Interview 5%**

There will be a final interview at the end of this course with the instructor. The interview will last approximately 5 minutes. A list of possible questions can be found on iLearn. Students will be asked a subset of these questions during the interview. Students should be prepared by studying the questions, creating answers to the questions, and practicing their answers.

### **Exams 30%**

There will be two (2) chapter exams that cover the material in chapters 1-2 and 3-4 respectively. Chapter 5 will be covered in the final exam. Make-up exams will not be given. No exceptions. For students who have an excusable absence for the date of the missed exam, their final exam grade will replace their missed exam grade. Do not make any travel plans without checking the class calendar.

### **Final Exam 20%**

The final exam will be cumulative and comprehensive in nature. Do not make any travel plans without checking the final exam schedule. Pre-existing travel plans will not be considered a reasonable cause for missing a chapter exam or the final exam.

### **Disability Services**

Any student who believes that he or she will require accommodations to meet the course requirements should consult the Office of Disability Services located in the Roaden University Center (RUC) Rm. 112 (931-372-6119) preferably during the first week of classes so that reasonable accommodations can be made to ensure that everyone may participate in the course. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at [Policy Central](#).

### **Academic Misconduct**

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at [Policy Central](#)

### **COVID-19 University Protocols**

1. Each student must take personal responsibility for knowing and following the university's COVID-19 protocols. Students are expected to follow all COVID-19 directives published by Tennessee Tech on its official COVID-19 webpage: [www.tntech.edu/covid19](http://www.tntech.edu/covid19).
2. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official COVID-19 webpage to stay up to date on all university COVID-19 protocols.
3. If the university's COVID-19 protocols include the wearing of face coverings inside campus facilities, then face coverings must be worn covering the mouth and nose. Protocols will apply to all vaccinated and unvaccinated individuals.
4. Students who refuse to comply with university protocols will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19 to Tennessee Tech's Health Services by following the student link at the following website: [www.tntech.edu/covid19/report.php](http://www.tntech.edu/covid19/report.php). The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.
6. Students can get a COVID-19 vaccine on campus at Tech Health Services. Call ahead to schedule at (931) 372-3320. COVID-19 vaccines are given free of charge daily, as well as testing.
7. Per CDC guidelines, you are considered fully vaccinated:
  - 2 weeks after your second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, OR
  - 2 weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine

### **Grading Scale**

A: 90-100      B: 80-89      C: 70-79      D: 60-69      F: 0-59

**IMPORTANT:** This syllabus is accurate and complete to the best of my knowledge. However, I reserve the right to make midcourse changes to the readings, assignments, or exam dates as needed.

**Calendar**

This calendar is tentative. Students are responsible for checking iLearn and their university email accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

**L:** Lectura    **S:** Supersite

<b>Semana</b>	<b>Fecha</b>	<b>Tema</b>	<b>Lecturas y tareas</b>
1	20 de agosto	Introducción al curso	<b>L:</b> Plan de estudios (Syllabus)
<b>CAPÍTULO 1</b>			
2	23 de agosto	Hola, ¿qué tal?, Pronunciación	<b>Syllabus information assignment</b> <b>L:</b> págs. 1-2; 9 <b>S:</b> Contextos; Pronunciación
	25 de agosto	Fotonovela: Bienvenida Marissa, Cultura: Estados Unidos y Canadá	<b>L:</b> págs. 6-8; 36-37
	27 de agosto	Sustantivos y artículos	<b>L:</b> págs. 12-14 <b>S:</b> Tutorial 1.1
3	30 de agosto	Los números 0-30	<b>L:</b> pág. 16 <b>S:</b> Estructura 1.1; Tutorial 1.2
	1 de septiembre	Pronombres de sujeto y <i>ser</i> en el presente	<b>L:</b> págs. 19-21 <b>S:</b> Estructura 1.2; Tutorial 1.3
	3 de septiembre	El tiempo	<b>L:</b> págs. 24-25 <b>S:</b> Estructura 1.3; Tutorial 1.4
4	6 de septiembre	<b>NO HAY CLASE</b>	<b>Día del trabajo</b>
	8 de septiembre	Recapitulación	<b>L:</b> págs. 28-29 <b>S:</b> Estructura 1.4
<b>CAPÍTULO 2</b>			
	10 de septiembre	En la universidad, Pronunciación	<b>L:</b> págs. 39-42; 47 <b>S:</b> Contextos; Pronunciación
5	13 de septiembre	Fotonovela: ¿Qué estudias? Cultura: España	<b>L:</b> págs. 44-45; 74-75
	15 de septiembre	Verbos de <i>-ar</i> en el presente y <i>gustar</i>	<b>L:</b> págs. 50-52 <b>S:</b> Tutorial 2.1
	17 de septiembre	Preguntas	<b>L:</b> págs. 55-56 <b>S:</b> Estructura 2.1; Tutorial 2.2
6	20 de septiembre	<i>estar</i> en el presente	<b>L:</b> págs. 59-60 <b>S:</b> Estructura 2.2; Tutorial 2.3

	22 de septiembre	Los números más de 30	<b>L:</b> págs. 63-64 <b>S:</b> Estructura 2.3; Tutorial 2.4
	24 de septiembre	Repaso y ‘Escuchar’ del examen	<b>L:</b> págs. 66-67 <b>S:</b> Estructura 2.4
7	27 de septiembre	<b>Examen 1</b>	<b>Preparar para el examen</b>
		<b>CAPÍTULO 3</b>	
	29 de septiembre	La familia, Pronunciación	<b>L:</b> págs. 77-79; 85 <b>S:</b> Contextos; Pronunciación
	1 de octubre	Fotonovela: Un domingo en familia Cultura: Ecuador	<b>L:</b> págs. 82-83; 112-113
8	4 de octubre	Adjetivos descriptivos	<b>L:</b> págs. 88-90 <b>S:</b> Tutorial 3.1
	6 de octubre	Adjetivos posesivos	<b>L:</b> pág. 93 <b>S:</b> Estructura 3.1; Tutorial 3.2
	8 de octubre	Verbos de <i>-er</i> y <i>-ir</i> en el presente	<b>L:</b> págs. 96-97 <b>S:</b> Estructura 3.2; Tutorial 3.3
9	11 de octubre	<b>NO HAY CLASE</b>	<b>Vacaciones de otoño</b>
	13 de octubre	El presente de <i>tener</i> y <i>venir</i>	<b>L:</b> págs. 100-101 <b>S:</b> Estructura 3.3; Tutorial 3.4
	15 de octubre	Recapitulación	<b>L:</b> págs. 104-105 <b>S:</b> Estructura 3.4
10	18 de octubre	<b>Composición 1:</b> Borrador 1	<b>Composición 1:</b> Borrador 1
		<b>CAPÍTULO 4</b>	
	20 de octubre	Los pasatiempos, Pronunciación	<b>L:</b> págs. 115-118; 123 <b>S:</b> Contextos; Pronunciación
11	22 de octubre	Fotonovela: Fútbol, cenotes y mole Cultura: México	<b>L:</b> 120-121; 148-149 <b>Composición 1:</b> Revisión por pares
	25 de octubre	<i>ir</i> en el presente	<b>L:</b> pág. 126 <b>S:</b> Tutorial 4.1
	27 de octubre	Verbos que cambian de raíz: e→ie, o→ue	<b>L:</b> págs. 129-130 <b>S:</b> Estructura 4.1; Tutorial 4.2 <b>Composición 1:</b> Borrador 2
	29 de octubre	Verbos que cambian de raíz: e→i	<b>L:</b> pág. 133 <b>S:</b> Estructura 4.2; Tutorial 4.3
12	1 de noviembre	Verbos irregulares (yo)	<b>L:</b> págs. 136-137 <b>S:</b> Estructura 4.3; Tutorial 4.4

	3 de noviembre	<b>Repaso y ‘Escuchar’ del examen</b>	<b>L:</b> págs. 140-141 <b>S:</b> Estructura 4.4 <b>Composición 1:</b> Borrador final
	5 de noviembre	<b>Examen 2</b>	<b>Preparar para el examen</b>
13	8 de noviembre	<b>Composición 2:</b> Borrador 1	<b>Composición 2:</b> Borrador 1
		<b>CAPÍTULO 5</b>	
	10 de noviembre	Las vacaciones, Pronunciación	<b>L:</b> págs. 151-154; 161 <b>S:</b> Contextos; Pronunciación
14	12 de noviembre	Fotonovela: ¡Vamos a la playa! Cultura: Puerto Rico	<b>L:</b> 158-159; 186-187 <b>Composición 2:</b> Revisión por pares
	15 de noviembre	<i>estar</i> con condiciones y emociones	<b>L:</b> pág. 164 <b>S:</b> Tutorial 5.1
	17 de noviembre	El presente progresivo	<b>L:</b> págs. 166-167 <b>S:</b> Estructura 5.1; Tutorial 5.2 <b>Composición 2:</b> Borrador 2
	19 de noviembre	<i>ser y estar</i>	<b>L:</b> págs. 170-171 <b>S:</b> Estructura 5.2; Tutorial 5.3
15	22 de noviembre	Sustantivos y pronombres de complemento directo	<b>L:</b> págs. 174-175 <b>S:</b> Estructura 5.3; Tutorial 5.4
	24 de noviembre	<b>NO HAY CLASE</b>	<b>Día de acción de gracias</b>
	26 de noviembre	<b>NO HAY CLASE</b>	<b>Día de acción de gracias</b>
16	29 de noviembre	El Ecuador	<b>S:</b> Estructura 5.4 <b>Composición 2:</b> Borrador final
	1 de diciembre	<b>Práctica para las conversaciones orales</b>	<b>Preparar para las conversaciones</b>
	3 de diciembre	<b>Entrevista final</b>	<b>Preparar para la entrevista final</b>
17	6 de diciembre	Repaso para el examen final	<b>Repasar para el final</b>
	8 de diciembre	Repaso para el examen final	<b>Repasar para el final</b>
Finals	<b>EXAMEN FINAL</b>	viernes, 10 de diciembre	<b>10:30-12:30</b>