

Tennessee Tech University
Department of Foreign Languages
 Fall 2019 (MWF)
 Elementary Spanish I

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Office Hours: MWF 8:30am-9:00pm,

MWF 11:30-12:00or by appointment on T/TH

Prerequisites

None

Required Texts

- Blanco, José A. and Philip R. Donley. Vistas: Introducción a la lengua española. 6th ed. Boston: Vista Higher Learning, 2016.
- Online Maestro 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/tntech.htm/>.

Optional

- Three-ring notebook for 8 1/2 by 11" paper size in which all papers are to be kept in chronological order, with six divisions labeled:
 1. **Apuntes** (notes) y **Ejercicios en clase**: This section is for notes written in and outside of class and for exercises done in class
 2. **Hojas de la clase** (Papers from class): This section is for extra papers distributed by your professor in class.
 3. **Cultura** (Culture): This section is for notes taken in and outside of class on different cultural elements of the Hispanic World as well as your own comparisons of them to North American culture.
 4. **Exámenes** (Exams): All of your exams are to be placed in this section.
 5. **Vocabulario** (Vocabulary): This section is for vocabulary learned in and outside of class. The student should make thematic categories for the vocabulary words, not randomly write them out.
 6. **Verbos** (Verbs): The student is expected create divisions in which he/she should conjugate regular (-ar, -er, -ir) verbs, irregular verbs, and stem-changing (e→ie, o→ue, e→i) verbs as they are learned in class.

Recommended Resource

- Spanish / English dictionary

Course description

SPAN 1010—Elementary Spanish I (Lec. 3. Credit 3.)

Essentials of Spanish, developing listening and reading comprehension, oral and written

communication, and cultural understanding. Students may enroll in SPAN 1010 or SPAN 1015, but not both. Native speakers of Spanish may not take this course.

Student Learning Outcomes

Upon completion of this course, students will be able to ask and answer personal questions in the present, and communicate effectively in the following contexts: the university, the family, and in a travel environment. Furthermore, students will learn an appreciation for Hispanic cultures.

Upon completion of this course, students will

- 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)].

Methodology

The course is taught using the communicative approach. This means that we USE the Spanish studied by the students at home in meaningful, real-life contexts in the classroom. A variety of teaching techniques and formats are employed to optimize the students' use of Spanish in class, such as TPR (Total Physical Response), group work (involving conversations, role playing, and grammar and vocabulary exercises), audio and visual exercises, brief grammar reviews, cultural explanations, and assigned work from the online Website.

This is a Spanish language course. The professor and the students will speak only Spanish in class.

Topics

A detailed listing of vocabulary and grammar topics can be found in the Schedule of Assignments at the end of this syllabus.

Evaluation

The following grade criteria will be used to determine the final grades for this course:

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

Grades will NOT be curved.

GRADING BREAKDOWN: The course grade will be determined as follows:

- (2) Exams = 35%
- WEB-SAM online activities = 10%
- (2) Participation = 5%
- Miscellaneous (mini orals, quizzes, ilearn assignments, ilearn quizzes)= 15%
- (2) Compositions = 5%
- Oral Interview = 10 %
- Final exam = 20%

Exams

Each 55-minute exam will cover all assigned material and will be given as indicated in the course calendar.

Class Participation: Students must and will be held responsible for preparing for class DAILY. You are expected to come to class prepared and ready to participate actively in class. We realize that you may become ill or have an emergency come up during the semester, so we allow you to miss the equivalent of one week of absences per semester that will not affect your participation grade (FOUR excused or unexcused absences). You should realize that the class experience cannot be “made up” or re-created outside of class. Therefore, each time you are absent, beyond the four days mentioned above, you will lose all class participation points for that day. Exceptions to this policy will be considered on a case-by-case basis.

Oral Interview. You will have one formal oral interview which will take place during the last third of the semester. This is a face-to-face or recorded interview. Your instructor will provide you with a sign-up sheet as the time approaches. Details about this oral exam and a grading rubric showing exactly how students are evaluated is available under “resources” on iLearn.

WEB-SAM online activities / Other homework

Your instructor will assign homework almost daily from the online WEB-SAM system. It is essential that students review, correct, and understand their mistakes; this process is an essential one when learning any subject. Students must complete the exercises in a timely manner, according to the attached class calendar.

The Lab Manual section of WEB-SAM is crucial because it offers the students listening and speaking exercises outside of the classroom. Students must complete the exercises in a timely manner, according to the attached class calendar.

Pop quizzes will be given at the instructor's discretion and calculated into this section of the grades.

Compositions

Each composition—there are two (2) during the semester— There will also be two in-class composition in SPN 1010 to assess students' writing proficiency. Classes that meet MWF as well as T/R will have 50 minutes of class time to complete the assignment. Notes and dictionaries will not be allowed. In the event you may need help with a word, students will be allowed to ask their instructor for the translation of ONE word only. Detailed grading rubrics for compositions and contextualized writing quizzes are posted on iLearn.

Final exam

The final exam will cover all the grammar covered this semester and will focus on the last chapters.

University Plagiarism Policy

“Plagiarism. When you use (for example, quote or even summarize or paraphrase) someone else's media, words, data, ideas, or other works, you must cite your source. You should be especially careful to avoid plagiarizing Internet sources (for example, e-mail, chat rooms, Web sites, or discussion groups). It does not matter whether you borrow material from print sources, from the Internet, from on-line data bases, or from interviews. Failure to cite your source is plagiarism. Students who plagiarize may receive an “F” or a “0” for the assignment, or an “F” for the course” (*TTU Student Handbook*)

Attendance

Attendance is mandatory. The student is allowed four (4) absences, whether they are excused or unexcused. After the fourth absence, one point will be deducted from the student's final grade for each subsequent UNEXCUSED absence. Excessive tardiness will count as an unexcused absence.

ALL unexcused absences will count as a zero (0) for the day's participation grade.

An excused absence is one that occurs due to illness, injury, or death in the student's immediate family. The student must verify these circumstances with official letters as soon as they return to class. No excuses will be accepted one week after the circumstance occurred.

Please note: If you are participating in any university-sponsored event in which you must be absent from class, an official letter from a Tech faculty or staff member must list these dates and be presented to the professor at the beginning of the semester.

Course Requirements

A serious commitment to the study of Spanish is expected from each student. Students must promptly complete assignments **BEFORE** class. Punctuality and speaking Spanish in class are expected and required.

Please note that the classes are conducted almost entirely in Spanish.

Student Conduct

The Department of Foreign Languages aims to provide an optimum learning environment in its classes. Students must also be responsible to meet this end. Therefore, we require that:

1. All cellular phones be turned off during class,
2. Students be respectful of the professor and their fellow students,
3. And, finally, students must arrive on time and leave at the end of the class.

Any deviations from these minimum expectations will result in the lowering of your class participation grade, and, if irresponsible behavior should continue, your final grade may be affected.

Make-up Exam Policy

The professor will NOT create any exams for those students who missed an exam, whether the reason is excused or unexcused. For those students who have an excusable absence for the date of the missed exam, their final exam grade will replace their missed exam grade.

Disability Accommodation

"Students with a disability requiring accommodations should contact the Office of Disability Services (ODS). An Academic Adjustment form should be completed as soon as possible, preferably by the end of the first week of the course. The ODS is located in the Roaden University Center, Room 112; phone 372-6119."

SPAN 1010 – *Vistas* (Fifth Edition)

TENTATIVE SCHEDULE OF ASSIGNMENTS (MWF):

The instructor has the right to make any necessary changes in this schedule to accommodate the material to the progress of the class.

Please note that all of the homework (*tarea*) is found on **WEB-SAM** (online at <http://vistas.vhlcentral.com>) and is due ***ON the day marked in the calendar. You must do **all exercises** in each section. Complete the Workbook topic and scroll down and complete the Lab Manual topic.

Agosto

Lunes, el 26	Introducciones Lección 1: Hola, ¿qué tal? (2-3), Classroom commands (hoja)
Miércoles, el 28	Lección 1: Hola, ¿qué tal? (2-3), Spanish alphabet (9), Nouns and articles (12-14) Tarea: Contextos, Nouns and articles, Pronunciación: The Spanish alphabet
Viernes, el 30	Lección 1: Nouns and articles (12-14), Numbers: 0-30 (16), <i>Hay</i> (16) Tarea: Nouns and articles, Numbers 0-30

Septiembre

Lunes, el 2	No clases -Labor Day
Miércoles, el 4	Lección 1: Subject pronouns (19), Present tense of <i>Ser</i> (20-21) Tarea: Present tense of <i>Ser</i>
Viernes, el 6	Lección 1: Telling time (24-25), Tarea: Telling time
Lunes, el 9	Lección 1: Lectura (30-31), Los Estados Unidos (36-37), Fotonovela: Bienvenida, Marissa (6-7)
Miércoles, el 11	Recapitulación (28-29), Repaso
Viernes, el 13	Lección 2: En la universidad (40-41), Los días de semana (42), Pronunciación: Spanish vowels (47) Tarea: Contextos, Pronunciación: Spanish vowels
Lunes, el 16	Lección 2: Present tense of –ar verbs (50-52), Gustar (52) Tarea: Present tense of –ar verbs
Miércoles, el 18	Lección 2: Forming questions in Spanish (55-56) Tarea: Forming questions in Spanish
Viernes, el 20	Lección 2: Present tense of <i>Estar</i> (59-60), Words of location (60) Tarea: Present tense of <i>estar</i>
Lunes, el 23	Lección 2: Numbers: 31 and higher (63-64), Fotonovela: ¿Qué estudias? (44-45), España (74-75) Tarea: Numbers: 31 and higher
Miércoles, el 25	Lección 2: Recapitulación (66-67), Repaso
Viernes, el 27	Examen ch. 1-2
Lunes, el 30	Lección 3: La familia (78-79), Pronunciación: Diphthongs and Linking (85) Tarea: Contextos, Pronunciación: Diphthongs and Linking
<u>Octubre</u>	
Miércoles, el 2	Lección 3: Descriptive adjectives (88-90) Tarea: Descriptive adjectives

Viernes, el 4	Lección 3: Possessive adjectives (93) Tarea: Possessive adjectives
Lunes, el 7	Lección 3: Present tense of –er and –ir verbs (96-97) Tarea: Present tense of –er and –ir verbs
Miércoles, el 9	Lección 3: Present tense of <i>Tener</i> and <i>Venir</i> (100-01), Expressions with <i>Tener</i> (101) Tarea: Present tense of <i>Tener</i> and <i>Venir</i> ,
Viernes, el 11	Lección 3: Fotonovela: Un domingo en familia (82-83), Lectura (106-07), Ecuador (112-113) In class Composición 1
Lunes, el 14	Fall Break-no class
Miércoles, el 16	Lección 3: Recapitulación (104-105), Repaso
Viernes, el 18	Lección 4: Los pasatiempos (116-18), Pronunciación: Word stress and accent marks (123) Tarea: Contextos, Pronunciación: Word stress and accent marks
Lunes, el 21	Lección 4: Present tense of <i>ir</i> (126) Tarea: Present tense of <i>ir</i>
Miércoles, el 23	Lección 4: Stem-changing verbs: e→ ie, o→ ue (129-30) Tarea: Stem-changing verbs: e→ ie, o→ ue
Viernes, el 25	Lección 4: Stem-changing verbs: e→i (133) Tarea: Stem-changing verbs: e→i
Lunes, el 28	Lección 4: Verbs with irregular <i>yo</i> forms (136-37), The verbs <i>ver</i> and <i>oír</i> (137) Tarea: Verbs with irregular <i>yo</i> forms
Miércoles, el 30	Lección 4: México (148-49), Lectura (142-43), Escuchar (145), Fotonovela: Fútbol, cenotes y mole (120-21)

Noviembre

Viernes, el 1	Lección 4: Recapitulación (140-41), repaso
Lunes, el 4	Viernes, el 30 Examen ch. 3-4
Miércoles, el 6	Lección 5: Las vacaciones (152-53), Las estaciones y los meses (154), El tiempo (154), Pronunciación: Spanish b and v (161) Tarea: Contextos, Pronunciación: <i>b</i> and <i>v</i>
Viernes, el 8	Lección 5: <i>Estar</i> with conditions and emotions (164) Tarea: <i>Estar</i> with conditions and emotions
Lunes, el 11	Lección 5: The present progressive (166-67) Tarea: The present progressive
Miércoles, el 13	Lección 5: <i>Ser</i> and <i>estar</i> (170-71) Tarea: <i>Ser</i> and <i>estar</i>
Viernes, el 15	Lección 5: Direct object nouns and pronouns (174-75) Tarea: Direct object nouns and pronouns
Lunes, el 18	Practica Escritura
Miércoles, el 20	Lección 5: Fotonovela: ¡Vamos a la playa! (158-59) Recapitulación (178-79)
Viernes, el 22	In class composition #2
Lunes, el 26	Repaso Lección 5
Miércoles, el 27	Thanksgiving Break (No Classes)
Viernes, el 29	Thanksgiving Break (No Classes)

Diciembre

Lunes, el 2	Entrevistas orales
Miércoles, el 4	Repaso para el examen final
Viernes, el 6	Repaso para el examen final