

BEGINNING SPANISH I

Professor:

Office:

Telephone:

e-mail:

Office hours:

Welcome to Beginning Spanish I. What follows is the course syllabus with basic information about the course. **Please read it thoroughly, and if you have any questions, do not hesitate to ask me.**

COURSE DESCRIPTION:

MLSP 101 (section 08) (3 credits)

*This course initiates the development of the ability to speak, understand, read, and write Spanish. **Students learn the fundamentals of grammar, basic vocabulary, and correct pronunciation.** Various aspects of Hispanic culture will be discussed.*

COURSE PREREQUISITE: This is a *beginning-level course designed for students with NO previous experience or with NO MORE THAN ONE YEAR OF SPANISH AT THE HIGH*

SCHOOL LEVEL. It is **recommended that a student seek advice** from the **Modern Language Department** if he/she is **unsure of the correct placement.**

If you studied ***three or more years of Spanish in high school, please consider taking Intermediate Spanish I, or at least Beginning Spanish II. Speak to me about obtaining a waiver.***

TEXT: Blitt, Mary Ann and Margarita Casas. **Exploraciones.** Boston, Massachusetts: Cengage Learning, 2016. (***If you purchase this text at the Massasoit bookstore, it includes Chapters 1-8 and is used for BOTH Beginning Spanish I and II. It is also packaged with the SAM, Student Activities Manual (workbook.)***)

COURSE OBJECTIVES:

The **main goal** of Beginning Spanish I is to develop **basic communicative skills in Spanish as a second language.** Students will be able **to understand, speak, and write basic Spanish phrases, sentences, and messages.** Students will also be able **to engage in simple Spanish dialogues.**

For example, **students will be able to**

- **greet** and **respond** to others
- **introduce** themselves
- **express** their **likes** and **dislikes**
- **ask questions** about **others**
- **share information** about **themselves**
- **discuss what they will do** in the **near future**

A **second goal** of the course is to develop **some general knowledge about cultural differences** between the U.S. and the Spanish-speaking world. For example, students will have a better understanding of the

- **geography** and **ethnic groups** of the **Spanish-speaking world**
- **holidays** in the **Spanish-speaking world**
- **family structure** of **Spanish-speaking cultures**
- **educational systems** in the **Spanish-speaking world**
- **leisure** and **social activities**.

ANTICIPATED COURSE OUTCOMES: *By the end of the semester, students should be able to read, write, and communicate in basic Spanish, including idiomatic expressions.* Students should also acquire a basic comprehension of international Hispanic cultures and local communities.

- **Communication:** Students will **gain the ability to describe themselves and others in speech and writing by engaging in simple everyday exchanges** in Spanish. Students will also learn how to read and understand basic topics concerning **physical** and **personal descriptions, time, schedules, family, location, etc.**
- **Connections:** Students will gain the ability to discuss practices and customs common to different Hispanic communities.
- **Comparisons:** Students will gain the ability to identify the similarities and differences between their own cultures and those of different Spanish-speaking countries or communities.
- **Communities:** Students will gain the ability to have a simple dialogue with a native or

heritage speaker about certain aspects of their lives and/or to establish personal ties with a native or heritage speaker outside of the academic environment.

COURSE STRUCTURE AND PROCEDURES FOR EVALUATING STUDENT PERFORMANCE:

Basic acquisition of the language **will be obtained through daily reading and conversational activities. Students will engage in reading and grammar exercises, as well as dialogues.** We will work with a variety of authentic oral and written texts, mainly our textbook, as well as a few secondary texts, mainly newspaper articles and selections from other texts. **We will plan to complete Capítulos 1-4 in *Exploraciones*.**

GRADING:

- **TESTS AND/OR QUIZZES:** 35%

(Usually *are given three to four times over the course of the semester* and *vary in length/point value*. The **total points** of these **in-class tests/quizzes** will be **approximately 170-180 points**.)

- **HOMEWORK AND/OR OTHER ASSIGNMENTS:** 40%

(These *out-of-class assignments could include take-home tests, and/or smaller exercises* that I have you complete on your own time. These also **vary in length/point value**, and their **total point value** will be **approximately 200-225 points**.)

- **CLASS PARTICIPATION:** 15%
(explained more fully in this document)

- **FINAL EXAM** (*is mandatory regardless of a student's average and will be held*)

during finals week)

10%

GRADING SYSTEM:

A	(94-100)	A-	(90-93)	B+	(87-89)
B	(84-86)	B-	(80-83)	C+	(77-79)
C	(74-76)	C-	(70-73)	D+	(67-69)
D	(65-66)	F	(0-64)		

ATTENDANCE POLICY: After the 1st absence, and for every subsequent absence, your participation grade will reflect that you have missed class and this will influence the outcome of your final grade. **Each day you are absent you miss information, so it is to your advantage to attend every class session.**

It is **NOT mandatory** that **students contact me if they are only going to miss one class** (*except on days of tests—please read further*). However, you are very welcome to do so. If you believe that ***you are going to miss more than two consecutive classes, please contact me.*** It might be a good idea to exchange contact information with a classmate as well.

PARTICIPATION:

Participation is an important component of your final grade and an asset to your learning. **If you miss class, no participation points can be awarded for that day. Therefore, you will receive a zero. You cannot make up class participation.**

Daily participation is scored in the following manner.

Full credit:

- Student **arrived on time** and **attended entire class period**
- Student **was prepared** for class and **participated**

Partial credit:

- Student **arrived late** or **left class early**
- Student **was not prepared** for class and/or **did not participate in activities**

No credit:

- Student **was absent or disruptive** (talked to others, did homework for other classes, kept checking messages on cellphone, slept, etc.)

Students will get the most out of the course if they **read the lesson and have completed the assigned activities BEFORE coming to class.**

Also, **students are more likely to be successful in the course** if they **participate actively** and **ask questions**. **Daily practice is crucial to language learning. PLAN ON SPENDING TIME OUTSIDE OF CLASS AS WELL.** It is **your responsibility to seek clarification** and raise your hand, and/or contact your instructor if you don't understand something.

Please shut off your cellular phone, pagers, ipods, and other electronic devices when you enter the classroom. **If you are reading or sending text messages or checking your voicemail during class, it will be reflected in your participation grade.**

ADDITIONAL NOTES TO STUDENTS:

- **If you are absent the class period before a scheduled quiz or test, you are not excused from taking it.** The scheduled quiz or test date will appear on the syllabus,

and I also will have announced the date two classes in advance.

- If you cannot take a quiz or test as scheduled, please tell me in advance so that we can make other arrangements. **If you do not contact me in advance, you will not be able to take a make-up. If you are not able to notify me personally** that you cannot take a quiz or test, **please contact me by voice mail or by e-mail.**
- **I cannot allow people to re-take a test or quiz because they are unhappy with the grade that they received.** If you have a lot of exams one particular week and you would like more time to prepare and would like to reschedule any exam for this class, I would be willing to make arrangements. ***However, please be advised that the make-up exam must be held at my convenience, and that the setting for a make-up exam is often less than ideal.***
- **I will collect homework periodically.** ***“Other assignments” (see “GRADING,” above)*** refer to projects (long or short) that I may have you do over the course of the semester. If you are missing too many homework and/or “other” assignments, this may affect your overall grade.
- **Late work may be accepted with a grade reduction.** However, ***late work must be completed prior to ending the chapter*** in which that particular concept is covered.
- Please **try to purchase your textbook by the end of the first week of class.**

STUDENTS WITH DISABILITIES OR WHO NEED SPECIAL

CONSIDERATION/ACCOMMODATIONS STATEMENT: *Students with disabilities who believe that they may need accommodations in the classroom are encouraged to contact a Disability Counselor; Andrea Henry at X 1805, Julie-McNeil-Kenerson at X 1424 or*

Cathy Brogna at **X 1425**, as soon as possible, in order to ensure that such accommodations are implemented in a timely fashion.

TENTATIVE SCHEDULE: Please keep in mind that this is a **tentative** schedule. Some days we may have to move more slowly (or more quickly) than what is indicated here. ***I reserve the right to change anything, and students are responsible for any changes announced in class—particularly dates of tests/quizzes.***

I may not always follow the text in sequential order, either.

Semana 1—

-Introduction

- Begin **Capítulo 1—Hola, ¿qué tal?: Vocabulario para la clase/Saludos formales e informales/Respuestas/Despedidas/Presentaciones/Gender and number of nouns/Numbers 0-20/Definite and indefinite articles/Numbers 21-101/Adjetivos de personalidad/Subject pronouns and the verb ser/Adjective agreement**

Semana 2—

-Continue with Capítulo 1

Semana 3-

-Continue with Capítulo 1

-Prueba 1

Semana 4—

-Begin **Capítulo 2**--**¿Cómo es tu vida?:Las materias académicas/Verb tener/Expresiones con tener/Adjective placement/Vocabulario de la familia/Regular ar verbs/Negation and yes/no statements/Possessive adjectives**

Semana 5—

-Continue Capítulo 2

Semana 6--

-Continue Capítulo 2

Semana 7

-Prueba 2—

-Finish Capítulo 2

Semana 8

-Begin **Capítulo 3**--**¿Qué tiempo hace hoy?:Los días de la semana/Los meses/¿Que hora**

es? (telling time)/Me gusta.../Regular er/ir verbs/El tiempo (weather)/Los colores/Interrogative expressions/Stem-changing e-ie and e-i verbs/Vocabulario-la ropa

Semana 9—

-Continue Capítulo 3

Semana 10-

-Continue Capítulo 3

Semana 11--

-Prueba 3—

-Begin **Capítulo 4: ¿Dónde vives? Vocabulario-la ciudad/The verbs estar and ir/ir + a + infinitive/Prepositions of place/Vocabulario-La casa/Stem-changing o-ue verbs/More on adjective placement**

Semana 12—

-Continue Capítulo 4

Semana 13—

-Continue Capítulo 4

Semana 14—

-Continue Capítulo 4

Semana 15—

-Repaso general para el examen final

EXAMEN FINAL