



## Elementary Spanish I

SPN 131.03

Winter 2019

**Number of Credits:** 4

**Days Class Meets:** MW

**Meeting Times:** 9:00 – 10:50 AM

**Location:** BW 208

**Instructor:** Constance Cody

**Office:**

**Contact Phone:**

**Contact Email:** codyconstanj@jccmi.edu

**Office Hours:** By appointment

**Online:**

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### Course Description

Spanish 131, Elementary Spanish I introduces and develops the four skills of language learning: listening, speaking, reading, and writing, with special emphasis on listening and speaking.

### Prerequisite(s)

Eng 085

### Course Goals

**General Education Outcomes:** The course goals and objectives incorporate specific General Education Outcomes (GEOs) established by the JC Board of Trustees, administration, and faculty. These goals are in concert with four-year colleges, universities, and reflect input from the professional communities we serve. GEOs guarantee students achieve goals necessary for graduation, credit, transferability, and professional skills needed in many certification programs.

The GEOs and course objectives addressed in this class include the following:

GEO 7 (Contextual Competence) – Understand and respect the diversity and interdependence of the world's peoples and cultures.

This objective is met by a variety of cultural activities, oral discussions, individual and group presentations and includes the use of the cultural information available in the textbook and on the *Panorama 5e* website.

**World-Readiness Standards for Learning Languages:** This course incorporates the *World-Readiness Standards for Learning Languages* published by ACTFL, which suggest ways to personalize the material learned in the classroom to a variety of interpersonal situations, future career goals and experiences, and to be able to apply those skills globally. These standards include five goal areas: Communication, Cultures Connections, Comparisons, and Communities. The “5-C” goal areas may be accessed at [www.actfl.org/publications/all/national-standards-foreign-language-education](http://www.actfl.org/publications/all/national-standards-foreign-language-education)

## Course Objectives

**Language Proficiency Goals:** By the end of the two-semester sequence Spanish 131 and 132, students should be able to participate orally in basic communicative exchanges, understand Spanish spoken in defined situations, interpret written language dealing with common and useful vocabulary, write sentences using basic grammatical structures and daily vocabulary.

In addition to language skills, students will also become familiar with Hispanic cultures. Cultural material is an integral part of this course. Students should have a knowledge and understanding of the cultures of the Spanish-speaking peoples and understand and respect the diversity and interdependence of the world's people and cultures. The multicultural approach promotes international tolerance, understanding and appreciation for linguistic and cultural differences. Millions throughout the world speak the Spanish language. How Spanish-speaking people live, their history, the places where they live, the music they listen to, and the food they eat are vital components to this course. These areas will be discussed and tested. Specifically, Spanish 131 aims to achieve Novice levels of the *NCSSFL-ACTFL Global Can-Do-Benchmarks* (<http://actflproficiencyguidelines2012.org>): Interpersonal Communication, Presentational Speaking, Presentational Writing, Interpretive Listening, Interpretive Reading.

**Course Design:** To develop the four language skills, with emphasis on speaking and listening, and to introduce reading and writing skills. Students will be expected to participate orally on a daily basis, and to do regular written assignments, both in class and at home.

## Textbook

**Panorama 5e Loose-Leaf Edition with Supersite Plus Code (w/WebSam + vText), Vista Higher Learning 2017 – ISBN 978-1-68004-376-1**

**Or Panorama (5th Edition) with Supersite Plus Code (w/WebSam + vText), Vista Higher Learning 2017 – ISBN 978-1-68004-349-5 (This textbook is in digital format and is available at the bookstore or at [vistahigherlearning.com](http://vistahigherlearning.com))**

**Or Panorama 5e Supersite Plus code (w/WebSam + vText), Vista Higher Learning 2017–ISBN 978-1-68004-363-1 (hard-copy edition)**

## Grading Procedure

<b>. Grade Distribution: Four exams, written and oral:</b>	<b>40% (10% each)</b>
<b>Final exam, written and oral:</b>	<b>20%</b>
<b>VHL SUPERSITE activities:</b>	<b>20%</b>
<b>Quizzes:</b>	<b>10%</b>
<b>Participation(including attendance):</b>	<b><u>10%</u></b>
	<b>100%</b>

## Grading Scale

<b>GPA</b>	<b>GRADE RANGE</b>
4.0	94-100%

3.5	89-93%
3.0	84-88%
2.5	78-83%
2.0	72-77%
1.5	66-71%
1.0	60-65%
0.5	55-59%
.0	0-54%

### **Academic Honesty Policy**

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

**Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:**

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

**Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:**

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

### **Course Management**

Students should inform the instructor of special circumstances which may require extended absences, makeup work, withdrawal, audit, or incomplete grades.

### **Makeup Policy**

All assignments must be completed on their due dates to receive full credit. Late assignments receive a 20% reduction in the grade.

## Help

Students should make arrangements with the instructor for extra help if needed and/or seek help at the Center for Student Success.

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations..

<https://www.jccmi.edu/center-for-student-success/accommodations-for-students-with-disabilities/>

## Student Responsibilities

Students are expected to attend class and be prepared to speak Spanish in each class, to participate in all activities, to turn in all written assignments, complete online assignments on their due date, complete all other assignments to be done in class, and to contact the instructor to arrange extra help if needed. Students must take all exams.

Students should email the instructor before or during the scheduled class time of an absence from that class. Students should check JetNet for handouts and other information that they may have missed in class. Students are responsible for making arrangements to make up quizzes, tests, conversations, presentations and other class assignments to avoid reduced credit on quizzes, tests, conversations, presentations and other assignments. Extra credit assignments are not available.

## Attendance Policy

Given the importance of oral participation in language classes, daily attendance is vital. Unless there are extenuating circumstances, more than two absences per semester will result in a lower grade. In addition, students must not be absent on exam days or presentation days unless he/she has previously informed the instructor and made arrangements to make the presentation or take the exam at a mutually convenient time. An absence from an exam must be documented with an approved excuse. The exam then taken may be different from the one given to the class, although it will cover the same material. Any exam not taken becomes a zero.

In compliance with Federal Title IV funding requirements, as well as college initiatives, reporting of student participation in classes will occur at three designated times each semester. Instructors will assign one of three non-transcribed letter symbols to each student during each reporting period (see below). Students identified as no longer participating will be dropped or administratively withdrawn from the class, and students identified as needing academic assistance will be contacted.

## Participation/Progress Symbols

- H – The student is not doing acceptable work and needs **H**elp to be successful.
- Q – The student has not participated and the instructor believes they have unofficially withdrawn (**Q**uit). These students will be dropped/withdrawn from the class.
- V – The instructor **V**erifies that the student is participating and doing acceptable work.

## Caveat

Some revisions may be necessary during the course due to school closing policies, instructor illness and other procedural improbabilities.

## Participation

Participation is an integral part of the course. A student's participation grade is based on a positive attitude in class, a willingness to volunteer for different activities and answer questions, speaking in Spanish whenever possible, attempting to improve pronunciation and vocabulary, attendance, and respect for other students, the instructor, and cultural and linguistic differences. If any of these areas are lacking, it will result in a lower participation grade. **Use of cell phones and other electronic devices is not permitted during class time. The devices may be used for classroom activities approved by the instructor.**

## Important Dates: Winter 2019

DATE	EVENT
JAN. 14, 2019	DAY AND EVENING CLASSES BEGIN
JAN. 14 - MAY 5, 2019	SEMESTER DATES
FEB. 1, 2019	IN-SERVICE DAY. NO CLASSES
MARCH 11 – 17, 2019	MID-SEMESTER BREAK
MAY 4, 2019	COMMENCEMENT
MAY 5, 2019	END OF WINTER SEMESTER
MAY 7, 2019	GRADES DUE

## Calendar

### Spanish 131, WINTER 2019, From *Panorama, 5e*

**Note:** There are no specific dates on this syllabus for assignments. The material will be covered in the order listed below, and we will spend the time necessary to cover each item before moving on to the next. Tentative exam schedules are listed for each lesson. Quizzes may be announced but students should be prepared for unannounced quizzes. A complete schedule for each lesson, which includes class activities and assignments for each class, will be posted on JetNet and a handout will be given to students at the beginning of each lesson.

**Tarea** is homework to be handed in and activities to be completed on the VHL Supersite at [vhlcentral.com](http://vhlcentral.com). Due dates for the online assignments are listed on the VHL Supersite. Homework assignments are listed on the schedule sheets for each lesson. Late homework will be given a 20% reduction in credit. Exams will be scheduled after each **Lección**. Students should practice and learn vocabulary before each class, complete assigned activities on the VHL Supersite, read and prepare cultural sections in each lesson.

### Lección 1 –Hola, ¿Qué tal?

Greetings, leave-takings, introductions

Pronunciation – p. 9

Spanish nouns and articles

Numbers 0-30

**Present tense of the verb ser**

Telling time

*Lectura* –p. 30

*Cultura* -Hispanic communities in the U.S. pp. 32-33/ Greetings/Meeting in the plaza – Argentina, Countries where Spanish is spoken

*Vocabulario* – p. 34

## **EXAMEN 1 (Wednesday, January 30)**

### **Lección 2 – En la Universidad**

Classroom, Academic Life, Subjects

Days of the week

Pronunciation – p. 43

#### **Present tense of regular *-ar* verbs**

Forming questions in Spanish/Question words

#### **Present tense of *estar***

Prepositions

Numbers 31-100

*Lectura* – pp. 64-65

*Cultura* – *España* (Spain) pp. 66-67 / *Los estudios* – University studies in the Spanish-speaking world

*Vocabulario* – p.68

## **EXAMEN 2 (Wednesday, February 20)**

### **Lección 3 – La Familia**

The family, identifying people, professions & occupations

Pronunciation – p. 77

#### **Descriptive adjectives**

#### **Possessive adjectives**

#### **Present tense of regular *-er*, and *-ir* verbs**

#### **Present tense of *tener* and *venir***

#### ***Tener* expressions**

*Lectura* – p. 98-99

*Cultura – La América del Sur/Ecuador* pp. 104-105/*The Hispanic Family*

*Vocabulario* – p. 106

**EXAMEN 3** (*Wednesday, March 20*)

**Lección 4 – Los Pasatiempos**

Pastimes, sports, places in the city

Pronunciation – p. 115

**Present tense of *ir***

**Present tense of stem-changing verbs**

**Verbs with irregular “yo” forms**

*Lectura* – pp. 134-135

*Cultura – Centroamérica y México* pp. 136-137

*Vocabulario* – p. 138

**EXAMEN 4** (*Monday, April 8*)

**Lección 5 – las vacaciones**

Travel, vacations

Weather, seasons & months

Ordinal numbers

Pronunciation – p. 149

***Estar* with conditions and emotions**

Adjectives

**Present progressive tense**

**Comparing *ser* and *estar***

**Direct object nouns and pronouns**

Numbers 101 and higher

*Lectura* –pp. 168-169

*Cultura – Los países del Mar Caribe/Puerto Rico* – pp. 170-171

*Vocabulario* – p. 172

**Oral and written EXAMEN 5/REPASO 1-5** (**Monday, April 29 & Wednesday, May 1st**)