



Español I (SPN 131), Fall Term, 2019

Tuesday, Friday: 8:00 am – 10:00 am, Milan Federal Prison Facility, Milan, MI
Instructor: Paul R. Hanks

Course Description: Spanish 131, Elementary Spanish I, 4 credit hours, introduces and develops the four skills of language learning: listening, speaking, reading, and writing, with special emphasis on listening and speaking. Prerequisite: Eng 085

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

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 .

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.

Language Proficiency Goals: By the end of the two-semester sequence Spanish 131 and 132, students should be able 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 respect, 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.

Grade Distribution: Four exams :	40%
Final exam:	20%
Homework:	20%
Quizzes:	10%
Participation/Attendance:	<u>10%</u>
	100%

Grading scale: 93-100 = 4.0; 86-92 = 3.5; 80-85 = 3.0; 75-79 = 2.5; 70-74 = 2.0; 65-69 = 1.5; 60-64 = 1.0; 0-59 = 0.0.

Attendance: 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. 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.

Student responsibilities: To attend class and be prepared to speak Spanish in each class, to participate in all activities, to turn in all written assignments on their due date, to 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.

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.**

Academic Honesty Policy: Academic honesty is expected of all students. It is the ethical behavior that includes producing their own work and not representing others' work as their own, either by plagiarism, by cheating, or by helping others to do so.

Plagiarism is the failure to give credit for the use of material from outside sources.

Cheating means obtaining answers/material from an outside source without authorization.

Syllabus for Spanish 131, Spring 2018, From *Panorama*, 5e

Note: There are no specific dates on the 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, but are subject to change, as may be needed. As an overall guideline, tests are scheduled every 2 ½ - 3 weeks. Quizzes are generally designed to reinforce the acquisition and development of vocabulary. There will be both a written test and a spoken test for each chapter.

Tarea is homework to be handed in and activities to be completed on the Supersite at vhlcentral.com. The instructor will always tell students when material is to be covered. Due dates for the online assignments are listed on the Supersite. Homework will be announced each class. 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 Supersite, read and prepare cultural sections in each chapter.

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 (Friday, 9-20-2019)

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 (Friday, 10-4-2019)

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 HispanicFamily

Vocabulario – p. 106

EXAMEN 3 (Friday, 10-18-2019)

There will be no classes on Tuesday, 3-12 or Thursday, 3-14, as Jackson College is on Spring Brea

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 (Friday, 11-1-2019)

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

EXAMEN 5/REPASO 1-5 (Friday, 11-8-2019)