

ELS101.0421.31248 Elementary Spanish I  
(Elem. Spa. I)

<http://faculty.lagcc.cuny.edu/instructor>

SEMESTER. Spring 2019

#### Instructor's Information

**Instructor:** Ernesto Menéndez-Conde  
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**Office Hours:** By appointment.  
**Preferred communication:** E-mail is preferred, with which you should expect my response within 24 hours.  
**Class Schedule:** Mondays 10: 30-12:45 and Wednesdays, 10:30-11:30, Room TBD  
**Lab Instructor:** Martha Martínez  
**Lab Schedule:** Wednesdays, 11:45-12:45, Room B-207.

#### Course goals and objectives

**Catalog Course Description:** This course aims to develop listening, speaking, reading and writing skills in Spanish. Knowledge and understanding of Spanish culture is also nourished through the examination of cultural practices, products, and perspectives.

Note: This class is not for native or heritage speakers of Spanish. Students proficient in Spanish and heritage speakers must take higher-level courses appropriate to their proficiency levels.

**Section Description:** Spanish I.

**Prerequisites:**

**Pre/Corequisites:** CSE095 and ESL097

#### Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways). Note that students can receive only up to 6 credits in one Flexible Core area (a.k.a. bucket) and all elementary-level modern language courses are paired (i.e., you must take 102 in order to receive credits from 101). In other words, you will not be able to take any other World Culture and Global Issue class if you intend to receive Flexible Core credits from the modern languages classes.

In this course you will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

More specifically, by the end of the semester, you will be able to

- carry on a conversation in Spanish on topics such as: nationality, family life, travel, tourism, careers, education, parenting, social and economic issues;
- communicate orally with a native speaker of Spanish in a controlled situation;
- explain the meanings of graded texts in Spanish within the topical outline of the course;
- write coherent idiomatic Spanish demonstrating an understanding of syntax and grammar;

- present projects about aspects of Hispanic culture that they have researched.

<b>Textbook, grading, and other class logistics</b>
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**Textbooks:** The following textbooks are required for this class.

Marinelli, Farjada. *Conectados. Introductory Spanish*. Cengage. **2nd Edition, Mindtap**.

**Grades:** Your final grade will be determined based on the following evaluation points.

Midterm 15%

Final exam 25%

Quizzes (3 quizzes x 10) 30%

Homework (10 HW x 1) 10%

Lab (10 labs x 1) 10%

Participation (including attendance) 10%

- **Grade distributions:** **A:** 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

Week / Day	In-class topics (page numbers refer to the printed textbook)
<b>Week 1</b>	
September 11	Introduction to the course How to use MindTap to prepare assignments
Lab 1	Introduction to the course
<b>Week 2</b>	
September 16 Hour 1 Chapter 1	Introductions, the alphabet, greetings, names of courses, classroom expressions (2-7) Nuestro mundo (pp. 10-11) "El mundo hispanohablante"
Hour 2	Paso 1 – Vocabulary "Among professors and students" (12-15) Paso 1 – Grammar A Numbers from 0 to 100" (16 – 18)
September 18	Paso 1 – Grammar B (pp. 19-21) Personal pronouns and verb <i>estar</i>
Lab 2	Essential Questions (p. 22) Interpersonal Communication(p. 23)
<b>Week 3</b>	
September 23 Hour 1	Paso 2 – Vocabulary "El salón" (24 – 27) Paso 2 – Grammar A Nouns and articles (28-29)
Hour 2	Paso 2 – Grammar B The verb <i>ser</i> (31-33)
September 25	Paso 3 – Vocabulary "Nuestro campus" ( 36 – 39)
Lab 3	Essential Questions (p. 34) Interpersonal Communication(p. 35)
<b>Week 4</b>	
September 30	No class scheduled
October 2	Paso 3 – Grammar A The verb <i>tener</i> (40-42)
Lab 4	Complete Essential Questions and Comunicación presentacional (46-47) Complete Essential Questions & Comunicación (after Paso 3) in class.
<b>Week 5</b>	
October 7 Hour 1	Paso 3 – Grammar B The verb <i>ir</i> (43-45) Review for first quiz / test and/or do additional communicative or skills-based activities.
Hour 2	Quiz 1. Chapter 1

October 9	No class Scheduled
<b>Week 6</b>	
October 14	College Closed
October 16 (irregular day works as a Monday schedule) Hour 1 Chapter 2	Nuestro mundo and Paso 1 – Vocabulary Paso 1- Grammar A Repaso de asignaturas, Days of the week, Classes and the days Paso 1 – Grammar B Adj-noun agreement.
Hour 2	Paso 2 – Vocabulary Telling time
<b>Week 7</b>	
October 21 Hour 1	Paso 2- Grammar A The <i>presente</i> of regular verbs ending in <i>ar</i>
Hour 2	Quiz 2
October 23	Paso 2 – Grammar B Sentences and negations, Personal pronouns
Lab 5	Essential Questions & Interpretative Communication
<b>Week 8</b>	
October 28 Hour 1	Paso 3 – Vocabulary Questions, affirmative and negative answers
Hour 2	Paso 3- Grammar A Week-end activities, <i>Tener que</i>
October 30	Paso 3 – Grammar B The <i>presente</i> of regular verbs ending in <i>er</i> and <i>ir</i>
Lab 6	Essential Questions & Comunicación interpersonal
<b>Week 9</b>	
November 4 Hour 1 Chapter 3	Nuestro mundo & Paso 1- Vocabulary Relatives, Friends and pets.
Hour 2	Paso 1 Grammar A Adjective and possessive pronouns. Review for the Midterm
November 6	Midterm
Lab 7	Review and practice
<b>Week 10</b>	
November 11 Hour 1 Chapter 3	Paso 1 Grammar B Verbs <i>ser</i> and <i>estar</i>
Hour 2	Paso 2 – Vocabulary Describing Friends and relatives
November 13	Paso 2 – Grammar A Comparatives
Lab. 7	Essential Questions & Interpretative Communication
<b>Week 11</b>	
November 18 Hour 1	Paso 2 – Grammar B Superlatives
Hour 2	Paso 3 – Vocabulary Parties, and Birthday parties
November 20	Paso 3 – Grammar A Irregular verbs in the <i>presente</i>
Lab. 8	Essential Questions & Interpersonal Communication
<b>Week 12</b>	
November 25 Hour 1	Paso 3 – Grammar B The verb <i>gustar</i>
Hour 2	Nuestro mundo & Paso 1-Vocabulary Vacations
November 27	Paso 1 – Grammar A The verb <i>oír</i> , verbs <i>saber</i> and <i>conocer</i>
Lab. 9	Essential Questions & Comunicación presentacional
<b>Week 13</b>	
Monday December 2 Hour 1	Paso 1 – Grammar B The verb <i>ir</i> + infinitive (endings <i>ar</i> , <i>er</i> , and <i>ir</i> )

Hour 2 Chapter 4	Paso 2 – Vocabulary Weather and seasons of the year
Wednesday December 4	Quiz 3
Lab. 10	Essential Questions & Interpretative Communication
<b>Week 14</b>	
December 9 Hour 1	Paso 2- Grammar A & Grammar B Numbers from 100 to 1000, thousands and millions The <i>presente progresivo</i>
Hour 2	Paso 3 -Vocabulary
December 11	Review for the final Exam
<b>Week 15</b>	
December 16	Final Exam

**Lab:** Students are required to attend the lab session for one hour every week.

### Policies

**Classroom policies:** The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

**Valuing LaGuardia's Diversity:** As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College's Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

**Rules for Personal Conduct:** You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

**The student attendance policy:** As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

**The academic dishonesty policy:** As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

**Policy on assigning the grade of Incomplete:** As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

**Declaration of pluralism:** The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).