**ELS101.\_\_\_\_\_ (\_\_\_\_\_) Elementary Spanish 1(Elem. Spa. 1)**

Fall II, 2023-2024 / January - February 2024

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| **Instructor’s Information** |

**Instructor:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Email:** [\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_@lagcc.cuny.edu](mailto:_______________@lagcc.cuny.edu)

**Office Hours:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Preferred communication:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, with which you should expect my response in less than 24 hours on weekdays.

**Class Schedule:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lab:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lab Instructor:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Email:** \_\_\_\_\_\_@lagcc.cuny.edu

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| **Introduction** |

Welcome to Fall II (01/03/2024 - 02/23/2024) ELS 101, Elementary Spanish 1. This course will be a combination of Lectures, individual/group activities, and Lab work. Three hours of lecture classes and one hour of lab. Assignments will be done through our online system: Vistas 7e SSPlus (Supersite Plus).

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| **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 are 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.

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| **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).**

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. Ability to comprehend and respond to basic conversational patterns.
* 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.
* Proficiency and knowledge of basic grammatical structures and terminologies
* Basic proficiency in reading and writing the language.
* Knowledge of significant cultural practices and historical events from the Spanish-speaking world

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| **Tutoring** |

All students are encouraged to use the Modern Language free tutoring sessions. I will send the schedule and the steps to make an appointment.

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| **Textbook, grading, and other class logistics** |

**Textbooks:** The following textbook is **required** for this class.

Blanco, José A., Donley, Philip Redwine. VISTAS: Introducción a la lengua española (7th edition), Vista Higher Learning, 2024.

**For ELS 101 Only:** Vistas 7e SSPlus (Supersite Plus) 5 months access: 978-1-54338-990-6

**For ELS 101 and 102:** Vistas 7e SSPlus 12 month access: 978-1-54338-992-0

**Grades:**

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

Quizzes 20%

Homework 15%

Midterm 15%

Final exam 20%

Final Project 10%

Lab 10%

Participation 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

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| **Weekly schedule (subject to change)** |

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| Semana / Día | Tema | Objetivos | Libro |
| Semana 1  Día 1  L1 | * Introductions, greetings, and say goodbye. | • Learn and practice: basic greetings, introductions, and courtesy expressions | • Introduction to the course  • **Lección 1:** Introduction, p. 1  • Contextos, pp. 2–5 – Hola, ¿qué tal? |
| Semana 1  Día 2  L1 | * Greetings – Conversation (Fotonovela) * The alphabet | • Understand greetings and introductions.  • Learn the Spanish alphabet | • Fotonovela, pp. 6–8  • Pronunciación, p. 9 |
| Semana 1  Día 3  L1 | * Cultura – Saludos y besos * Nouns and articles. | • Read about greetings, famous friends and couples, and the plaza principal.  • Learn informal greetings and leave takings.  • Learn the gender of nouns.  • Learn about definite and indefinite articles. | • Cultura, pp. 10–11  • Estructura 1.1 Nouns and articles, pp. 12–15 |
| Semana 2  Día 1  L1 | * Numbers 0-30 * Verb SER | • Learn numbers 0–30 and perform simple math problems.  • Learn the verb SER.  • Identify different ways to conjugate the verb SER. | • Estructura 1.2 Numbers  0–30, pp. 16–18  • Estructura 1.3 Present tense of ser, pp. 19–23 |
| Semana 2  Día 2  L1 | * Telling time * Review and vocabulary L1 | • Ask for and tell time.  • Talk about the time of day.  • Review grammar concepts from Lesson 1 | • Estructura 1.4 Telling time, pp. 24–27  • Recapitulación, pp. 28–29   * Vocabulario |
| Semana 2  Día 3  L1 | * Lectura y Panorama (Hispanic communities) | * Read and answer the questions. | * Lectura, pp. 30-31 * Panorama, pp.36-38 |
| Semana 3  Día 1  L2 | * Vocabulary: At the University, the days of the week, the class, and the subjects | • Learn names for people, places, and things at the university | • **Lección 2:** Introduction, p. 41  • Contextos, pp. 42–45 – En la Universidad |
| Semana 3  Día 2  L2 | * Classes – conversation (Fotonovela) * Vowels | • Talk about classes.  • Learn Spanish vowels | • Fotonovela, pp. 46–48  • Pronunciación, p. 49 |
| Semana 3  Día 3  L2 | * Cultura – Carrera Universitaria * Present tense of **-**ar verbs | • Read about universities.  • Talk about activities in the present tense.  • Form negative sentences. | • Cultura, pp. 50–51  • Estructura 2.1 Present tense of -ar verbs,  pp. 52–56 |
| Semana 4  Día 1  L2 | * Verb GUSTAR | • Talk about likes and dislikes. | • The verb gustar, p. 54 |
| Semana 4  Día 2  L2 | * Forming questions in Spanish | * Ask and answer simple questions in Spanish | • Estructura 2.2 Forming questions in Spanish, pp. 57–60 |
| Semana 4  Día 3  L2 | * Verb ESTAR | • Talk about people’s health and well-being.  • Describe the location of a person or object. | • Estructura 2.3 Present tense of estar, pp. 61–64 |
| Semana 5  Día 1  L2 | * Numbers 31 + * Review and vocabulary L2 | • Learn numbers 31 and higher and perform simple math problems.  • Review grammar concepts from Lesson 2 | • Estructura 2.4 Numbers 31 and higher, pp. 65–67  • Recapitulación, pp. 68–69   * Vocabulario |
| Semana 5  Día 2  L2 | * Lectura y panorama (España). | • Predict content through text formats.  • Read a document in Spanish.  • Read about Spain | • Lectura, pp. 70–71  • Panorama, pp. 76–78 |
| Semana 5  Día 3  L3 | * Vocabulary: Family * Family – Conversation (Fotonovela) | • Talk about families and professions.   * Listen to the fotonovela. | • **Lección 3:** Introduction, p. 81  • Contextos, pp. 82–85   * Fotonovela, pp. 86–88 |
| Semana 6  Día 1  L3 | * Family pronountiation * Cultura – Parientes | • Learn about diphthongs and linking.  Read about surnames and families. | • Pronunciación, p. 89   * Cultura, pp. 90–91 - ¿Cómo te llamas? |
| Semana 6  Día 2  L3 | * Descriptive adjectives | • Describe people and things | • Estructura 3.1 Descriptive adjectives, pp. 92–96 |
| Semana 6  Día 3  L3 | * Possessive adjectives | • Express ownership | • Estructura 3.2 Possessive adjectives, pp. 97–99 |
| Semana 7  Día 1  L3 | * Present tense of **-**er and -ir verbs | • Use the present tense (-er and -ir verbs) | • Estructura 3.3 Present tense of -er and -ir verbs, pp. 100–103 |
| Semana 7  Día 2  L3 | * Present tense of tener and venir | • Learn the forms of tener and venir  • Talk about what you have and what you have to do.  • Talk about how you feel using tener | • Estructura 3.4 Present tense of tener and venir, pp. 104–107 |
| Semana 7  Día 3  L3 | * Review and vocabulary L3 | • Review grammar concepts from Lesson 3  Use context clues while reading.  • Read about Ecuador | • Recapitulación,  pp. 108–109   * Vocabulary * Lectura, pp. 110–111   • Panorama, pp. 116–118 |
| Semana 8  Día 1  L4 | * Vocabulary – Los pasatiempos * Sports conversation (Fotonovela) | • Talk about pastimes, sports, and places in a city.   * Make plans and invitations | • **Lección 4:** Introduction, p. 121  • Contextos, pp. 122–125   * Fotonovela, pp. 126–128 |
| Semana 8  Día 2  L4 | * Pronunciation * Cultura – Real Madrid y Barza | • Talk about pastimes.  • Learn about word stress and accent marks.   * Read about soccer rivalries and famous athletes. | • Pronunciación, p. 129   * Cultura, pp. 130–131 |
| Semana 8  Día 3  L4 | * Stem-changing verbs e:ie, o:ue, e:i | • Speak in the present tense using stem-changing verbs (e:ie, o:ue)   * Speak in the present tense using stem-changing verbs (e:i) | • Estructura 4.2 Stem-changing verbs e:ie, o:ue, pp. 135–138   * Estructura 4.3 Stem-changing verbs e:i, pp. 139–141 |
| Semana 9  Día 1  L4 | * Present tense of ir * Verbs with irregular **yo** forms | • Learn the forms of ir  • Express future events  • Express *let’s…* | • Estructura 4.1 Present tense of ir, pp. 132–134 |
| Semana 9  Día 2  L4 | * Verbs with irregular **yo** forms | • Use verbs with irregular yo forms.  • Review grammar concepts from Lesson 4 | • Estructura 4.4 Verbs with irregular yo forms, pp. 142–145  • Recapitulación,  pp. 146–147 |
| Semana 9  Día 3  L4 | * Review and vocabulary L4 | • Predict content from visuals.  • Read a magazine article.  • Read about México | • Lectura, pp. 148–149  • Panorama, pp. 154–156   * Review and vocabulary L4 |
| Semana 10  Día 1  L5 | * Vocabulario – Las vacaciones * Viaje conversation (Fotonovela) | • Talk about travel and vacations.  • Talk about seasons and weather.  • Learn ordinal numbers.  • Talk with hotel personnel. | • **Lección 5:** Introduction, p. 159  • Contextos, pp. 160–165  • Fotonovela, pp. 166–168 |
| Semana 10  Día 2  L5 | * Pronunctiation * Cultura – San Juan | • Pronounce b and v.   * Read about popular vacation destinations | • Pronunciación, p. 169  • Cultura, pp. 170–171 |
| Semana 10  Día 3  L5 | * Estar with conditions and emotions | • Describe conditions and emotions. | • Estructura 5.1 Estar with conditions and emotions, pp. 172–173 |
| Semana 11  Día 1  L5 | * The present progressive | • Talk about an action that is in progress | • Estructura 5.2 The present progressive, pp. 174–177 |
| Semana 11  Día 2  L5 | * Ser and estar | • Understand the uses of ser and estar | • Estructura 5.3 Ser and estar, pp. 178–181 |
| Semana 11  Día 3  L5 | * Direct object nouns and pronouns | • Learn about direct objects.  • Review grammar concepts from Lesson 5 | • Estructura 5.4 Direct object nouns and pronouns, pp. 182–185 |
| Semana 12  Día 1  L5 | * Review and vocabulary L5 * Review for the Final exam | • Review grammar concepts from Lesson 5  • Read a brochure about ecotourism in Puerto Rico  • Read about Puerto Rico   * Review for the final exam. | * Recapitulación,  pp. 186–187 |
| Semana 12  Día 2  L5 | * Final Project | • Presentation |  |
| Semana 12  Día 3  L5 | * Final exam | | |

**How to Do Well in this Class**

1. Be an active learner. Active learners often have questions that reflect their engagement with the material.

2. Put yourself out there. Language learning requires you to make mistakes, both in your assignments and in discussion forums.

3. Personalize vocabulary. You will remember vocabulary when you “own” it. Make words relevant to your life by thinking of what you can say about yourself with them. Write extra sentences that are meaningful to you so that the vocabulary becomes “yours” and expresses something about your world. Use the new vocabulary in your videos.

4. Develop your memorization skills. Experiment with different techniques, combining listening, speaking, and writing together as much as possible.

5. Read out loud and repeat new words many times. The only way to train your brain and your mouth to speak this language is by doing it aloud.

6. Correct yourself. Good language learners learn from their own successes and mistakes and those of others. Correcting mistakes is an essential part of the learning process.

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| **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.
* Emails/Slack messages: Make sure you always include a greeting. You are writing to your professor and/or LAGCC Community. This is a professional environment, and you should communicate orally and written according to it. **If you are absent, you will need to go over the topic (Syllabus) and find notes. Be responsible for what you missed**.

**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 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).