

Department of Classical & Modern Languages
Cornell College
SPANISH 102 – Term 6
Spring 2019

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Office Hours: Mondays & Wednesdays 3-3:30pm /Tuesdays & Thursdays 10am-12noon
Class hours: Mondays - Fridays 12noon – 3pm

COURSE DESCRIPTION Spanish 101-102-103 is a three-term sequence of beginning-level Spanish language at Cornell College. Students will interact actively in class through group activities, dialogues, and oral work. *Puntos de Partida* as well as the workbooks that accompany the textbook is used in all three courses. For this course, specifically, you will need volume one & two. A Spanish-English dictionary is recommended. Class activities will be conducted primarily in Spanish. Cultural readings, videos, and short writings will help students practice and learn language in a cultural context.

COURSE GOALS

In the introductory sequence the overarching goal is effective communication in the target language. There is an emphasis on the four communicative skills: reading, writing, listening, and speaking.

The Spanish Program strives to meet the educational objectives of Cornell College, especially those related to effective communication, intercultural knowledge, questioning of unexamined assumptions about other cultures, and thinking critically and analytically about language and the semiotics of culture. At all levels, students will gain experiential knowledge of Spanish speaking cultures through films, music, and articles, as well as possible discussions of current events in Spain, Latin America, and the United States.

Our program prepares students to be life-long learners with an appreciation for and sensitivity to other languages and literatures in their cultural and historical context and to acquire an understanding of themselves as participants in a global community. We strive to emphasize the interconnectedness of knowledge, to challenge students' unexamined assumptions, and to encourage reflection on their own cultural values, beliefs, and behaviors through an in-depth study/experience of other cultures.

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, communication, intercultural literacy, and vocation.

GENERAL PROCEDURES & LEARNING ENVIRONMENT EXPECTATIONS

In the interest of preserving an effective learning environment, as free of as many disruptions as possible, all cellular telephones & electronic equipment must be turned off or placed in a non-audible mode while in the classroom. Students should also respond respectfully to other students as well as the teacher while in class. Cell phones should be kept in your backpack or bag, **not** on your person. If you are texting or using your phone during class, you will get one warning & lose an attendance point. The second time I will take your phone for the rest of the class session.

Use pencil or blue/black pen for assignments and tests. There will be NO make-up quizzes, exams or compositions without an excused absence. You should plan to spend at least three to four hours daily studying, preparing for class, and doing homework. If you spend less than this amount of time on this course, do not complain to the professor about low grades or difficult assignments. Before coming to class, review grammar and vocabulary, familiarizing yourself with the materials we will be covering that day.

ACCOMODATIONS FOR ALL STUDENTS

Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information, see:

<http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>
Students requesting services may schedule a meeting with the disabilities' services Coordinator, Ian Ely-Cate, as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes. At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.

ACADEMIC DISHONESTY

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in *The Catalogue*, under the heading "**Academic Honesty.**"

RECOMMENDATIONS FOR SUCCEEDING IN CLASS

1. Come prepared to class every day and on time.
2. Pay attention and ask questions.
3. Do your job. If you feel lost after spending hours in a subject, look for help. Visit your professor during office hours. Schedule meetings with a tutor. Form a study group.
1. Get exposed to the Spanish language. Try to immerse as much as possible in Spanish, reading online news, watching TV, listening to songs, watching movies or just browsing the internet in Spanish. Try to use Spanish with friends and classmates.
5. Diversify the way you study: write cards with vocabulary, use charts to visualize irregular verbs. Do the exercises from the companion website and selecting the student edition audio for each chapter: **Puntos de Partida**.
<http://www.mhhe.com/puntos9>.

EVALUATION

Tarea: Homework must be completed on time and will be checked at the beginning of each class. You will not receive credit for any late homework without an excused absence. Each assignment should be completed and then self-checked / marked with a different color pen for corrections. Partially completed homework will receive partial credit. Each assignment will be worth 5 points.

Asistencia: Class attendance is particularly important in an intensive course. Therefore, only medical, emergency, or school related absences will be excused (certified by Student Health Services or a school official). Attendance will be taken daily, at the start of class and after the break. Each session (when attendance is taken) is worth 2 points. Please note that use of a cell phone or laptop in class is strictly prohibited. For every time I tell you to put away your cell phone (off your person) you will lose an attendance point. If you miss more than two days of class, you should speak with the instructor about dropping the course. After two unexcused absences, your grade will drop half a letter grade. Your grade will continue to drop for every additional absence.

Pruebas: There will be 10 quizzes which will cover vocabulary and grammar. Quizzes will be given at the beginning of the class. Please be on time for class! If you are late and miss the quiz, there will be no makeup for it. Each quiz is worth 10 points.

Composiciones: Each student will write 3 compositions *in class*. You should plan to bring a dictionary that day. Each composition will be worth up to 10 points.

Exámenes: There will be 3 tests (including the final exam). Each exam is worth between 93-97 points*. The final (last exam) is not comprehensive.

Mid-term oral: Each student will meet individually with the professor for a 2-3 minute oral presentation. These presentations will be storytelling in the past tense. Students will provide their own visual aid(s) / image(s), which should be emailed to the professor no

later than 10pm on Wednesday, February 20th. (Provide 1-2 related images.) No notes will be allowed during the presentations. Students are encouraged to practice on their own prior to the meeting. Details will be discussed in class.

Presentación Oral: During the final days of class, each student will give a 4-6 minute oral presentation based on the history & culture of a Spanish speaking country. Grading of the oral presentations will be based on vocabulary usage, grammatical structure, comprehensibility / fluency, content, and overall presentation. Presentations **must not** be written out either in an outline or on power point. Only a general outline with key words will be permitted at the time of the presentation. The outline should not include complete sentences, nor conjugated verbs. Failure to follow these guidelines will result in a lower grade. Each oral presentation outline must be submitted to my email via google docs with permission to edit & with sources cited, before 10pm on Friday, March 1st. I will print the approved outline for you to use during your presentation.

Grading Scale:

Out of a possible 664 points

Tarea	60	94%-100%	A
Asistencia	64	90%-93%	A-
Pruebas	100	87%-89%	B+
Composiciones	30	84%-86%	B
*Exámenes	285	80%-83%	B-
Presentación Oral	100	77%-79%	C+
Mid-term oral	25	74%-76%	C
		70%-73%	C-
		67%-69%	D+
*Examen 1-2 =93pts		64%-66%	D
Examen 3-4 =95pts		60%-63%	D-
Examen 5-6 =97pts		59% or less	F

List of in class activities and homework – Note: may be subject to change

WB= workbook Texto= textbook leer= read estudiar = study

En clase

Tarea

<u>lunes, el 11 de febrero</u>	WB: p. 155-160 (only through pronunciation)
Nos presentamos / repaso del plan de curso (el sitio de Puntos)	Texto: estudiar p. 206-208 & 212-213
Cap. 7: La comida y las comidas	p. 224 leer “lectura cultural” + comprensión & WB p. 176 (B)
Nota comunicativa	
Nota cultural	
Saber y Conocer	
(Grammar overview –	
Review & prep for D.O. pronouns)	
<i>*Picking countries for final oral presentations</i>	

martes, el 12 de febrero

Prueba #1: la comida
Direct objects /pronouns
Nota comunicativa
Expressing negation
Formal Commands (part 1)

WB: p. 160-162, 164 (I) – 170 (paso1),
p. 172 (D & E)

miércoles, el 13 de febrero

Prueba #2: indefinite & negation words
Cap. 8: De viaje & De vacaciones
Nota cultural
Nota comunicativa
Indirect object pronouns /Dar & decir

WB: p. 183-185, 186-187 (D),188,
p. 190-191 (through D)

jueves, el 14 de febrero

Prueba #3: De viaje
Gustar (part 2)
Nota comunicativa
Talking about the past (part 1)
Composición #1: Un viaje

WB: p. 193-194 (through E),
195 (A)-198
Texto: p. 258 + comprensión & WB p. 202-203 (B)
Estudiar para el examen

viernes, el 15 de febrero

Exam ch. 7-8
Fotonovela (Vistas)

Texto: p. 266 estudiar el vocabulario
p. 271-272 estudiar el pretérito (los irregulares)
p. 286 leer lectura cultural + 3 preguntas & WB
p. 225-226 (B)

lunes, el 18 de febrero

Cap. 9 Los días festivos / Una fiesta
Nota cultural
Las emociones y los estados afectivos
Nota comunicativa
Irregular preterites (part 2)

WB: p.209-210 (C), 212-215
Texto: estudiar p. 275-276

martes, el 19 de febrero

Prueba #4: las emociones y los estados afectivos
Preterite of stem-changing verbs (part 3)
Expressing Direct / Indirect Object Pronouns
Composición #2: Un Día Festivo / Una Celebración Memorable

WB: p. 216 (A,B)-217, 219-221
Texto: estudiar p. 299-301
Prep for mid-term orals

miércoles, el 20 de febrero

Prueba #5: Preterite of stem-changing verbs
Cap. 10: Los pasatiempos, diversiones y aficiones
Nota cultural
Los quehaceres domésticos
Nota comunicativa
Talking About the Past (part 4)

WB (**Volume 2**): p.1-3 (A-D),
4-7 (B), 8-9
Texto: p. 314 leer “Lectura cultural”
+ comprensión & WB (**Volume 2**) p. 20 (B)
Prep for mid-term orals

jueves, el 21 de febrero

Prueba #6: los quehaceres domésticos
Summary of Interrogative Words
Superlatives

Mid-term orals (10)

WB: p.11-13 (C), 15-16 (Recuerda & A)
Prep for mid-term orals

Estudiar para el examen

viernes, el 22 de febrero

Exam ch. 9-10

Mid-term orals (10)

Texto: p. 322 & 324 estudiar vocabulario,
estudiar p. 327-329,

lunes, el 25 de febrero

Prueba #7: el cuerpo
Cap. 11: repaso del vocabulario
Nota cultural
Nota comunicativa
Narrating in the past (part 5)
Nota comunicativa

WB: p. 27-29, 32-34,36-40 (D), 41 (paso 2 & F),
p. 42-43 (I)

martes, el 26 de febrero

Prueba #8: Preterite -vs-imperfect
Relative pronouns
Reciprocal actions
Composición #3: Una Enfermedad / Un Accidente

Texto: p. 344 leer "Lectura cultural"+
comprensión & WB p. 50 (B)
Texto: p.352, 354-55 estudiar el vocabulario
WB: p. 44-46

Trabajar en la presentación oral

miércoles, el 27 de febrero

Prueba #9: reciprocal actions
Cap. 12: repaso del vocabulario
Nota cultural
Tú commands
Present subjunctive (intro. – part 1)

WB: p. 55-61, 63-64 (A-C)
Texto: estudiar p. 368-369

Trabajar en la presentación oral

jueves, el 28 de febrero

Prueba #10: Tengo...necesito...quiero...
Use of the subjunctive (influence – part 2)
A leer: Lectura cultural (Colombia)
Canción de Juanes

WB: p. 65-66 (D), 70-71 (B)
Trabajar en la presentación oral

viernes, el 1 de marzo

Fotonovelas (Vistas)

**Trabajar en la presentación oral /
Estudiar para el examen**

lunes, el 4 de marzo

Examen 11-12

martes, el 5 de marzo

los exámenes orales (10)

miércoles, el 6 de marzo

los exámenes orales (10)