

Department of Classical & Modern Languages
Cornell College
SPANISH 101 – Term 5
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. 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, reading, culture, 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 2 first draft compositions *in class*. You should plan to bring a dictionary that day. Each first draft composition will be worth up to 10 points. Once the compositions are reviewed and graded, the students will write a second or final draft of the compositions, correcting their errors and rewriting the compositions to receive another possible 15 points. Compositions written in class should be (minimally) a full notebook page in length, handwritten, skipping every other line to allow for my correction notations. Each composition should have an introduction, a body, and a conclusion.

Exámenes: There will be 3 tests (including the final exam). Each exam is worth between 102-146 points. The final (last exam) is not comprehensive.

Mid-term oral: Each student will meet individually with the professor for a 2-3 minute impromptu presentation that will be descriptive in nature. A visual aid will be provided. 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. These presentations will be autobiographical. 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. 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, February 1st. I will print the approved outline for you to use during your presentation.

Grading Scale:

Out of a possible 726 points

Tarea	60	94%-100%	A
Asistencia	64	90%-93%	A-
Pruebas	100	87%-89%	B+
Composiciones	30	84%-86%	B
*Exámenes	357	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 =102pts		64%-66%	D
Examen 3-4 =109pts		60%-63%	D-
Examen 5-6 =136pts		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

lunes, el 14 de enero

WB: p. 1-8

Nos presentamos / repaso del plan de curso (el sitio de Puntos)

Texto: 1. leer p. 10-11 2. estudiar p. 12 los números 0-30 + nota comunicativa

Cap. 1: El alfabeto

Saludos y expresiones de cortesia

Nota cultural

Nota comunicativa (x2)

Ser / ¿Cómo es usted?

martes, el 15 de enero

Prueba #1: el alfabeto

Cap. 1: Repaso de los #'s

Los gustos y preferencias

¿Qué hora es? / Nota Comunicativa

Las vocales

A leer

Video: One semester of Spanish

WB: p. 9-16

Texto: p. 26 & p. 28 estudiar vocabulario
p. 28 leer "nota cultural"

miércoles, el 16 de enero

Prueba #2: los números

Cap. 2: repaso del vocabulario

Nota comunicativa (interrogativas)

Pronunciación (diphthongs & linking)

Naming People, Places, Things, & Ideas

WB: p. 21-30

jueves, el 17 de enero

Prueba #3: vocabulario el salón de clase

Present tense – ar verbs & negation

Subject pronouns

Nota comunicativa (2x)

Yes / No Questions

WB: p. 32-35 & p. 40-41 (Cultura)

Texto: 1. Leer p. 52 "Lectura Cultural" + comprensión
(answer the questions)

Estudiar para el examen

viernes, el 18 de enero

Exam ch. 1-2

Destinos (epi. 1-4)

Texto: 1. p. 55 A escribir #1
(to be turned in)

2. p. 60 & p. 62 estudiar vocabulario

lunes, el 21 de enero

Cap. 3: repaso del vocabulario

Nota cultural

Nota comunicativa

Los adjetivos

Pronunciación

Adjectives: Gender, Number, & Position

Nota comunicativa (nacionalidades)

Present tense of *ser*

Nota comunicativa

WB: p. 47-54 & 56 (#5) - 62

martes, el 22 de enero

Prueba #4: la familia

Unstressed Possessive Adjectives

Present tense of -er & -ir verbs

Nota comunicativa

A leer: Lectura cultural (México)

Canción de Ricardo Arjona

A Escribir #2: Mi Familia

WB: p. 63-68 & p. 72-73 (cultura)

Texto: p. 98-99 estudiar vocabulario

miércoles, el 23 de enero

Prueba #5: -er & -ir verbs
Cap. 4: repaso de vocabulario &
Los colores
Nota comunicativa
Nota cultural
Los números: 100+
Demonstrative Adjectives & Pronouns

WB: p. 79-89 (#9)
Texto: p.105-106 + práctica A & B

jueves, el 24 de enero

Prueba #6: de compras – la ropa
Tener, venir, poder, preferir, querer +
Idioms with tener
Nota comunicativa
Expressing destination & future actions

WB: p. 89-91 & p. 96
Texto: p. 122 leer “Lectura cultural” +
comprensión
Estudiar para el examen

viernes, el 25 de enero

Exam ch. 3-4
Mid-term orals

Texto: 1. p. 130 estudiar vocabulario

lunes, el 28 de enero

Prueba #7: en la casa
Cap. 5: repaso del vocabulario
Nota cultural
Los días
Nota comunicativa
Las preposiciones
Hacer, oír, poner, salir, traer, ver

WB: 1. p. 103-107 (A & B)
2. p. 108 (#12) -109

martes, el 29 de enero

Prueba #8: Hacer, oír, poner, salir, ..
Present tense of stem-changing verbs
Reflexive pronouns
Nota comunicativa
A escribir #3: Una semana típica

WB: p. 108-115 & p. 119
Texto: 1. p. 156 leer “Lectura cultural”
+ comprensión
2. P. 164 & 166 estudiar el vocab.
Trabajar en la presentación oral

miércoles, el 30 de enero

Prueba #9: stem-changing verbs
Cap. 6: repaso del vocabulario
Nota comunicativa
Nota cultural
Las preposiciones
Nota comunicativa
Estar + -ndo
Nota comunicativa

WB: p. 127-132 & p. 135-137

Trabajar en la presentación oral

jueves, el 31 de enero

Prueba #10: el tiempo y las estaciones

Ser o estar

Nota comunicativa

Comparisons

A leer: Lectura cultural

WB: p. 138 (#16) – 143 & p.147-148

(cultura)

Trabajar en la presentación oral

viernes, el 1 de febrero

Destinos 5-11

lunes, el 4 de febrero

Examen 5-6

martes, el 5 de febrero

los exámenes orales (10)

miércoles, el 6 de febrero

los exámenes orales (10)