

Department of Classical & Modern Languages  
Cornell College  
SPANISH 103 B – Term 7  
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 two. A Spanish-English dictionary is recommended. Class activities will be conducted in Spanish. Cultural readings, videos, and short compositions 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**

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml> .

## **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.
4. 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: **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 120-130 points. The final (last exam) is not comprehensive.

**Proyecto de Cultura:** Each student will prepare a 3-5 minute cultural presentation on a holiday, art / artist, musician, etc.... of their choosing. This is to be an informative

presentation. Only a general outline with key words are allowed. The outline must be submitted to me via google docs with permission to edit by 9pm on Wednesday, March 27th. I will print the approved outline for you to use during your presentation. Power point use is expected for visual aids. Do not include any text on the power point other than the title page.

**Presentación Oral:** During the final days of class, each student will give a 5-7 minute oral presentation. These presentations will be persuasive speeches based on the thematic content of chapters 13 – 18 of the text. 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 5pm on Saturday, April 6th. I will print the approved outline for you to use during your presentation.

### **Grading Scale:**

Out of a possible 766 points

Tarea	55	94%-100%	A
Asistencia	64	90%-93%	A-
Pruebas	100	87%-89%	B+
Composiciones	50	84%-86%	B
Exámenes	372	80%-83%	B-
Presentación Oral	100	77%-79%	C+
Proyecto de Cultura	25	74%-76%	C
		70%-73%	C-
		67%-69%	D+
		64%-66%	D
		60%-63%	D-
		59% or less	F

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

<b>En clase</b>	<b>Tarea</b>
<u>lunes, el 18 de marzo</u> Nos presentamos / repaso del silabo Cap. 13 vocabulario Nota comunicativa Nota cultural El Subjuntivo	WB: p. 77-82 Texto: 1. Repasar el subjuntivo (cap. 12) 2. estudiar p. 389-390 el subjuntivo con emociones 3. leer “nota comunicativa” p. 392 4. Estudiar p. 394-395 el subjuntivo con incertidumbre (uncertainty)
<u>martes, el 19 de marzo</u> Prueba: Vocab. 13 Ordinales El Subjuntivo con emociones El Subjuntivo con incertidumbre	WB: p. 84 (#36)-88 & p.90-91 (A & B) Texto: 1. leer p.397 Nota Comunicativa 2. Estudiar el resumen del subjuntivo con influencia p. 401-403 3. A leer p. 406 + comprensión 5. Repasar el vocabulario p. 414
<u>miércoles, el 20 de marzo</u> Prueba: el subjuntivo con incertidumbre Vocab. Ch. 14 + Qué mala suerte Nota Cultural Nota comunicativa Composición en clase #1	WB: p.103-106, p. 108 A (paso 1) & B-109 Texto: 1. estudiar p 420-421 “hace..que” 2. p.423-424 estudiar “otro uso de se” 3. p.427-429 estudiar “por o para”
<u>jueves, el 21 de marzo</u> Prueba de vocab. cap. 14 Hace...que Se accidental Por o Para	WB: p. 110-113, 115 (#41 A)-117 (E, no F) Estudiar para el examen (cap. 13-14)
<u>viernes, el 22 de marzo</u> Exam ch. 13-14 Película: El Cielo en Tu Mirada (1:36)	Texto: 1. estudiar p. 446 & 450 (vocab.) 2. estudiar p.454-455 los participios pasados 3 p. 466 A leer + comprensión & p. 467 Del mundo hispano (lectura) + comprensión A Proyecto de cultura
<u>lunes, el 25 de marzo</u> Prueba de vocab. 15 Película Vocab. cap. 15 Nota Cultural Nota comunicativa Los participios pasados	WB: p.129-130 + 132-133, p. 136 (gram.) - 139 (D) Texto: 1. estudiar p. 455-456 las formas perfectas 2. Estudiar p. 472-473 & 476 (vocab.) 3. Estudiar p. 476-477 (el subjuntivo) Proyecto de cultura

martes, el 26 de marzo

Prueba de los participios pasados  
Las formas perfectas  
Nota Comunicativa  
Vocab. Cap. 16  
Nota Cultural  
Nota comunicativa  
El Subjuntivo / antecedentes

WB: p. 140-141 (D), p.144 (A), p. 155,  
p. 156 (C), p. 158 (A), p. 160-162 (recuerda,  
A-C)  
Texto: 1. estudiar p. 480-481 (el subjuntivo)  
Proyecto de cultura (outlines due tomorrow  
by 9pm)

miércoles, el 27 de marzo

Prueba de vocab. 16  
El Subjuntivo con conjunciones  
Nota Comunicativa  
A leer – lectura cultural  
Composición #2

WB: p. 163, p. 165,  
Proyecto de cultura

jueves, el 28 de marzo

Prueba del subjuntivo con conjunciones  
Presentaciones de proyectos (10)  
Película: El Mariachi (1:21)

Estudiar para el examen  
Proyecto de cultura

viernes, el 29 de marzo

Exam ch. 15-16  
Presentaciones de proyectos (10)

Texto: 1. Estudiar el vocab. P. 496, 498, 500  
2. Estudiar p. 502-503 el futuro  
Trabajar en la presentación oral

lunes, el 1 de abril

Prueba del tiempo futuro  
El vocabulario 17  
Nota Cultural  
Nota Comunicativa  
El futuro

WB p. 175-176, p. 177 – 178 (A), p. 179 -180 (A,B)  
p. 183-184  
Texto: Estudiar p. 508-509 (el subjuntivo),  
p. 516 A leer (Chile) + comprensión  
p. 524 & 526 estudiar el vocab.  
Trabajar en la presentación oral

martes, el 2 de abril

Prueba de vocab. 17  
El subjuntivo con conjunciones del tiempo  
Vocab. Cap. 18  
Nota Cultural

WB: p. 186-187, p. 199, 201-202 (A & B)  
Texto: estudiar p. 529-531 el pasado del subjuntivo  
p. 536-537 estudiar el condicional  
Trabajar en la presentación oral

miércoles, el 3 de abril

Prueba de vocab. 18  
El pasado del subjuntivo  
Nota comunicativa  
El Condicional  
Nota comunicativa

WB: p. 204-206, p. 208-209 (A), p. 210 (E)  
Texto: p. 546 A leer (España) + comprensión  
Trabajar en la presentación oral

jueves, el 4 de abril

Pelicula: Fidel (3:26)

Trabajar en la presentación oral

viernes, el 5 de abril

Pelicula: Fidel (3:26)

Trabajar en la presentación oral

lunes, el 8 de abril

los exámenes orales

martes, el 9 de abril

examen final (escrito)

miércoles, el 10 de abril

que tengan unas buenas vacaciones