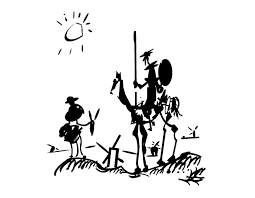
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**Beginning Spanish I: SPA 101 (Block 1, 2018)**

**Professor**: Alyssa R. Selmer

**Office:** College Hall 304

**Phone:** 319-895-3410 (office) or 319-331-0036 (cell)

**Office Hours**: Monday-Friday 12-1

## E-mail: [aselmer@cornellcollege.edu](mailto:aselmer@cornellcollege.edu)

**Welcome to the Spanish Language**

Spanish is not only the language of Spain and 18 other Latin American nations, but it is also rapidly becoming the second language of the United States. Consequently, anyone contemplating a career in health care, government service, business, law or a field where communicating with other people is important will find that knowing Spanish is a great asset. Internationally renowned research centers exist in many Spanish speaking countries, a few of which include Archaeology in Mexico, Astronomy in Chile and Argentina, Forestry and Environmental Studies in Costa Rica, and History in Spain. For those interested in economics or business in Latin America, the establishment of the free trade alliances such as NAFTA, CAFTA, MERCOSUR offer the Spanish speaker a considerable advantage over those not familiar with the language. As you study Spanish during the next few months, take advantage of the opportunities to learn about Hispanic culture and thereby enrich your life[[1]](#footnote-1).

**WEEKLY CLASS SCHEDULE:**

LUNES MARTES MIERCOLES JUEVES VIERNES

AM: 9-12 AM: 9-11 AM: 9-12 AM: 9-11 AM: 9-12

PM: 1-2 PM: 1-2

# 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. A Spanish-English dictionary is recommended. Class activities will be conducted in Spanish. The course will be enriched with materials on the Internet and exercises done at the Humanities Multimedia Classroom.  Cultural readings, videos, and short compositions will help students practice and learn language in a cultural context.

# REQUIRED TEXTBOOK AND MATERIALS:

# *Puntos de Partida* and accompanying workbook

# Recommended:

A Spanish-English Dictionary

A Verb manual (i.e. 501 Spanish Verbs)

# COURSE OBJECTIVES:

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 Hispanic culture through films, music, newspaper articles, and 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 another culture.

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

As the first- block Spanish introductory course at Cornell College, this course is designed to do the following:

(1) to enable students to begin to develop the language skills necessary for meeting the foreign language requirement; and

(2) to encourage interested students to continue with Spanish study and to give them the skills needed to succeed in advanced language, civilization, and literature courses. Work in class is primarily centered on oral activities in which you interact with other students and your instructor in Spanish. Work outside of class focuses on reading, grammar knowledge, and the acquisition of cultural knowledge.

By the end of first-year Spanish you should be able to do the following:

a. speak the language well enough to converse on a variety of topics with class members;

b. have short conversations with native speakers of Spanish on everyday topics, such as school, work, and interests;

c. comprehend the spoken language well enough to get the main ideas and some details from video material, such as news broadcasts, cultural programs, and films;

d. read texts, such as news and magazine articles, poems, stories, etc., and respond/react to them orally and in writing;

e. write compositions several paragraphs long on a variety of topics;

f. understand the basic rules of Spanish grammar and use them in writing and speaking; and

g. understand cultural values of the Hispanic world as well as the underlying similarities and differences between those cultures and your own.

Research in second language learning has shown that the two most important factors that will contribute to your progress are the **motivation** to practice and use the language and the **time** you spend studying, practicing, and using the language. Thus, in the long run your success depends greatly on you[[2]](#footnote-2).

**Important remarks**: This course will emphasize active learning. It implies that classes are organized to allow students **to use Spanish** as much as possible. **Students must study grammar before coming to class**. The professor is available during office hours and students are encouraged to visit her during this time or by appointment. Making flash cards, practicing Spanish as much as possible and constantly preparing yourself for class will be essential to succeed in this class.

## GRADING SCALE:

## Letter Grade Percentage Quality of work

A+ 100-97

A 96-93 Excellent

A- 92-90

B+ 89-87

B 86-83 Good

B- 82-80

C+ 79-77

C 76-73 Acceptable

C- 72-70

D+ 69-67

D 66-63 Poor

D- 62-60

F 59-00 Unacceptable

**ATTENDANCE POLICY:**

The accelerated pace of an intensive course supposes no absences.  Only faculty-approved absences and official medical excuses are valid.  In general, if you miss more than two full days you should discuss dropping the course with the professor.  Your daily attendance (morning and afternoon sessions) and class participation are key elements in you final grade.  After two unexcused absences, your grade will drop half a letter grade.  Your grade will continue to drop for every additional absence.

**GENERAL PROCEDURES:**

Use pencil or blue/black pen for assignments and tests.  There will be NO make-up quizzes, exams or compositions. You should plan to spend at least three or 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.  The final oral presentation will be in Spanish of course, and you will be asked to talk about a topic pre-approved by your professor.  Details will be provided later.

**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>.

The professor is available for any students to discuss academic challenges they may be facing and is accessible and available for consultation on academic skills.

**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.”

<http://www.cornellcollege.edu/student-affairs/compass/academic-policies.shtml>

**OTHER INFORMATION:**

Students will come to class prepared to learn. Turn off cellular phones. Surfing the internet and text messaging is rude and should not be done. Reading newspapers, listening to music, personal discussions and other activities that are not conducive to the learning environment should be done elsewhere.

## GRADING CRITERIA:

Quizzes/pruebas cortas 10%

Tareas, Cuaderno de trabajo 10%

Exams (3) 40%

In-class Writing Activity 10%

Oral exam 10%

Cultural Investigation/Presentation 10%

Participation 10%

**Quizzes**: These are very brief exams given in class. They will include material covered in class as well as material learned at home as homework. The lowest quiz grade will be dropped at the end of the block. Any missed quizzes will count as a zero (0).

**Tareas, Cuaderno de trabajo (Workbook/Lab Manual):** You should plan to spend approximately four hours daily on your homework assignments which should include:

1) Reading over the chapter—paying particular attention to the grammatical explanations and exercises;

2) Writing the exercises assigned in Puntos de Partida or in the workbook/laboratory manual;

3) Listening to the audio program;

* The reading/grammar assignments in Puntos de Partida must be done before the class.
* The Workbook and Laboratory homework should be done by the date scheduled for each weekly exam.
  + You will be required to complete all the activities for every chapter in the workbook. As a second step, each student will correct his/her own work by accessing the answer key in the back of the workbook. The students will correct their work with a different colored pen so that the instructor may clearly identify the steps of the editing process. The instructor will collect the workbooks on the day of the weekly exam. Students who do not perform both steps (doing the homework and correcting) will automatically receive only 75% credit. Students are encouraged to work on the activities from the workbook on a daily basis, as there will be time allotted at the beginning of every class session to answer questions from the homework.
* There may be additional assignments assigned by the instructor. Some exercises we will go over in class, others you will turn in to your instructor at the beginning of class. It is your responsibility to find out about assignments if you are absent. Both the Workbook and the Lab Manual have the answers in the back. Please check your own work after you have completed the exercises. Exercises are for your benefit, and will not be reviewed in class.

**Exams**: These exams cover the content of every chapter, except for the final chapters, which will be included in the final exam. They are scheduled in the course calendar.

**In-class Writing Activity**: This activity will evaluate your “natural” writing abilities. We will hold a preparatory session so that students are sufficiently prepared. During the evaluation, students will be asked to write a short (3-4 paragraphs) essay on a pre-assigned topic. Neither dictionaries nor notes will be allowed to be consulted during the assignment. The professor will evaluate the spelling, vocabulary, grammar, content, and organization of the essays.

**Oral exam**: This oral evaluation will provide the opportunity to test the student’s speaking skills. They will be conducted at the end of the semester. Students will be given more information on the nature of the oral exam closer to the date of the scheduled evaluation. In addition, students will be evaluated every day during in-class oral speaking activities.

**Cultural Investigation/Presentation**: Students, working in partners, will research a topic of cultural interest related to the Hispanic world. The topics will be discussed by the professor during the first session of class. The actual presentation will be conducted during class. Each student will present the fruits of his/her research via a power-point presentation that will last approximately 10-12 minutes per group.

**Participation**: Active class participation is fundamental when learning another language. This component of the grade will be reflected in their overall participation grade, which will be evaluated weekly during the block. It refers to the student’s use of Spanish in class, a positive and cooperative attitude and the quality and quantity of the students’ participation.

**Final exam**: This exam will be cumulative and examine all of the material from the chapters covered during the semester, especially focusing on the final three chapters examined during the semester.

**Important remarks**: This course will emphasize active learning. It implies that classes are organized to allow students **to use Spanish** as much as possible. **Students must study grammar before coming to class**. The professor is available during office hours and students are encouraged to visit her during this time or by appointment. Making flash cards, practicing Spanish as much as possible and constantly preparing yourself for class will be essential to succeed in this class.

**RESOURCES:**

## Dictionaries

* General and specialty dictionaries (business, medical, slang, etc.) as well as a thesaurus and word games are available at [Your Dictionary.com](http://www.yourdictionary.com/)
* Freelang dictionary offers a basic Spanish/English Freeware dictionary program at [Freelang.com](http://es.freelang.net/)
* [Diccionarios.com](http://www.diccionarios.com/) is provided by Spes Editorial, publishers of Larousse, Harraps' y **Vox**
* [La Real Academia Española](http://www.rae.es/) offers a Spanish/Spanish dictionary in addition to Español al día, Consulta, Banco de datos, Conjugación verbal, Diccionarios académicos y Biblioteca.
* [WordReference.com](http://www.wordreference.com/es/translation.asp?tranword=welcome) offers a Spanish dictionary provided by Espasa Calpe publishers and Language Forums

## Grammar Review

If you are confused by any grammar topic, please come to my office for a review. If you need additional help, click here for a quick grammar review, [**http://sppo.osu.edu/spanish/courses/classes/grammar.pdf**](http://sppo.osu.edu/spanish/courses/classes/grammar.pdf)**.** It will provide you with the parts of speech, verb conjugations, and basic definitions of language structures.

## Computer Tutorials

Free computer tutorial programs are available at most Public Libraries and also on-line. Type "Spanish language tutorial" into your search engine.

* [net.Tutor](http://liblearn.osu.edu/tutor/) home page provides a menu of all tutorials available. The first or "overview" page of each tutorial provides a table of contents for that lesson and a graphical representation, as shown in the illustration below.

## Search Engines

* [Hispavista](http://www.hispavista.com/).com es un portal de información para Latinoamérica. Los enlaces están organizados por país a la izquierda de la página.
* [Starmedia.com](http://starmedia.com/) provides relevant and extensive content and services to the Spanish speaking world.
* [Terra.com](http://www.terra.com/) provides up-to-date news from around the Spanish speaking world.
* [LatinoMSN.com](http://latino.msn.com/) ofrece lo último en noticias e información, así como servicios de comunicación en español, como MSN Hotmail, MSN Messenger y otros a través de sitios especializados en el país o región.

## Newspapers and Magazines

* [ABC.es](http://www.abc.es/), Madrid, España
* [AJR News Link](http://www.newslink.org/news.html) is an academic and professional research and consulting firm studying electronic publishing and visual journalism and offers world wide access to media from around the world.
* [Clarín](http://www.clarin.com/), Buenos Aires, Argentina
* [Hispanic Online](http://www.hispaniconline.com/) a Latino Web pioneer, is owned by Hispanic Publishing Associates, which owns HISPANIC Magazine as well as HISPANIC Trends Magazine.
* [Hispanic Business](http://www.hispanicbusiness.com/magazine/), California, USA
* [LANIC](http://www1.lanic.utexas.edu/subject/media/) (Latin American Network Information Center) from the University of Texas provides one of the most comprehensive information sites available for Latin America.
* [Latin Trade](http://www.latintrade.com/index.asp?lang=es) magazine focuses on Latin America business and economic news. It is published monthly in Spanish, Portuguese, and English.
* [EL Mercurio](http://diario.elmercurio.com/2007/07/25/_portada/index.htm), Santiago, Chile
* [El Nuevo Herald](http://www.elnuevoherald.com/), Miami, USA
* [La Opinión Digital](http://www.laopinion.com/), Los Angeles, USA
* [El País](http://www.elpais.com/), Madrid, España
* [La Raza](http://www.laraza.com/), Chicago, USA
* [El Tiempo](http://www.eltiempo.com/), Bogotá, Colombia
* [El Universal](http://www.eluniversal.com.mx/noticias.html), México
* [El Universal](http://www.eluniversal.com/index.shtml), Caracas, Venezuela

#### Sugerencias/*Suggestions:*

**Cómo tener éxito en esta clase. *How to be successful in this class***

1. Tenga una actitud positiva. *Always have a positive attitude*
2. Estudie frecuentemente. Es mejor estudiar un poco todos los días que tratar de estudiar todo el material la víspera de un examen. Si Ud. Aprende algo de prisa, lo olvidará pronto. Si lo aprende a lo largo del tiempo, lo recordará siempre. *Study a little bit every day. It’s better to study on a regular basis tan to try to learn it all the last two days before the exam. The faster you learn something the sooner you forget about it.*
3. Tiempo perdido = Tiempo de estudio perdido. Dedique el tiempo ocioso a estudiar español. Esto significará menos tiempo “formal” estudiando y más tiempo dedicado a otros asuntos. Las sesiones espontáneas de estudio sirven para aprender algo en poco tiempo y sin mayor esfuerzo a la vez que para retener gran cantidad de información. *Wasted time=wasted time of study. Spend some of your “I am bored; do not know what to do” time to study Spanish (i.e. your flash cards), that way you will spend less formal time studying Spanish.*
4. Haga tarjetas de vocabulario [flash cards] que no tengan traducción. Haga un dibujo en un lado de la tarjeta y escriba la palabra en español en el otro. *Write flash cards with no translation. Draw a picture in one side of the card and write its meaning on the other side.*
5. Estudie en voz alta. Verbalizar le ayudará a retener más información así como a aplicar lo que aprenda a su propia vida. *Study Spanish aloud. To speak words up will help you to retain more information and apply it to your daily live.*
6. Escriba sus notas personales en español. *Write personal notes in Spanish.*
7. Hable en español con los hispanohablantes. *Talk Spanish to Spanish speaking people or among your classmates.*
8. Prepare la clase cada día. Esto reducirá el tiempo de estudio, mejorará su participación en clase y le permitirá disfrutar del estudio. *Prepare your classes before you attend*. *This will reduce the study time, will improve your in-class participation and will make you enjoy your class even more.*
9. Participe activamente en clase. *Participate in class constantly. (We are here to learn and one can only learn by making mistakes. NOBODY will make fun of you or think you are stupid) Remember: “The only stupid question is the one you never dared to ask”)*

**COURSE CALENDAR:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Agosto**  lunes 27 | AM | Introducción al curso  Saludos y expresiones de cortesía (4-6)  El alfabeto (7)  Los cognados  ¿Cómo es usted? (8-11) |  |
| martes 28 | AM | Los números (12-13)  Los gustos (14-15) |  |
|  | PM | ¿Qué hora es? (16-17)  “Salu2” (19)  A leer (20-21) |  |
| miércoles 29 | AM | Vocab. En la universidad (26-30)  Nouns: Gender and Articles I (32-35) |  |
| jueves 30 | AM | Nouns: Gender and Articles II (35-37)  -AR Verbs I (38-44)  Asking Questions (45-49) |  |
|  | PM | -AR Verbs I (38-44)  Asking Questions (45-49) |  |
| viernes 31 | AM | “Salu2” (50)  A leer (52-53)  Repaso para el examen 1 |  |
| Septiembre  lunes 3 | AM | **Examen 1** | **Turn-in Workbook** |
| martes 4 | AM | Vocab. Las familia y los parientes (60-61)  Los numerous (62-63)  Los adjetivos (64-65) |  |
|  | PM | Los adjetivos: Gender, Number, and Position (66-72) |  |
| miércoles 5 | AM | Ser II (72-76) |  |
| jueves 6 | AM | Adjetivos posesivos (77-80)  -ER/-IR Verbs (80-85) |  |
|  | PM | -ER/-IR Verns (80-85)  “Salu2” (88-89) |  |
| viernes 7 | AM | “Salu2” (88-89)  A leer (90-91)  Repaso para el examen 2 |  |
| lunes 10 | AM | **Examen 2** | **Turn-in Workbook** |
| martes 11 | AM | Vocab. Ropa (98-100)  Vocab. Los colores (101-102  Vocab. Los números (103-104) |  |
|  | PM | Demonstrative Adjectives (107-110)  Expressing Actions and States (111-115)  Ir and Ir+a+Inf. (116-119) |  |
| miércoles 12 | AM | Ir and Ir+a+Inf. (116-119)  “Salu2” (120-121)  A leer (122-123)  Vocab. La casa (130-131) |  |
| jueves 13 | AM | Vocab. ¿Qué día es hoy? (132-134)  Las preposiciones (134-135)  Hacer, oír, etc. (136-141) |  |
|  | PM | Stem-changing Verbs (142-146)  Reflexive Pronouns (147-152) |  |
| viernes 14 | AM | “Salu2” (154-155)  A leer (156-157)  Vocab. Las estaciones y el tiempo (164-166) |  |
|  | PM |  |  |
| lunes 17 | AM | ¿Dónde está? (168-169)  ¿Qué están haciendo? (170-174)  Ser vs. estar (175-181) |  |
| martes 18 | AM | Examen Oral |  |
|  | PM | Examen Oral |  |
| miércoles 19 | AM | **Examen Final** | **Workbook** |
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1. University of Iowa, Department of Spanish and Portuguese [↑](#footnote-ref-1)
2. University of Iowa, Department of Spanish and Portuguese [↑](#footnote-ref-2)