

MIDDLEBURY COLLEGE

School of Spanish
Summer 2021



3151 – High Beginning Spanish: Resources for Communication in Context – Schedule: 8:00-9:50a

	Section A	Section B	Section C	Section D
Classroom	Axinn 229	HLD 103	PRC BMT	LIB 140
Instructor	Ana María Wiseman	Joseph Casillas	Nicole Rodríguez	Juan Manuel Menjívar
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DESCRIPTION

Designed for students with some previous study of Spanish, experience in a Spanish-speaking country, or study of another Romance language, this course builds on and rapidly expands control of basic grammatical structures and vocabulary. Students consolidate their ability to negotiate basic survival situations in target-language cultures, and prepare themselves for continued study of the language. New language functions will be presented in meaningful activities that emphasize speaking and listening, and that provide resources for the reading and writing activities of the other High Beginning Spanish courses. Developing intercultural knowledge and skills will build a deeper understanding of how Spanish-speaking peoples communicate is a crucial component of the course content.

OBJECTIVES & OUTCOMES

Students in this course have diverse linguistic backgrounds, strengths, and lacunae. So that you all can improve your own skills and contribute positively your classmates' learning, each student will

- 1) develop a self-assessment of skills,
- 2) seek to improve his/her own weaker skills and
- 3) commit to being a resource to the rest of the class by contributing his/her stronger skills to their colleagues' learning.

Success for the entire group will be achieved by relying on the personal commitment of each member of the class to serve as a peer resource as well as to actively seek peer support in improving one's own skills. The course seeks to help students to attain the Intermediate Mid level of proficiency according to the American Council on the Teaching Foreign Languages (ACTFL) guidelines

(www.actfl.org/i4a/pages/index.cfm?pageid=4236). At this level, students will be able to:

- participate simply, but consistently and fully, in conversations in the present time frame on everyday, personal topics and to handle themselves in basic travel situations
- create independently with the language, ask and answer questions, and participate in simple conversations on a variety of basic topics
- overcome typical errors in oral and written communication by concentrating on pronunciation correction and specific syntactical structures
- participate in conversations in different culturally determined situations with some standard expressions attempting to compare, analyze and critically reflect on them
- accept intercultural ambiguities as challenging, showing openness and interest towards others
- take the initiative in adopting other's patterns and see situations from the other's point of view

By the end of the course students will be able to accomplish the following verbal tasks, using idiomatic Spanish appropriate for the social context and audience:

- describe their daily life experiences (routines, activities, etc.)
- describe people (family, friends, etc.) and places
- narrate events in present and future time (past time in limited fashion)
- describe culturally determined situations and reflect on them
- ask questions to solicit information on cultural topics of general interest
- present researched topics to the class and answer questions
- give limited instructions and directions

REQUIRED MATERIALS

- Title: *Mosaicos: Spanish as a World Language* (ebook with access to MySpanishLab/online homework ISBN-13: 9780135595046
Authors: Elizabeth Guzmán, Paloma Lapuerta, Judith Liskin-Gasparro, Matilde Castells
Edition : 7th edition (2020)
- On-line materials available through the Middlebury Course Hub

Recommended/suggested materials:

- A monolingual dictionary for example: *Diccionario Larousse del español moderno*
- A bilingual dictionary for example: *Diccionario Oxford Compacto*
- A reference grammar for example: *A New Reference Grammar of Modern Spanish. John Butt & Carmen Benjamin*
- A verb conjugation book for example: *Bescherelle - El arte de conjugar en español. Mateo & Rojo Sastre*
- Microsoft Word with Spanish proofing tools installed (spell-checking dictionary and thesaurus).

METHODOLOGY (ACTIVITIES AND EXPECTATIONS)

In class: Daily activities include teacher presentations of new material; individual, pair, and small-group activities to increase oral practice time, quizzes and oral exams to evaluate your progress. Students are expected to produce only Spanish during class, including asking/answering questions and mini-presentations before the group. The Middlebury program is based on demonstrable performance in Spanish, so reticence or lack of preparation will lower your grade and limit your overall level of proficiency.

Outside of class: Students are expected to complete academic homework activities to prepare for class and practice new material. These activities may include brief presentations, memorizing vocabulary and verb forms, and preparing reading assignments. You are expected to take responsibility for all the exercises that prepare you for the activities of class. Please consult weekly syllabus for assignments.

Students are expected to participate in as many co-curricular activities of the Escuela Española as possible, and your teacher may ask you to report on your activities in class, in written or oral formats.

NOTE: While oral skills are important, the Middlebury program is NOT exclusively a conversation course. Research on learning languages shows that acquisition is best accomplished through integrating all skill areas: speaking, reading, writing, listening and intercultural competence. Neglecting any one area will jeopardize language development. This course will coordinate the acquisition of skills with High Beginning Spanish Oral and Written Communication and High Beginning Spanish Hispanic Societies and Cultures. Please consult your professor or Assistant Director, Manel Lacorte (mlacorte@middlebury.edu), if you have any questions or concerns about expectations of students or the methods used in your courses.

COURSE POLICIES

The total immersion in the Spanish language is one of the most important elements for the student's success in the Spanish School at Middlebury College. In fact, more than any other aspect of the program, it is what gives the Middlebury Language Schools their distinctive character and reputation as a special place for

language learning. From the first day, you are expected to avoid using English. For the first two weeks, you may use English for absolute essentials, but not for leisurely conversation. After the second week, you will join the rest of the Spanish school in speaking only in Spanish. The signing of your pledge will be a significant occasion. Even though it may seem impossible to you at the beginning, our many years of experience have shown that students who adhere faithfully to the pledge will show significant progress by the end of the program, and will be able to carry on conversations, enjoy new friendships in Spanish, and participate actively in the life of the Spanish School. Research conducted at the Spanish School has shown that the only factor that kept students from progressing as much in their speaking ability as other students at their level was their self-reported daily use of English. In other words, if you fall into the temptation to use English on a daily basis to talk on the phone, surf the Web, write e-mail messages, etc., your progress in Spanish will suffer. We suggest that you craft "out-of-office" messages explaining that you are pledged to speak nothing but Spanish and that you will catch up on your correspondence after the conclusion of the Middlebury program. For Language Pledge FAQ, see <http://www.middlebury.edu/academics/lspledge/>.

Language Pledge

In signing this Language Pledge, I agree to use Spanish as my only language of communication while attending the Middlebury Language Schools. I will do my utmost to comply with the letter and the spirit of this pledge, as defined by my language school. I understand that failure to comply with this Pledge may result in my expulsion from the School without credit or refund. I will respect the pledge taken by other students of my language school and I will not speak English in their presence. I will sign the full pledge at a ceremony determined by the director of my school and after that I will use Spanish as my only language of communication as long as I am a student in the Spanish School.

Attendance

Your attendance, punctuality, and active participation in class are crucial to the successful completion of this course. Daily class attendance is mandatory. If you must miss class due to illness, please notify your instructor as soon as possible. In case of any crisis or emergency, please talk to your instructor, or to Roberto Véguez, the Assistant Director of Non-Academic Affairs. **You are required to obtain formal permission in order to leave campus for the weekend** (see Student Handbook for details). Unjustified absences, including lack of punctuality in arriving to class, will affect your grade.

Preparation

Coming to class well prepared is also essential to your learning. All the materials assigned by your teacher for each class should be done in advance. If you have any questions about the class work, please ask your instructor. Our course will have a communicative approach, with many activities that require you to work in pairs and small groups to exchange information; come to class ready to speak up and enjoy the interactions.

Community of learning

The Spanish School is a community of learning and recreation in which faculty and students live, work, and participate in co-curricular activities together. Take advantage of this unique environment to meet people from all parts of the Spanish-speaking world, talk with professors (don't limit yourself to the professors at your level!), meet students of any level, make new friends, and soak up as much language and culture as you can.

Academic honesty

Plagiarism is a violation of intellectual honesty. Plagiarism is passing off another person's work as one's own. It is taking and presenting as one's own, the ideas, research, writings, creations, or inventions of another. It makes no difference whether the source is a student or a professional in some field. A written work (or paper) submitted to meet the requirements of a particular course is assumed to be work completed

for that course; the same written work (or paper), or substantially similar papers, may not be used to meet the requirements of two different courses, in the same or different terms, without the prior consent of each faculty member involved. Students who break this rule will fail the second course. Students incorporating similar material in more than one paper are required to confirm each professor's expectations in advance in order to avoid any inadvertent transgression of the rule.

In language classrooms, the use of an automatic translation program (such as Google Translate or Course Hero) to complete written work is widely taken as an instance of academic misconduct -namely cheating in the form of plagiarism. A piece of writing generated with the aid of an automated program does not reflect a student's original work as a result of effectively processing and internalizing information learned during the Spanish immersion program. Furthermore, it is impossible for an instructor to fairly assess and grade a piece of writing that is crafted this way. It is important for students to understand the potential consequences of this. Not only does engaging in this kind of practice hinder students' learning process, but also it may bring academic disciplinary actions. *For policies regarding plagiarism, see the Student Handbook.

Self-plagiarism: All work that has been considered as credit for a given course will not be considered valid for another, either within the same academic period, or in a subsequent term. There will be no exceptions to this rule. Repeating work from one course to another will result in immediate failure of the second course. If the assignments from two different courses are related in any way, and the student has any doubts regarding the legality of the second project, the student should discuss the matter with all the instructors.

Tutoring services

The professor will be available to answer questions related to the class content at a time and place agreed upon by both the student and the professor. Moreover, students will have access to the tutors of the Spanish School. Remember that tutors can help you understand grammar points already studied in class, review written or oral texts, and perform exercises to improve pronunciation. Tutors do not do homework assigned to students. The tutorials will be done by Zoom and you can request one through Setmore.

<https://schoolofspanish.middcreate.net/tutorias/>. Appointments are 20 minutes (if there is no one waiting and the tutor agrees, they can continue for a few more minutes). Please be punctual. You must sign up at least 24 hours in advance. More information at: <https://schoolofspanish.middcreate.net/tutorias/>

You are allowed to receive the following help from the tutor:

- Review or review of grammar points.
- Guidance to develop the students' tasks.
- Support in the review or review of written essays.
- Help with pronunciation problems.
- Help with the practice of oral presentations.
- Help with interview practice.

You MAY NOT receive the following help:

- Tutors DO NOT do student homework.
- Search for materials for essays, oral presentations, etc.

Individual Assistance

If you suffer from a documented disability, and you require special accommodations, please inform your instructor immediately. If you experience learning difficulties, seek immediate help at the Counseling and Human Relations Center (Centeno House 3rd Floor, tel. 802-443-5141).

Diversity statement

The Middlebury Spanish School is not a course where you go to learn just how to speak Spanish at a basic level. Our courses are college-level, content-based classes; we hope to engage you in discussions about many different aspects of the cultures found in the Spanish-speaking world—even if you have a low-level

proficiency in the language! You may find some of the topics exciting, exotic, and entertaining, but others will be unfamiliar, uncomfortable, or unpalatable to you. In any case, we want to engage your intellect as well as improve your language ability.

The texts and materials used in the course are chosen and sequenced according to informed pedagogical principles. The contents do not necessarily reflect the opinions of the teacher, the Spanish School, or Middlebury College, and they are included in order to foster critical thinking and analysis. Authentic texts from the target culture are an especially rich source of input about the countries where Spanish is spoken. Our goal is to find a balance between the comfortable atmosphere of trust you need to practice your emerging language skills, and the "cognitive conflict" necessary to increase your understanding and empathy for other cultures. You may find yourself uncomfortable when discussing race or gender issues in other cultures, for example, but if we were to shy away from such topics, we would be doing you a disservice by impoverishing your education.

During this learning process, sometimes it can happen that a faculty member may appear insensitive to an issue that you feel strongly about. In such a case, you can contribute significantly to the learning environment by bringing such matters to the attention of your instructor or the class in a constructive manner.

Remember that in all classes you are bound by the Middlebury College Handbook guidelines (pp. 26-29), and we expect both teachers and students to be civil and open-minded in discussions, respecting the opinions and identities of class members on all topics (race, ethnicity, gender, sexual orientation, political views, etc.).

If at any point you find yourself feeling uncomfortable or offended, here is a useful sequence to follow:

1. **Reflection:** Ask yourself if there may be another reading of the text, artwork, or teacher comment that is not offensive or discomfoting; reflection may provide you with a new perspective that you had not thought of before.
2. **Discussion:** Ask your teacher to explain the context of the material/comment, and express your feelings about the issue.
3. **Clarification and Resolution:** If for any reason you are not satisfied with the discussion with your instructor, we invite you to speak to the course coordinator, Manel Lacorte about the material, its use in your class, and possible resolution of the situation.

Guidelines for the use of Zoom

Before starting the class, please make sure to familiarize yourself with the basic tools of Zoom (e.g. mute/connect the microphone, start/stop the video, name yourself on the screen, use the chat, indicate reactions, etc.). Make sure to mute your microphone until you receive permission to speak. If you want to speak, please indicate it using the function "raise hand" under "Participants". Remember that this is a language course. To develop a sense of community and cooperation, it will be best if we see each other all the time (rather than just a photo or a name). Please make sure you are present and participate throughout the class.

GRADING SCALE

A	93-100	B+	87-89	C+	77-79	D	60-69
A-	90-92	B	83-86	C	73-76	F	0-59
		B-	80-82	C-	70-72		

EVALUATION

CLASS PREPARATION: quizzes, homework, participation, portfolio, presentations (60%)	Your teacher will assess the quality and consistency of your daily participation in class in addition to the attention you give to the homework assigned by administering <u>RANDOM QUIZZES</u> . These quizzes serve to measure your preparation and progress. They will be based on topics studied the previous day in class as well as new material from the homework. You should come prepared for a quiz every day. <u>No make-ups will be given.</u> Students will be asked to make a series of presentations, informal reports on the previous day's co-curricular activities, more formal presentations, conversations, discussions, as well as keep a portfolio of oral samples. The preparation and participation grade will be determined by the above contributions.
ORAL EXAMS (40%)	Two assessments of your speaking ability at 20% each will be conducted by your teacher and recorded for the purpose of evaluating. Further guidelines and evaluation criteria will be given in advance. <u>No make-ups will be given.</u> These exams are a holistic measure of your progress in this course and will incorporate all aspects of the class: grammar, vocabulary in the context of communication in Spanish.
TOTAL: 100%	

SUGGESTIONS FOR A BETTER LEARNING EXPERIENCE

- Always speak Spanish.
- Ask questions constantly.
- Don't be afraid to make mistakes; communication is more important.
- Ask for help as soon as you feel confused or lost.
- Come to class with your assignments prepared.
- Confirm expectations with your teacher; don't assume anything.
- Participate actively in class; try to speak at least 10 minutes every day in class.
- Read as much as you can in Spanish—believe it or not, extensive reading boosts oral skills!
- Listen to Spanish-language radio.
- Listen to Spanish-language music.
- Go to all the Spanish-language movies.
- Participate in co-curricular activities.
- Talk to students and professors of other levels.
- Above all, have fun—¡Diviértete!