**Barbara Aszman Stone Office: ARH 217B X 4664**

**Spanish 106 Spring 2017**

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**Office Hours: MWF 10:00-10:50 a.m., MTW 3:00-5:00 p.m., F 2:00-3:00**

**& by appointment**

***Course Description, Objectives and Learning Outcomes:***

LISTENING:

• Understand sentences, paragraphs, and conversations that have the vocabulary and the grammar studied in the course.

• Understand both instructor’s and students’ ideas in the discussions in class in order to show agreement or disagreement with those ideas

• Understand the vocabulary and grammar used by native speakers in the audio-visual materials used in class.

READING:

• Read authentic cultural and literary texts from the very beginning of 106

• Understand more complex texts through the semester.

• Link the grammatical structures in the readings with the grammar studied in the course.

• Obtain information without relying on translating from English

• Skim, scan, and guess the meaning of words from context.

• Summarize information obtained from reading.

SPEAKING:

• Produce sentences and paragraphs using the grammatical and lexical content learned in the course.

• Talk about present, past and future events using the appropriate verb tenses of indicative or subjunctive.

• Show more complex oral production by adding a brief explanation/opinion that complete sentences with a reason or a purpose.

• Give an oral explanation of the use of grammatical points in given exercises.

• Be able to actively participate and express your opinions in conversations with others.

• Present your own opinions and ideas about a topic and support them with explanations/evidence in the cultural project.

• In the final oral exam, talk with accuracy using the grammatical and lexical content learned in the course.

WRITING:

• Be able to write all that you are able to say

• Produce written sentences, paragraphs, and short essays using the grammatical and lexical content learned in the course

• Write about present, past and future events using the appropriate verb tenses or verbal expressions.

• Begin to develop organized and coherent paragraphs with grammatical accuracy

• Begin to write an opinion supported with some explanation/evidence

CULTURAL COMPETENCE:

• Gain awareness of the cultural and linguistic diversity of Spain, Latin America, and the Latin@ community in the United States

CRITICAL THINKING:

• Be able to understand and explain the grammatical structures studied in the course

• Be able to express your own opinions both orally and in writing, and support these opinions

• Be able to understand others’ ideas and express agreement or disagreement with them

• Be able to express opinions about the cultural and literary readings and support them with evidence

• Be able to express your own opinion on cultural topics

INFORMATION LITERACY:

• Learn how to locate information to present in the cultural projects

• Learn how to organize and use PowerPoint to present information

***Texts & supplies:***

Thalia Dorwick, Ana María Gironés, Anne Becher, and Casilde A. Isabelli:

*Puntos de partida* (New York: McGraw-Hill, 2012) **Nineth** Edition.

Workbook and Lab Manual to accompany *Puntos de partida,* vol. 2.**Nineth**

edition. (by Alice A. Arana, Oswaldo Arana, & María Francisca Sabló-Yates.)

Pens &/or pencils in two of the following colors: blue, black, green, pencil

(not wide markers, silvery gel pens, highlighters or #3 pencil--something that

can be easily read) Forbidden colors: red, pink, purple, orange, yellow, brown.

Lined paper, 8 1/2 x 11 for homework assignments & quizzes. Not from a spiral

notebook. Do not write quizzes or homework on scratch paper or on the back

of other assignments.

Notebook, for writing class notes.

A notebook or paper folder with pockets that you bring to class every day in

which you will file all your Spanish papers. Bring this with you also to

meetings with instructor during office hours.

***Evaluation:***

20% class Attendance, participation & preparation & cooperation\*

25% chapter tests (5)

10% daily work (textbook exercises, Workbook, Lab Manual, quizzes)

10% readings

10% compositions

5% cultural project

10% final

10% final Oral exam (during exam week)

**Grading scale:**

94 - 100% A

90 - 93% A-

87 - 89% B+

84 - 86% B

80 - 83% B-

75 - 79% C+

70 - 74% C

60 - 69% D

below 60% F

\*(arriving on time, treating classmates with respect, not conducting private conversations in languages other than Spanish w/ other students during classroom activities or while instructor is speaking, not coming to class with a fever, not eating or chewing gum, not using cell phone, etc.

***Out of class work expectations (Workload) and Hints for Success***

Students should expect to spend **two hours of work out of class per class meeting** in order to be well prepared for effective class participation and to meet the expectations of oral, reading, and writing assignments.

**• Daily Homework**

You will have homework each day of class. The homework assignments include

Textbook and Workbook/Lab Manual exercises as well as other assignments

given by the instructor. Do the exercises on the days they are assigned. Do not

save them to do later, as you will not be properly prepared for class if you do.

**Please correct your Workbook/Lab Manual exercises right away (answers are**

**in the back of the workbook and lab manual), and indicate the corrections in**

**contrasting color so that the instructor will be able to distinguish original**

**work from corrections. Exercises not corrected will not be considered**

**complete.** Write in pencil, correct in blue or black ink. Write in blue ink, correct

in black or green. Just don’t use red or reddish ink because your instructor will be

using that color for final corrections. It is important for you to find out the correct

answers as soon as possible so that you can learn from your mistakes. Some

exercises are too open-ended to have set answers in the back. Those, I will correct

myself. The corrections you make will never count against you.

When you are instructed to “entregar el Cuaderno”, tear out all the pertinent pages

and, keeping them in order, either staple them together or write your **last** name at

the top of every page. This will keep your work separate from that of other

students. No paper clips, no folded corners, please! They don’t work. Do this

before you come to class, as the work must be turned in immediately, at the start

of class. If you have to waste class time tearing out pages, etc., your homework

will be considered late and will be marked down accordingly.

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| **Prepare** your assignments thoughtfully. **Study** in short blocks of time, and frequently. Study with a **classmate** if this helps, **but make sure to ask your instructor if both of you have different ideas about what is right or wrong**. Vary your methods of study: **write down** assignments; **read** them **out loud**; **visualize** vocabulary words; use **flash cards**. **Review** previously tested material and graded assignments, especially grammar and vocabulary, often. **Keep up** with the class. When exercises are assigned for oral work, practice them out loud; use brief phrases or words as a guide. Avoid writing out complete sentences, you will want to read them. **Reading sentences will not develop your oral skills**.  Always try to express yourself both orally and in written with the vocabulary and grammar concepts studied in class; **do not try to express very sophisticated and complex ideas when you do not have yet enough training in Spanish to do so**. Make sure that you are using the vocabulary and grammar in a correct way**; take good note of all the corrections your instructor makes in class and in your graded assignments.** You will be able to produce more complex sentences as the semester progresses if you study regularly, review previous material, revise and apply your instructor’s corrections, and work hard to become fluent both orally and in writing. It is very important that you understand the material before you learn it. **Don’t try to memorize grammar concepts or vocabulary if you are not understanding them.** **We learn by repetition and constant revision.** Don’t expect to learn the required material and be successful in exams and assignments if you only study the day before each exam. |

**• Reading**

You will have a reading assignment for each chapter. This assignment includes doing the reading as well as completing reading comprehension exercises. Be prepared to discuss the reading and to share your answers to the reading exercises with the class.

Always bring two **identical** copies of your answers to the reading questions to class with you the day the reading is due. One will be turned in at the start of class and the other you will turn in at the end of class after you have made notes and corrections on it. Either two computer print outs or a Xerox of handwritten answers will be acceptable. Two handwritten “copies” are not acceptable because they will not be identical.

**• Writing**

This semester you will write three short compositions on a variety of topics. These compositions will be graded for content, organization, and grammar. For the first two, you will write a rough draft that will be peer-edited and a final draft. For the third composition, you will turn in an excellent, nearly perfect draft the last day of class and your instructor will then e-mail you suggestions for improvement. The final draft will be due at the start of the written exam period.

**All papers, including rough drafts, must be printed using double spacing, Times New Roman 12, and one inch margins. Accent marks and other punctuation peculiar to Spanish must be done on the computer and not written in by hand afterwards.**

Additional writing of short paragraphs will be given during the semester as part of the daily homework.

**•Speaking**

You must be prepared to actively participate during every class session. Effective classroom participation depends on careful preparation. Your class participation will constitute a significant component of your final grade.

Speak Spanish as much as possible. Participate regularly and frequently in class. Language is acquired through constant practice. Take advantage3 of resources that will enable you to gain oral practice:

* With your instructor during office hours.
* With other 106 students outside of class.
* At the Spanish Lab (staffed by the language assistant & advanced students).
* With the language assistant during office hours
* At the weekly Spanish Table and other activities organized by the Spanish Department, the language assistant and the SEPC

• **Exams**

You are expected to study for all written exams. There will be 6 chapter exams during the semester plus a written final exam. The chapter exams will cover all material studied in each particular chapter. Exams will include sections on oral and reading comprehension, vocabulary, grammar and writing. The final will include material from all the chapters studied during the semester. **Please do not wait until the day before the exam to study and ask questions.**

Review constantly. It is impossible to design a test that does not include anything from previous chapters or from 105. I will assume that you know the material covered in 105. If you did not take 105 here, that cannot be an excuse for not knowing any given word or grammar point covered in 105. Review 105, as well as previous material from 106.

**• Quizzes**

Some quizzes are announced, many are unannounced. Study each day as if you

will be quizzed on the material the following day.

Vocabulary quizzes: Make sure you can pronounce and write correctly all new words and that you know the gender of all new nouns and can conjugate all new verbs in all the tenses you have studied. Make sure you know the answers to all the assigned vocabulary exercises in the textbook. Make sure you can use the words in sentences.

Write each word 3-5 times while saying it out loud. Make yourself flashcards. Test yourself: Can you write the Spanish if given the English? Keep testing until you get 100%. [Format: Instructor gives Spanish definition, student writes vocabulary item. Or Instructor asks a question using the new vocabulary and student writes answer in complete sentence. Or questions cribbed from textbook exercises

Verb quizzes: Write out new verb conjugations 3-5 times while saying them out loud. Practice chanting the verb conjugations out loud. Make two piles of little pieces of paper: one w/ new infinitives & one with subjects. Pick a piece of paper from each pile & see how fast you can come up with the verb. Test yourself: Can you write out all the new verb conjugations without making any mistakes? Keep testing until you get 100%. Don’t forget “vosotros”. Write pesky verb conjugations on 3 x 5 cards & carry them around with you to study at odd moments.

[Format: Sentences w/ verb left blank & infinitive given in parentheses.]

***Other expectations of the course:***

• **Attendance**

**Attendance is mandatory.** Attendance is critical in a language class as you acquire language only by practicing and receiving consistent feedback. **Students will automatically receive an F in the course at the 9th absence.**

* Students could miss the equivalent to 2 weeks of class (8 days). These days should be enough to cover any absence during the semester, such as sport activities, academic-related absences, religious holidays, illness or any other personal situation or emergency that can happen over the semester.

**Academic accommodations that require the student to be absent for the equivalent of more than two weeks of class (8 days) are not possible in this course.**

* Students must be present in class for more than 30 minutes for them to receive a grade (A-D) in attendance and participation for such as day. If students are not present in class for more than 30 minutes, that day will count as an absence, which will be subject to the same attendance and participation guidelines stated in this syllabus.
* If the class is added during the add/drop period, each day of class missed before adding the course will count as an absence as stated above. This is, if the student starts attending class the third day of class meetings, the student would have already accumulated 2 absences. The attendance and participation grade for these missed days will be assigned according to the guidelines below.
* Students will not be penalized in attendance grade in the first 4 absences. However, they will receive 0 in attendance in the 5th through 8th.
* Students will not be able to make up participation grade for any absence.
* If there is a written assignment due the day of the absence, students can turn it in and receive credit for it. In order to receive credit:
* The assignment must be submitted by the beginning of the class that is going to be missed (email submission is fine)
* If there is an emergency and the student cannot turn the assignment(s) before the start of the missed class, the student must talk to the instructor as soon as the student knows about missing class. If the student cannot talk to the instructor before the start of the class, the student has 24 hours from the time the class starts to contact the instructor. If this contact deadline or the new deadline to submit the assignment(s) are not met, the assignment(s) will not be accepted and will not receive credit.
* Assignments submitted outside of class after the deadline without the instructor’s permission to do so and without having talked to the instructor to assign a new deadline will not be accepted and will not receive credit.
* Each three days or arriving late and/or leaving earlier will count as an absence.
* This applies to any day of arriving late (even when students arrive late because they were printing materials or assignments right before the class). Please, plan ahead in order to be penalized.
* Leaving temporally the class during our class meetings (i.e., going to the bathroom, drink water, etc.) will count as a day of arriving late/leaving early. You will be allowed 8 of these exits during the semester to cover emergencies or illness.
* The absences in exam days or other activities that are not part of a typical class (such as, oral presentations, peer-review sessions, etc.) will be subjected to the same attendance guidelines outlined in this syllabus.
* Each student must be responsible for talking to the instructor in order to learn what material was covered in class the day of the absence and the homework assigned that day so that the student is well prepared in the next class meeting.
* **Active participation**

It is expected that each student comes to class well prepared and actively participates in the oral and written activities every day. Each day of class a participation grade (A-D) will be given. The instructor will have into consideration the following factors when assigning the participation grade to each student:

* Be present in class during the entire class meeting. Both leaving temporally the class and arriving late/leaving earlier will negatively affect your participation grade.
* Having in class all the materials (textbook, workbook/lab manual, PowerPoints, etc.) required for the class.
* Have all assignments for the day done.
* Active and voluntary participation in all the activities in class; showing creativity and increasing sophistication in oral and written production as the semester progresses.
* Active participation in group activities.
* The motivation to learn showing a genuine interest and curiosity for the subject and a positive and enthusiastic attitude during the class session.
* Active participation asking questions in order to clarify, expand, or seek connections with material covered during the semester or experiences outside of the classroom.

**Students will receive a 0 as grade participation each day that they are not present in class or miss more than 30 minutes. Participation grade cannot be made up for any reason.**

* **Communication with your instructor**

Your instructor is best qualified to evaluate your situation or problem and to make a recommendation. This is why it is extremely important that you talk with your instructor as soon as possible when:

* You experience difficulties with the class material.
* You have personal issues that do not allow to do your best in class.
* You have any learning disorder.

Your instructor can help you establish a plan that allows you to be successful in the class despite the difficulties you might be experiencing.

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| **To turn in good products both orally and in writing, you are strongly encouraged to go to the Spanish lab.**  **I will be notified of all your visits to the lab.** |

***Class time***

The majority of class time will be devoted to your use of the language, as the primary objectives of this course are to increase your skills in speaking and understanding spoken Spanish.

\*We will spend very little class time explaining grammar rules.

\*It is assumed that you are capable of reading, understanding, and learning

the grammar explanations in the text at home on your own before coming

to class.

\*I will be happy to answer questions (even grammar questions!) in class as

long as we are not in the middle of an oral exercise.

**Gender Inclusivity**

The Spanish language has two grammatical genders, masculine and feminine. Masculine is the designated grammatical gender to include both masculine and feminine. Like other Romance languages, it is very difficult to talk about a person in a gender-neutral way. This is because most nouns, articles, adjectives, and pronouns are either masculine or feminine. For this reason, it's difficult or even impossible to be completely gender-neutral in standard Spanish. All students are expected to learn and reproduce standard Spanish; this includes modifying articles, adjectives, and pronouns to agree with the gender that corresponds to all given objects and people.

In this course, because of pedagogical reasons, I will be using the designated grammatical genders (masculine and feminine) and masculine in a general way to include both masculine and feminine.

If these options are not a good fit for you, please come and talk with me. I will be happy to use the option you prefer when addressing you in contexts and situations outside of the academic work required for the course.

**Disability Statement**

Grinnell College makes reasonable accommodations for students with documented disabilities, including invisible disabilities such as chronic illness, learning disabilities, and psychiatric disabilities.

I encourage students with documented disabilities to discuss appropriate accommodations with me within the first two weeks of class. You will also need to have a conversation about and provide documentation of your disability to the Coordinator for Disability Resources, Autumn Wilke, located on the 3rd floor of the Rosenfield Center (x3702).

**Please, be aware that, in this course, “reasonable accommodations” do not include missing class on a regular basis.** The learning goals of this course can only be achieved by regular attendance and participation in class. Please, notice that attendance and participation are worth a 20% of your final grade in the course. Both attendance and class participation cannot be accomplished or made up by any other venue outside of the classroom. Please, read carefully the attendance and participation policy at the end of this syllabus. **In the case that you believe difficult to adhere to this policy, please seriously consider whether this semester is the appropriate time for you to take this course**.

**Religious Holidays**

I encourage students who plan to observe holy days that coincide with class meetings or assignment due dates to consult with me in the first three weeks of classes so that we may reach a mutual understanding of how you can meet the terms of your religious observance and also the requirements for this course.

Academic Honesty: Since you will receive credit as an individual on the

basis of your performance in this course, all written work is to be your own work.

Any indications of collaboration or plagiarism will be submitted to the Committee

on Academic Standing, as required.

While I encourage you to practice speaking Spanish together outside of class, you should never

discuss written assignments with other students outside of class or before class.

To do so, is to cheat. (Besides, your grades on written homework help me to know how

well you, as individuals, are absorbing the material. If you treat these assignments as

group projects, there is not much point in my looking at them.) If you are so confused

about a written assignment that you do not know how to begin, get help from me,

the language assistant, or from someone in Spanish Lab (ARH 223) not from another student.

In this course, students may collaborate on the following:

* Cultural Project
* Study-groups for class meetings
* Study-groups for written and oral exams

but not on the following assignments:

* Writing of daily assignments
* Writing of compositions (except when peer-editing in class)