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Office hours: Mondays, Wednesdays and Fridays 11:30-12:30 and by appointment.

I. Course Goals

This first course of the three-semester sequence Spanish series at Moravian College is designed to consolidate your knowledge of Spanish grammar while increasing your general vocabulary and comprehension skills. The class will be conducted mostly in Spanish. Students will achieve an Intermediate low proficiency upon completion. Students will develop skills in reading, writing, conversation, and comprehension, as well as broadening their cultural understanding of the Spanish-speaking world.

You should expect to dedicate at least **two hours** of study outside of class for every hour of class time. Language learning is a gradual, cumulative process; you will have the greatest success and see the most long-term gain from consistent, daily work. Your conscientious preparation outside of class along with your regular attendance and active participation in class will make it possible for you at the end of this course, to be able to handle simple communicative tasks (such as ordering a meal, asking directions and making purchases) write short compositions, read and understand a simple stories and have a greater understanding of Spanish-speaking countries and of Hispanic cultures.

Spanish 100 will also provide students wishing to continue developing their language skills in advanced Spanish classes with a solid foundation on the structural, lexical, conversational, and literary aspects of this language.

-Spanish 100 covers chapters 1-5 of ¡Arriba!

II. Background Requirements: Students at this level are not expected to be familiar with basic Spanish vocabulary and/or to have a good grasp of most basic grammar concepts.

III. Materials

1. Zayas-Bazán, Eduardo and Susan M. Bacon, ¡Arriba! Comunicación y Cultura, 5th. Edition.
2. MySpanishLab Access Key to the electronic Students Activity Manual (SAM) to accompany the textbook ¡Arriba!
3. Webster's Dictionary. Spanish-English / English Spanish. New York: Random House, 2002.
4. Blackboard, with instructional aid and with activities to print out.
5. A loose folder, three rings binder preferred, to keep organized the materials covered in class, vocabulary of new words, quizzes and exams. Also, a pencil and two markers of different colors.

IV. Letter grades:

95- 100	A	86-83	B	76-73	C	66-63	D
94-90	A-	82-80	B-	72-70	C-	62-60	D-
89-87	B+	79-77	C+	69-67	D+	59-0	F

V. Grades A. Breakdown of Grade Components:

<p><u>Oral Component: 30%</u> Class participation 10% Final oral exam 10% Oral Presentation 10%</p>	<p><u>Writing Component 20%</u> Compositions (3) 15% MySpanishLab Homework 5% www.myspanishlab.com</p>
<p><u>Reading Component 10%</u> Reading Exams 10%</p>	<p><u>Support Skills 40%</u> (grammar, vocabulary, culture) Exams (3) 20% Quizzes (5+) 5% Final Exam 15%</p>

~Grades are cumulative~

B. Determining Components:

1. *Class participation (10%)* involvement in class activities. Students come to class prepared, (Textbook, dictionary, Spanish folder, pencil and markers). Active participation involves speaking and collaborating in paired and group activities, in-class writing, short oral presentations, doing on-line preparatory work, and volunteering thoughtful answers in class discussions.

A positive attitude is also expected and it makes a difference in your participation. Everyone’s presence and lively participation is crucial to our collective success.

Participation should be in Spanish, when speaking with another student and with the professor. Chatting in English may be considered “negative participation” and will result in a very low participation grade. Speaking in Spanish, even when you make mistakes, get frustrated, or have trouble communicating, helps your brain adjust on how to learn Spanish. Constant repetition and practice will help; translating each word to/from English will interfere with the learning process. It’s like a sport or playing an instrument—practice is the key. The participation grades will be assigned as follows:

Class participation grades will be daily assigned as follows:

- A (4) - participates actively in class and small group discussions; prepares homework well; often volunteers answers and speaks with few mistakes.
- B (3) - participates actively in class and small group discussions; usually prepares homework well; sometimes volunteers; makes some mistakes with more advanced grammar concepts.
- C (2) - answers correctly when called upon; homework not always prepared well or on time; unsure of some basic grammar concepts; makes frequent mistakes with advanced grammar.
- D (1) -not able to answer when called upon, homework poorly prepared or not at all; shows little interest in class; makes frequent mistakes with basic grammar concepts.
- F (0) -shows no interest in speaking Spanish; does not prepare homework or discussion topics; rarely answers when called upon or repeatedly gives incorrect answers and makes frequent mistakes with basic grammar concepts. Remember if you are not in class, your class participation grade is F for this day.

*Please turn off your cell phone before entering the class. I will ask you to leave the class if you are sending or receiving any type of messages during class.

*Please, avoid food, (that includes chewing gum), and/or drinks during class. It is very difficult to communicate well with something in your mouth.

*Please, try to use the bathroom facilities before class whenever it is possible, to avoid classroom disruptions.

2. *Oral exams (10%)* There is one 5-10-minute oral exam, done in pairs, which will consist of an interview and/or a role-play. Speaking skills will be evaluated on the basis of the following scale:

Communication of Message	20%
Comprehension of Message	20%
Content and Vocabulary	20%
Grammatical Accuracy	20%
Pronunciation and Fluency	20%

3. *Reading exams (10%)* There are two or more unannounced reading exams which will test reading comprehension. An exam may test comprehension of a literary reading or an authentic journal article. Dictionaries can be used.

4. *Pruebas (5%)* There will be occasional quizzes some announced, others not. They will be brief and are designed to help both the student and the professor keep track of progress. You should be prepared to take a quiz at any time. No make-up quizzes will be given for any reason.

5. *Exams (20%)* There are three exams at the end of each chapter covering the Spanish culture, grammar, and vocabulary.

6. *Final exam (15%)* The final exam on support skills (culture, grammar, and vocabulary) will be comprehensive and will be similar in format to the previous exams.

7. *Compositions (15%)* You will write three compositions during the semester. Compositions should be typed and double-spaced. They are due at the beginning of class, and may not be emailed to me unless we have made previous arrangements. Compositions will be evaluated based on vocabulary, syntax, grammar, fulfilling requirements for each assignment, and creativity. Late work will not be accepted. All compositions should include: title, name of student, name of instructor, course number, and date. Use a capital letter at the beginning of a sentence, respect paragraphs and don't forget punctuation marks (accents when needed and use of: ¿? ¡! , at the beginning and the end of interrogative sentences.). The compositions rubrics are as it follows:

Organization	20%
Content	20%
Grammar	20%
Vocabulary	20%
Overall presentation	20%

7. *B Homework (5%)* MySpanishLab (<http://www.myspanishlab.com/>) activities are assigned on a daily basis and will have due dates as indicated on your calendar at SAM (Students Activity Manual).

There is a workbook and audio exercises, as well as a video, and extra tutorials for the student to complete. This daily preparation is important for solid language-learning as well as forming the basis for informed class preparation and understanding. Late work will not be accepted.

8. *Oral Presentation (10%)* Each Chapter has special activities about food, art, literature and music. Students choose between bringing in a sample of Hispanic food, a tape of Hispanic music or a piece of literature, architecture, art, etc. Those who choose the food activity will find and prepare a recipe for the class to sample. Information about the dish and the recipe must be submitted for grading. Those who choose the music activity will find a song with a Hispanic rhythm. Students must bring the tape, copies of the lyrics, and background information on the music (origin, instruments) and the artist. This information is to be submitted for a grading. Students must consult with me one week before they are presenting. Grades will be based on content (30%), speaking ability (25%), grammar (25%), and creativity (20%).

VI. Attendance Policy

A. Absences

Spanish 100 is a 67.5 hour course in Spanish. Successful completion of the course presupposes 67.5 class-hours of direct contact with the Spanish language much the same way a laboratory course or any skill-licensing course presupposes a predetermined number of contact or practical hours. Nevertheless: *the first 3 class hours absent will be excused.

*Any and all absences after the first three, regardless of the reason (illness, accident, field trips, etc.) will require **proper written documentation to be presented no later than one week after the absence**; otherwise, your final grade will be lowered by 1% for each unexcused absence.

*There are no make-ups for any unexcused absences.

B. Late Arrivals will not be accepted unless a good excuse is presented. Classes start and end on time.

Penalties: for more than four late arrivals (10 or more minutes) or earlier dismissals will count as one absence.

VII. Academic Integrity

Moravian College's policy on academic dishonesty states, in part, that "copying, or allowing another student to copy, a computer file that contains another student's assignment, and submitting it, in part or in its entirety, as one's own" constitutes plagiarism. "Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one's own individual work" also constitutes plagiarism. It is a serious offense and it will be handled according to the college policy on academic honesty. Please note that "When writing creative or research papers in a foreign language, students may not use electronic translation services. It is important that all students, for their own protection, be aware of the consequences of such acts. Please, read the Student Handbook.

VII. Disability

Any student with a disability who would like to request accommodations under the ADA must meet first with someone to evaluate his/her case and give specific recommendations to the professor. For learning disabilities and/or ADD/ADHD, see Mrs. Laurie Roth in the Office of Learning Services (Ext. 1510); for all other disabilities, see Dr. Ronald Kline in the Counseling Center (Ext. 1510).

SPANISH 100 ~ COURSE CALENDAR

Semana 1	<u>Class Activities</u> <u>(actividades en la clase)</u>	<u>Major assignments</u> Due at the beginning of class for the date listed.
14 enero	Introducción al curso.	
16 enero	<i>Cap. 1, 1ª. Parte. Saludos y despedidas (4-5)</i>	Sign -up MySpanishLab CRSWEZN-18631 SAM-1: 1, 2,3
18 enero	El abecedario (8) y los números (10)	<i>Food /Music/Art group presentations form</i> SAM-1: 6, 7
Semana 2		
21 enero	Martin Luther King, Jr. Day- No hay clase	
23 enero	Quiz Los días de la semana, los meses, etc. (13-14)	Quiz on vocabulary SAM-1: 9-14
25 enero	<i>Cap. 1, 2a parte. En la clase (19)</i>	SAM-1: 14, 18, 21, 23 y 24
Semana 3		
28 enero	Los nombres y los artículos (22-23)	SAM-1: 32 y 33
30 enero	Los adjetivos (24)	<i>Presentación 1: Hispanos en USA</i> SAM-1: 40, 41, 42, 43, 44, y 45
1 febrero	Quiz Los pronombres y el verbo ser (27-27)	Quiz on nouns, articles and adjectives SAM-1: 46-49, 51 y 52
Semana 4		
4 febrero	Cultura: El mundo hispano. Repaso	SAM-1: 54-59
6 febrero	Examen (I) Cap. 1 Pura Vida: video I	SAM-1: 28-30, 61, 62, 65 y 69
8 febrero	<i>Cap. 2, 1a parte. Descripciones (40-41-42)</i> Composición 1 due today	Composición 1. Soy yo. 50 words minimun. (ver Arriba 36) SAM-1: 66, 67, 68
Semana 5		
11 febrero	La hora (44-45-46)	SAM-2: 1, 2 3, 5 y 7
13 febrero	La formación de preguntas sí/no (48-49) Las palabras interrogativas (50)	<i>Presentaciones 2 y 3: España</i> SAM-2: 8-10
15 febrero	<i>Cap.2, 2a parte. ¿Qué haces? (54-55)</i>	SAM-2: 12, 13, 15-17, 19 y 21
Semana 6		
18 febrero	Los verbos regulares en el presente –ar (57-58)	SAM-2:27, 29, 30, 32 y 35
20 febrero	Quiz Más verbos regulares en el presente (60-61) El verbo <i>tener</i> (63-64)	Quiz on regular verbs –ar SAM-2:36-39

22 febrero	Cultura: La tierra de Don Quijote. (66-67) Repaso	SAM-2: 41-44, 46-48
Semana 7		
25 febrero	Examen (II) Cap. 2 Pura Vida: video II	SAM-2: 23-25, 51-53 y 55
27 febrero	<i>Cap. 3. 1ª parte. ¿Qué estudias?</i> (77)	<i>Presentación 4: México</i> SAM-2: 56-59 y SAM-3: 1
29 febrero	Los adjetivos posesivos (83-84) Más números (81-82).	SAM-3: 3, 5 y 6.
Semana 8		
3 marzo	Spring Recess	
5 marzo	Spring Recess	
7 marzo	Spring Recess	
Semana 9		
10 marzo	Quiz <i>Cap. 3. 2ª parte. La universidad</i> (90-91)	Quiz possessive adjectives SAM-3: 8, 9, 12, 13-17
12 marzo	El verbo <i>ir</i> y el verbo <i>hacer</i> (95-96)	SAM-3: 25, 26, 28, 29, 31 y 32
14 marzo	El verbo <i>estar</i> (97)	<i>Presentación 5: Guatemala o El Salvador</i> SAM-3: 33-40
Semana 10		
17 marzo	<i>¿Ser o estar?</i> (100)	SAM-3: 42-44 y 46
19 marzo	Cultura. ¡México lindo! (104-105) Repaso.	SAM-3: 47-51
21 marzo	Easter Recess	
Semana 11		
24 marzo	Easter Recess	
26 marzo	Examen (III) Cap. 3 Pura Vida: video III	SAM-3: 21, 22, 53-55, 57, 61, 62, 64 y 65
28 marzo	<i>Cap. 4, 1ª parte. Mi familia</i> (117) Composición II due today	Composición 2. Una carta personal 75 words minimun(ver <u>Arriba</u> 111) SAM-3: 58-60
Semana 12		
31 marzo	Verbos con cambio de raíz (119-20) y expresiones con el verbo <i>tener</i> (85-86)	SAM-4: 1-5
2 abril	Pronombre de complemento directo (125-26)	<i>Presentación 6: Honduras</i> SAM-4: 7-13 y SAM 3: 18
4 abril	Los verbos poner, salir y traer (128-29)	SAM-4: 16-23

Semana 13		
7 abril	Cap. 4 2ª parte. Una invitación (132-33)	Presentación 7 y 8: Costa Rica, Nicaragua o Panamá SAM-4: 25-29
9 abril	Adjetivos demostrativos y pronombres (137-38) ¿Saber o conocer? (139-140)	SAM-4: 34-40
11 abril	No hay clase. (complete homework assigned)	SAM-4:41-45, 56 y 57
Semana 14		
14 abril	Pura Vida: video IV Quiz Cap. 5. 1ª parte. El arreglo personal (156-57) Los verbos reflexivos (159-60-61)	Quiz on Video and/or stem changing verbs like <i>tener, poner, salir and traer.</i> SAM -4: 46-47, 50-51, 58 y 59
16 abril	Las comparaciones (163-64)	Presentación 9 y 10 : Bolivia o Paraguay SAM-5: 2-6, 9-11
18 abril	Cap. 5. 2ª parte. ¡A limpiar la casa!(168-69) El presente progresivo(176-77) Composición III due today	Composición 3. Vendo mi casa (100 words minimum) (ver <u>Arriba</u> 186) SAM 5: 12-14, 15, 16 y 18
Semana 15		
21 abril	Entrevistas orales	SAM 5: 20-23, 25, 26, 33, 35, 36 y 37
23 abril	Entrevistas orales	SAM 5: 45, 47 y 48
25 abril	Pura Vida: video V Repaso general del curso	SAM-5: 53
	Examen final: (Abril 28-Mayo 3). Exact day and date TBA	

Note: The professor reserves the right to modify class topics and assignments
 Any changes for major assignments will be announced.