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I. Course Goals

1. 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
 1. learn basic Spanish vocabulary.
 2. become skilled at basic Spanish conversational skills.
 3. gain knowledge of how to conjugate Spanish verbs in the present tense.
 4. broad their cultural understanding of the Spanish-speaking world.

II. Requirements of the class:

1. You must complete all assignments, both oral and written.
2. You must participate in class in the form of asking questions, commenting, taking notes, paying attention, supporting other students.
3. 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!

III. 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.

IV. 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. Three ring folder, with five subdivisions, (1: Vocabulario; 2: Gramática; 3: El mundo Hispano; 5: Diálogos; 6: Pruebas y pruebas) to keep the materials covered in class well organized. Also, bring a pencil and assorted colors.

V. My expectations of you:

1. you must complete all assignments on time.
2. you must come to class on time-this means, be sitting in your seat with your coat, cellular phone, etc. **off** and notebook and pen ready at the time when class is scheduled to start.
3. you must come to every class prepared -this means, having done all assignments and readings, with all supplies (like pen and paper), and ready to participate.
4. avoid food, (that includes chewing gum), and/or drinks during class. Communication is difficult with gum or else.
5. try to use the bathroom facilities before class whenever it is possible, to avoid classroom disruptions.
6. try to arrive to class 5-10 minutes earlier so you are prepared to a good start.
7. Please, do not ask questions at inappropriate times. What does this mean? do not misunderstand:

ALL questions are legitimate. NO question is "too dumb." However, you are not 3 years old and you cannot yell out questions whenever you want. RAISE YOUR HAND and I will call on you when I finish my thought. If I say, "Any questions?" that's a good time for a question. If your question is unrelated to that day's class, wait until the end of class. If you are afraid you'll forget the question, write it down.

VI. Letter grades:

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|---------|----|-------|----|-------|----|-------|----|
| 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 |

VII. Grades A. Breakdown of Grade Components:

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| <p><u>Oral Component: 30%</u></p> <p>Class participation 10%</p> <p>Oral dialogues 15% (2 skits)</p> <p>Show and tell 5%</p> | <p><u>Writing Component 20%</u></p> <p>MySpanishLab/ Homework 8%</p> <p>www.myspanishlab.com</p> <p>Written dialogues (5) 12%</p> |
| <p><u>Reading Component 10%</u></p> <p>Reading Comprehensive Exams 10% (2)</p> | <p><u>Support Skills 40%</u></p> <p>(grammar, vocabulary, culture)</p> <p>Exams (4) 20%</p> <p>Quizzes (5) 5%</p> <p>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 color markers, show and tell). 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, whenever it is possible. Speaking in Spanish, even when you make mistakes, get frustrated, or have trouble communicating, helps your brain adjust on how to learn Spanish—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, comes to class prepared and completes 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 (0) for this day.

2. *Oral dialogues (15%)* There are 2 dialogues, done in pairs, which will consist of an interview, skit, and/or a role-play. Speaking skills will be evaluated on the basis of the following scale:

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| 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 reading exams which will test your reading comprehension. This exam may be an excerpt from a Spanish short story, a poem, a song or a Spanish newspaper article. Dictionaries can be used.

4. *Homework/ MySpanishLab (8%)* (<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 are also occasionally homework activities that will be assigned and collected for grading.

5. *Written Dialogues (12%)* are due at the end of each chapter and (4) and will be collected for grading.

Late work will not be accepted.

6. *Pruebas (5%)* There will be five quizzes at the end of Part I of each chapter. They will be brief and are designed to help both the student and the professor keep track of progress. **No make-up quizzes will be given for any reason.**

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

8. *Final exam (15%)* The final exam on support skills (culture, grammar, and vocabulary) will be comprehensive, it will cover Chapters 1-5; and will be similar in format to the previous exams.

9. *Show and Tell (5%)* This new section is for the students to present something they have researched at the library on a newspaper or magazine about a Spanish speaking country (current events).

VIII. Attendance Policy

- A. **Absences:** Successful completion of the course assumes 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: **You may miss only two classes.** *Any and all absences after the first two, 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: more than two late arrivals (10 or more minutes) or earlier dismissals will count as one absence.

IX. Academic Honesty at Moravian College

Plagiarism, cheating, helping or hindering others, false testimony, violations of copyright law, are unacceptable in the course. A discussion of each of these areas may be found in your Student Handbook (<http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>.) Any violation of this matter will have as a consequence a cero in the course.

X. Disability

Any student with documented special needs has the right request accommodations under the American with Disabilities Act (1990) and the Rehabilitation Act (1973). It is the student's responsibility to request accommodations well in advance of need in order to give the College a reasonable amount of time to evaluate the documentation and implement the accommodation. For more information, please refer to the Student Handbook (<http://www.moravian.edu/studentLife/handbook/Handbook08.pdf> .)

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. |
|---------------------------------|---|---|
| 25 de agosto (lunes) | Introducción al curso. El español en el mundo, los mapas de los países | ¡HOLA! ¿QUÉ TAL? |
| 27 de agosto (miércoles) | <i>Cap. 1, 1ª. Parte. Saludos y despedidas (4-5)</i> El abecedario (8-9) | Sign –up: Blackboard and MySpanishLab: SAM-1: 1-6 Study: pps. 4, 5, 8. |
| 29 de agosto (viernes) | Quiz 1: Cap. 1 parte 1: Vocabulary Los números (10) Los días de la semana, los meses, etc. (13-14) | <i>Show and tell</i> Study for Quiz 1 SAM-1: 7-16 Study: pps. 10, 13, 14. |
| Semana 2 | | |
| 1 de septiembre (lunes) | <i>No hay clases (Labor Day)</i> | |
| 3 de septiembre (miércoles) | <i>Cap. 1, 2a parte. En la clase (18-19)</i> Las palabras interrogativas (20) Los nombres y los artículos (22-23) | SAM-1: 18, 30, 21, 23, 24, 25, 26. Study: pps. 18-20, 22-23. |
| 5 de septiembre (viernes) | Los adjetivos (24) Cultura: El mundo hispano: La salsa de Nueva York (33) | <i>Show and tell</i> SAM-1: 32-33, 35-37, 40-44. Study: p. 24 |
| Semana 3 | | |
| 8 de septiembre (lunes) | Dialogue I due today Los pronombres y el verbo ser (26-27) Cultura: Un poeta cubano: José Martí (34) | Dialogue I due today SAM-1: 45-52 Study: pps. 26-27. |
| 10 de septiembre (miércoles) | Pura Vida: video I (29) Taller: Una carta de presentación (36) | Dialogue 1 due today SAM-1: 54-59, 65. Study: p. 29 |
| 12 de septiembre (viernes) | Examen (I) Cap. 1 <i>Introduction to Chapter 2</i> | Study for Exam I <i>Show and tell</i> SAM-1: 28-30, 61-63, 66-69. |
| Semana 4 | | |
| 15 de septiembre (lunes) | <i>Cap. 2, 1a parte. Descripciones (40-41)</i> La hora (44-46) | ¿DE DÓNDE ERES? SAM-2: 1-5, 7, Study: pps. 40-41, 44-46 |
| 17 de septiembre (miércoles) | La formación de preguntas sí/no (48-49) Las palabras interrogativas (50-51) | SAM-2: 8-11 Study: 48-51 |

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| 19 de septiembre (viernes) | Quiz 2: Cap. 2 parte 1: Vocabulario. <i>Cap.2, 2a parte. ¿Qué haces? (54-55)</i> | | <i>Show and tell</i> SAM-2:12-17, 19-21 Study for quiz and pps. 54-55. |
| Semana 5 | | | |
| 22 de septiembre (lunes) | Dialogue II due today Los verbos regulares en el presente –ar (57-58) | | Dialogue II due today SAM-2: 27-33, 35 Study: pps. 57-58. |
| 24 de septiembre (miércoles) | Más verbos regulares en el presente (60-61) El verbo <i>tener</i> (63-64) | | SAM-2:36-39 Study: pps. 60-61, 63-64. |
| 26 de septiembre (viernes) | Cultura: España , La tierra de Don Quijote. (66-67) Pura Vida: video II Oral Presentation I due today | | SAM-2:41-44, 46-48, 55. <i>Show and tell</i> Study: p. 65 Practice Oral Dialogues for Presentation I. |
| Semana 6 | | | |
| 29 de septiembre (lunes) | Repasamos los verbos (dialogues) Cultura: la paella, la música y el arte. | | SAM-2:56-61 Study: Spanish song TBA |
| 1 de octubre (miércoles) | Cultura de España: Ritmos, e-milios y taller (59-62) | | SAM-2:62-64 Write/Print SAM 2-65, 2-66. |
| 3 de octubre (viernes) | Examen (II) Cap. 2 Introduction to Chapter 3 | | SAM-2:23-25, 51-53 <i>Show and tell</i> Study for Exam II |
| Semana 7 | | | |
| 6 de octubre (lunes) | <i>No hay clases (Fall Break)</i> | | |
| 8 de octubre (miércoles) | <i>Cap. 3. 1ª parte. ¿Qué estudias? (76-78)</i> Más números (81-82). | | ¿QUÉ ESTUDIAS? SAM-3:1-2 Study: pps. 76-78, 81-82. |
| 10 de octubre (viernes) | Quiz 3: Cap. 3 parte 1: Vocabulario Los adjetivos posesivos (83-84) Más sobre el verbo <i>tener</i> (63-64, 85-86) | | SAM-3: 3, 5-10 <i>Show and tell</i> Study: pps. 63-64, 83-86. Study for Quiz 3. |
| Semana 8 | | | |
| 13 de octubre (lunes) | Dialogue III due today <i>Cap. 3. 2ª parte. La universidad (90-91)</i> El verbo <i>ir</i> y el verbo <i>hacer</i> (95-96) | | Dialogue III due today SAM-3:13-18 Study: pps. 90-92, 95-96. |
| 15 de octubre (miércoles) | Continuamos con verbo <i>ir</i> y el verbo <i>hacer</i> (95-96) El verbo <i>estar</i> (97) <i>¿Ser o estar?</i> (100-101) <i>¿Ser o no ser?</i> | | SAM-3:25-26, 28-29, 31-32, 33-34 Study: pps. 97, 100-101 Bring color pencils/markers for an activity |
| 17 de octubre (viernes) | Reading Exam I today | | <i>Show and</i> |

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| | | Cultura. ¡México lindo! (104-106) Pura Vida: video III | <i>tell</i> SAM-3: 37-39, 42-44, 47-48, 57 Study: pps. 104-105 and lyrics of song |
| | Semana 9 | | |
| | 20 de octubre (lunes) | Review of verbs <i>ir, tener, ser, hacer and estar</i> . Ritmos: La Bamba (107-108) Cultura: Matemáticas maya . | SAM-3: 23, 35, 40, 46, 49-51, 58, 60 Study: pps. 107 |
| | 22 de octubre (miércoles) | Páginas: El Museo de Antropología de México (108-110) Taller: Una carta personal (111) | SAM-3: 61-62, 64-65 Study: pps. 108-109 Print SAM 3-66. |
| | 24 de octubre (viernes) | Examen (III) Cap. 3 Introduction to Chapter 4 | Study for Exam III <i>Show and tell</i> SAM-3: 21-23 (23 is a review; you already did this one), 53-55. |
| | Semana 10 | | |
| | 27 de octubre (lunes) | <i>Cap. 4. 1ª parte. ¿Cómo es tu familia?</i> (116-119) | ¿CÓMO ES TU FAMILIA? Study: pps. 116-117 Bring pictures for a family tree activity. |
| | 29 de octubre (miércoles) | Present tense of Stem changing verbs (119-124) | SAM-4: 1-2, 4-5 Study: pps. 119-121 |
| | 31 de octubre (viernes) | Más sobre verbos con cambio de raíz Direct Object Pronoun (125-128) Quiz 4: Cap. 4 parte 1: Vocabulario | SAM-4: 7-10 <i>Show and tell</i> Study: pps. 125-126 Study for Quiz 4 |
| | Semana 11 | | |
| | 3 de noviembre (lunes) | Más sobre complemento directo Los verbos <i>salir, poner y traer</i> (128-130) | SAM-4: 11-13, 16-22 Study: pps. 128-129 |
| | 5 de noviembre (miércoles) | <i>Cap. 4. 2ª parte.</i> (132-135) | SAM-4: 23-29 Study: pps. 132-133 |
| | 7 de noviembre (viernes) | Reading Exam II today Demonstrative adjectives and pronouns (137-39) | <i>Show and tell</i> SAM-4: 34-40 Study: pps. 137-138 |
| | Semana 12 | | |
| | 10 de noviembre (lunes) | Dialogue IV due today Saber versus conocer (139-141) | Dialogue IV due today SAM-4: 41-43, 45-46, 60-61 |

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| | | Cultura.Guatemala, El Salvador, Honduras.(144-146) | Study: 139-140 |
| | 12 de noviembre (miércoles) | Pura Vida: video IV Cultura: Marimba (147-148) Taller: Una invitación (151-152) | SAM-4: 47-49, 51, 56 Study: p. 143 |
| | 14 de noviembre (viernes) | Examen (IV) Cap. 4 Introduction to Chapter 5 | <i>Show and tell</i> SAM-4:30-31, 51-54, 57-59 Study for Exam IV |
| | Semana 13 | | |
| | 17 de noviembre (lunes) | <i>Cap. 5. 1ª parte. El arreglo personal (156-57)</i> | ¿CÓMO PASAS EL DÍA? SAM-5:1 Study: pps. 156-157 |
| | 19 de noviembre (miércoles) | Los verbos reflexivos (159-61) | SAM-5: 2-6 Study: 159-61 |
| | 21 de noviembre (viernes) | Quiz 5: Cap. 5 parte 1: Vocabulario | <i>Show and tell</i> SAM-5: 8-14 Study for Quiz 5 |
| | Semana 14 | | |
| | 24 de noviembre (lunes) | <i>Más sobre los verbos reflexivos</i> Comparaciones (163-64) El superlativo (173-74) <i>Cap. 5. 2ª parte. ¡A limpiar la casa!(168-69)</i> | SAM-5: 15-18, 27-28 Study: pps. 163-64, 169, 173-74. |
| | 26 de noviembre (miércoles) | <i>No hay clases (Thanksgiving)</i> | |
| | 28 de noviembre (viernes) | <i>No hay clases (Thanksgiving)</i> | |
| | Semana 15 | | |
| | 1 de diciembre (lunes) | Dialogue V due today El presente progresivo(176-77) Ritmos de Panamá Cultura: Nicaragua, Costa Rica y Panamá. (180-81) | Dialogue V due today SAM-5: 20-25, 29, 32-3, 42, 44, 49-50, Study: pps. 176-77, and song TBA. |
| | 3 de diciembre (miércoles) | Pura Vida: video V Last day to make up | SAM-5: 45-48, 53, 57 Print and bring to class SAM 5-61, 62. |
| | 5 de diciembre (viernes) | Oral Presentations II | Study for Oral Presentation <i>Bring your favorite Spanish dessert/appetizer/dish</i> |
| | Semana 16 | | |
| | 8 de diciembre (lunes) | Oral Presentations II | Study for Oral Presentation <i>Bring your favorite Spanish</i> |

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| | | | <i>dish/dessert/appetizer</i> |
| | 10 de diciembre (miércoles) | Repaso para el examen final Last day of class | SAM-5: Study for the Final Exam!!! |
| | | Examen final capítulos 1-5 Date/location TBA | |

**Note: The professor reserves the right to modify class topics and/or assignments*
Any changes to this syllabus will be notified in advance.*