

# SYLLABUS SPAN110 INTRODUCTORY SPANISH III SPRING 2013

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**Office hours:** Wednesday & Friday 10:15-11:30 or by appointment

**Texts:** Zayas-Bazán, Eduardo, Susan M. Bacon and Holly J. Nibert ¡Arriba!

Comunicación y cultura, 5<sup>th</sup> Edition. MySpanishLab Access Kit and supplementary materials (included in package).

**Objectives of this course:** The aim of the Spanish 100-105-110 program is to establish the basis of a life-long learning experience in the Spanish language, which will include the development of communicative skills and learning about the cultures of the Spanish-speaking world. The material of study is divided into three semesters and throughout the program, students develop language skills in reading, writing, listening and speaking in Spanish which allow them to handle simple real life situations and simple communicative tasks (such as ordering a meal, asking directions and making purchases). They should be able to ask and answer questions in simple sentences about themselves, their daily routine, and so forth, within meaningful, culturally authentic contexts. Students are expected to attain the "Intermediate Low" level of proficiency upon completion of this basic language program.

**Material covered:** **Español 110** will focus on Lessons 11 - 15 of ¡Arriba! Comunicación y cultura.

**Preparation:** In order to develop the goals of the course, students will study the material assigned by the professor, with all the readings and activities in ¡Arriba! Comunicación y cultura **before coming to class**. If a student misses class, it is his/her responsibility to find out the pages and complete activities assigned for the following class. Preparation for class includes writing, speaking, listening and reading. Writing should be done on a separate paper, not in the margins of your book. Write complete sentences whenever possible. The different kinds of assignments are to be handled as follows:

¡**Así es la vida!** Practice with a combination of lively conversations, drawings, photos, *realia*, and/or readings to set the stage for the communicative functions and culture to be presented more formally later.

Vocabulary is presented and practiced in the ¡**Así lo decimos!** Section. You are expected to know and use the vocabulary in class. The vocabulary lists have been streamlined, with visuals added to provide context and motivate learning. **Letras y sonidos** section will help

you with pronunciation.

Grammatical topics are presented and practiced in the **¡Así lo hacemos!** section.

Grammatical explanations are clear and concise; many include helpful illustrations. Study tips will assist you with structures that non-native speakers of Spanish often find difficult, and some structures are elaborated a step further in **Expansión** boxes and **¿Cuánto sabes tú?** Self-assessment boxes. At the end of each chapter, a **new summary** listing all active vocabulary serves as a quick reference.

**Comparaciones** section (in the Primera parte only) presents information about the Spanish-speaking world as a whole. The **En tu experiencia** questions will invite you to reflect on your experiences of your own culture, while the **En tu opinion** activities will encourage you to discuss the topic in small groups.

**Observaciones** (in the Segunda Parte) is a video-based section. This sitcom-like video, entitled **¡Pura vida!**, features the interactions of five young adults who have all found their way to a residence in Costa Rica. The pre-viewing, viewing, and post viewing activities in the text are designed to help you follow the story that unfolds in each episode.

**Nuestro Mundo** is the last part of each chapter and it is divided into four sections:

**Panorama** (a visually and textually panoramic presentation of the targeted country or region of the Hispanic world. The material is supported by activities that will encourage you to discuss the regions and topics, do additional research on the Web, and make comparisons); **Ritmos** (a musical selection from the targeted country or region, together with pre-listening, listening and post-listening activities); **Páginas** (reading skills are the focus of this section. The readings include excerpts from magazines, newspaper articles, a fable, poems, short stories, and excerpts from novels and plays; and **Taller** (this section provides guided writing activities that incorporate the vocabulary, structures, and themes covered in the chapter).

**IMPORTANT NOTE:** This will be a demanding course. Expect to spend about two hours outside class for every session. The good news is that you have excellent resources and by doing the work conscientiously, you will be speaking Spanish competently at an elementary level in no time. You will be using **MySpanishLab Online Resources**. This is a new, nationally hosted online learning system created for students in college-level language courses. It includes a wide array of language-learning tools and resources: interactive version of the ¡Arriba! Student Activities Manual, an electronic version of the ¡Arriba! Student text, and all materials from the ¡Arriba! Audio and video programs, Readiness checks, chapter tests/practices and tutorials. Students will need to use a Student Access Code to access **MySpanishLab** – Attention! New and returning students will receive instructions on how to register in MySpanishLab course.

Before coming to class, you are to prepare all assigned material. Writing should be done neatly and kept in a loose-leaf notebook.

**All the class activities and presentations have to be done in Spanish**

**Class attendance:** Faithful attendance is expected, since continuous practice is needed in order to learn a language. The learning of a language is a cumulative process, and it is not easy to make up for several missed classes.

- Every student will be allowed to miss up to **three (3) classes** without losing points off their final grade (*however, remember that your weekly class participation grade will suffer beginning with the first absence, regardless of the reason for it*).
- Every absence beyond three will result in a **deduction of 1 point taken off the final grade**. It is the responsibility of the student to reserve his/her 3 absences for those circumstances when missing class is unavoidable (i.e. illnesses, field trips, participation in sporting events, etc.) and to inform the professor as soon as possible about the reason for the absence.
- In case of extended absences the student should talk to Student Services or the Academic Dean who will contact the professor. **Only if the Dean justifies the absences, they will be excused (and points will not be taken off)**.
- **Remember:** Requests to excuse absences at the end of the semester will not be considered. Students have the responsibility of keeping track of their own absences. No reminders will be given.
- **Four (4) late arrivals** to class (10 minutes or more) will be the equivalent of one absence and students will lose 1 point off their final grade. Please, be respectful to other students and the professor, late arrivals are disrupting.
- **Don't forget** to disconnect your cellular phone and/or pager before coming to class. Only in case of an emergency, the professor will allow students to use them.

**Please, no checking or sending messages while in class**

**Class participation:** Students are expected to come to class having prepared ALL material assigned by the professor. In class, students **must participate actively** speaking in group activities and class discussions. Missing class lowers the participation grade.

**Active Participation in class will be graded as follows:**

**A=95 *Excellent participation*** the student answers questions and offers interesting comments without the need of the professor or the debate leader calling on him/her. The comments and answers show that the student prepared, completed and understood the assignment.

**B= 85 *Good participation*** the student answers questions and offers interesting comments whenever the professor or debate leader calls on him/her. Sometimes, the student participates without being asked. The comments and answers show that the student has prepared and understood the assignment.

**C=75 *Fair participation*** the student answers questions and offers comments only when the professor or debate leader calls on him/her. The comments and answers show that the student has prepared or attempted to complete the assignment, but doesn't seem to understand it.

**D=65 Poor participation** the student answers questions and offers very brief comments only when the professor or debate leader calls on him/her. The comments and answers show lack of interest and/or a poor preparation.

**F=55 Lack of participation** the student does not answer questions and does not offer any comments in the class or group discussion. The lack of comments and answers as well as incorrect answers, show that the student has not completed the assignment or, if he/she has done it, it has been in a careless or incomplete way

**IMPORTANT NOTE:** *Spanish 110 students MUST attend our weekly Spanish Table or any related activities/events at least ONE TIME during the semester (Please see CALENDARIO DE EVENTOS- Spring 2013). Your attendance to these activities will be graded as part of your participation.*

**Four tests:** There will be a test after every chapter (11-14) and a final exam. The final exam will be comprehensive but will focus on the grammar of chapter 15. Unauthorized absence from the tests or the final exam will result in a grade of zero for that test or exam. Make-ups will only be given if students inform the professor of the reason for the absence **before** the exam is given in class by calling (or having someone call) or sending an E-mail message. The make-up will be given at the professor's discretion. The lowest grade of the tests will be dropped.

**Group Oral Presentation:** In groups of 3 or 4, students will prepare a presentation on a **topic of their choice among the ones given by the professor.** All presentations MUST be in Spanish. Duration: 15-20 minutes. **Note:** It is required to work as a team! Students will receive 2 grades, one for their individual performance and another for the team effort. You may not use any reading material during your presentation.

**Homework:** You must go to **MySpanishLab.com** to access your homework assignment. The Machine-graded exercises of each chapter are mandatory.

**Friday film:** Most Fridays we will watch part of a film or documentary in class (in Spanish) and students will have to be prepared for an in class debate about the topic of the film the following Monday. After Spring break, students will combine in-class compositions about with debates about the films.

**“Otras cosas”:** You are encouraged to use every opportunity to hear and speak Spanish. Practice with each other outside class. Plan to spend 20 minutes or half an hour each day listening to Spanish radio on line or watching Spanish TV. You can also benefit from “chatting” rooms in Spanish or pen pal activities. Find a partner whose native language is Spanish and practice what you learn. Such activities will enhance your performance in class and help you get more out of the course.

**Academic integrity:** academic dishonesty, that is, **cheating** on tests and exams, and

**plagiarism** (using another person's words and passing them off as your own) is a serious offense and will be handled according to the Moravian policy on Academic Honesty (please, see the *Student Handbook*). It is your responsibility to avoid dishonest behavior.

**The course grade will be distributed as follows:**

<b>Class participation (Preparación Capítulos y ejercicios en MySpanishLab)</b> -----	15%
<b>4 Tests</b> -----	45% (15% each, lowest score will be dropped)
<b>Homework (machine-graded exercises)</b> -----	5 % My Spanish Lab
<b>Group Oral presentation</b> -----	5 %
<b>In class debates and compositions about films</b> -----	15%
<b>Final exam</b> -----	15%

**Letter grade will be assigned as follows:**

95-100	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
59-0	F

**NOTE:** The instructor reserves the right to modify this syllabus. You will be notified within a reasonable period of time.

**Resources:**

**Office Hours:** I encourage students to stop by during office hours or make an appointment with me. I am happy to work with students on any difficulties they encounter or questions they may have. We can cover material in English or in Spanish. Students are also welcome to stop by and chat about their future career plans.

**Grammar Tutors:** The Department of Foreign Languages prepares a list of tutors at the beginning of each semester. The department pays the peer tutors, and they work with students free of charge. They're a great resource!

**Reeves Library:** In addition to the material on reserve, the library has a great collection of dictionaries and other language reference material. SPAN 120 is the time for students to start using the monolingual (Spanish to Spanish) dictionaries as an essential tool. Reeves has a

copy of the *Diccionario de la Lengua Española* put out by the Real Academia Española (available online at [www.rae.es](http://www.rae.es)), as well as the fabulous *Diccionario de Uso de María Moliner*. The latter has great examples of general and regional uses of different words.

**Office of Learning Services:** The folks at Learning Services help students with strategies to succeed in the academic environment, and they can help you establish habits that will be useful after college, too. In addition, if you would like to request accommodations under the Americans with Disabilities Act, you should schedule an appointment with the Office of Learning Services.

**Counseling Center:** The counselors help students deal with the stressors of college life. If you are feeling overwhelmed, give them a call or stop by!

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

## PROGRAMA DEL CURSO

### Enero

- 14 Introducción a la clase
- 16 Review of previous chapters
- 18 Review of previous chapters
  
- 21 **No hay clases**
- 23 Review of previous chapters
- 25 Review of previous chapters
  
- 28 Lección 11
- 30 Lección 11

### Febrero

- 1 Film. Lección 11
  
- 4 Debate. Lección 11
- 6 Lección 11. Oral Presentation: \_\_\_\_\_
- 8 Lección 11. Film
  
- 11 Debate. Lección 11.
- 13 **Test 1** (sobre lección 11)
- 15 Lección 12. Film
  
- 18 Debate. Lección 12
- 20 Lección 12 Oral Presentation: \_\_\_\_\_
- 22 Lección 12 Film

- 25 Debate. Lección 12  
27 Lección 12 Oral Presentation: \_\_\_\_\_

**Marzo**

- 1 **Test 2** (sobre lección 12).

*Spring Break*

- 11 Lección 13 Oral Presentation: \_\_\_\_\_  
13 Lección 13 Oral Presentation: \_\_\_\_\_  
15 Lección 13 Film

- 18 In class composition about film. Lección 13  
20 Lección 13 Oral Presentation: \_\_\_\_\_  
22 Film. Lección 13

- 25 Debate. Lección 13  
27 **Test 3** (sobre lección 13)

Easter break

**April**

- 3 Lección 14. Oral Presentation: \_\_\_\_\_  
5 Lección 14. Film

- 8 In class composition about film. Lección 14  
10 Lección 14 Oral Presentation: \_\_\_\_\_  
12 Film. Lección 14

- 12 Debate. Lección 14  
14 Lección 14. Oral Presentation: \_\_\_\_\_  
16 **Test 4** (sobre lección 14)

- 15 Lección 15  
17 Lección 15 Oral Presentation: \_\_\_\_\_  
19 Film. Lección 15

- 22 Debate. Lección 15  
24 Lección 15 Oral Presentation: \_\_\_\_\_  
26 Repaso para examen final

