

Spanish 401: Elementary Spanish Fall 2013 Course Outline

Folsom Lake College

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Office hours: M-Th 8:30-9:00AM

M-Th 12:00-1:00PM

LEC: M/W 9:00AM- 10:20AM Room EDC C201 (15435)

LAB: Tu/Th 9:00AM- 10:20AM Room EDC C201

Prerequisites: None. Spanish 401 is an Elementary Spanish course worth 4 units. It is designed for beginning students with little or no previous exposure to the language. This course meets the requirements and rigor for UC and CSU transfer.

Student Learning Outcomes: Spanish 401 introduces Spanish grammar and develops the four language skills (listening, reading, speaking, and writing) in a cultural context with special emphasis on communication. The course will cover "Paso A" through "Capítulo 4" of the textbook. After successfully completing this course, the student will be able to:

- communicate primarily with formula speech; listing, enumerate, identify, express courtesies, agreement, and disagreement focusing mainly on the present tense and the proximate future within the cultural context.
- create and respond using the language in culturally appropriate ways.
- analyze critically and manipulate very basic structures of the language to develop meaning in listening, speaking, reading and writing within the cultural context.
- demonstrate an understanding of the culture of Spanish speaking countries through the contexts in the language itself, Internet searches and exploration of the perspectives, products, and practices of the culture.

Materials required:

1. Dos Mundos and Cuaderno de Actividades, by Terrell, Andrade, Egasse, Muñoz.
7th Edition: <http://www.mhhe.com/dosmundos7>
2. Strongly recommended to students that plan to complete three semesters:
 - a. 501 Spanish Verbs, by Kendris. Barron's Publishers.
 - b. A Spanish/ English dictionary.

Method of instruction: The focus of instruction will be on communicative content, with instruction done primarily in the Spanish language, which is made comprehensible through the use of visual and linguistic clues. Class sessions are characterized by teacher/student and student/student interaction and use of simplified language, cognates, confirmation and clarification of responses and comprehension checks. Language used by students and instructor will be conceptualized and culturally appropriate. The development of appreciation for the culture and the people of the regions where Spanish is spoken will be inherent in every phase of instruction. Preparation for classroom conversation is accomplished through completion of specific tasks in language laboratory.

Time commitment: Students are responsible for three hours of class preparation **a week** for every college unit. Language courses require a significant time commitment for students to succeed. To retain the acquired material, students are strongly encouraged to dedicate small doses of time on a daily basis, rather than big sums of time once or twice a week.

Grading Policy: The final course grade will be determined by the following percentage:

Performance (10%) / In-class Writing (10%)	20%	90-100 = A
Homework (10%) / Workbook (10%)	20%	80-89 = B
Exams (best 4 of 5)	30%	70-79 = C
Compositions (2 @ 5%)	10%	60-69 = D
Final Exam	<u>20%</u>	00-59 = F
	100%	

Performance (10% of final grade): Performance takes into account each student's attempts and ability to understand and communicate in class. They are determined by the following criteria:

- a- Number of attempts and ability at speaking with enough accuracy to be understood.
 1. Student readily and willingly makes attempts to speak in the target language.
 2. Student makes her/himself understood with enough pronunciation and grammar accuracy to provide intelligible, effective communication.
 3. Pronunciation and grammar are improving.

- b- Preparation shown that enables a student to understand and fully engage in class.
 1. Student understands what is being said in the target language by both professor and students.
 2. Student readily and successfully responds within the set context established.
 3. There is sufficient preparation shown to allow student to contribute to reach specific communication goals.
 4. There is evidence of a successful emerging ability to create language.

- c- Measurement of initiative and participation student demonstrates.
 1. Student attempts to follow along enabling him/her to know where, when, and what to communicate and/ or do.

In-class Writing (10% of final grade): Students will write in class in order to practice specific grammar structures and vocabulary for each chapter. These writing samples will replace the writing sections of the workbook.

Homework expectations (10% of final grade): The class calendar includes specific homework assignments for each meeting. The homework pages are always from the textbook. The blue pages at the end of each chapter offer grammar lessons and exercises (Gramática y ejercicios). In order to complete the assignments, it is necessary to read the explanations found just prior to the "Ejercicios." The explanations are generally clear. When they are not, please come to class prepared with specific questions. When completing the homework assignments, students are required to write complete sentences. Homework is due on the day of the exam. **Late homework will not be accepted.**

Workbook expectations (10% of final grade): The workbook provides meaningful practice outside of class. Students are responsible for all the sections of the workbook except “Videoteca” and the writing sections that require a separate piece of paper. When space is provided, students should complete the writing section. Students must self-correct their workbook and present it for credit on the day of exam. **Late workbooks will not be accepted.** Points are awarded as follows:

- 4 points for *Actividades escritas* and *Resumen cultural*.
- 4 points for *Actividades auditivas* and *Pronunciación y ortografía*.
- 2 points for *Lecturas*.

Exams (30% of final grade): Each chapter exam may consist of the following four sections: oral comprehension, grammar, reading passage and composition. Each section will focus on vocabulary and grammar structures from the chapter being evaluated. There will be a total of 5 exams. The top four scores will be counted automatically. Please note that the performance scores are not dropped for any chapter, only the test score. **The final exam is comprehensive and cannot be dropped.** Because students may drop a chapter exam score, there are no make-up exams. Be wise with the option to drop a score. Exception: if a student anticipates a time conflict, there may be an opportunity to take the exam at an advanced date. Please communicate any situation to the professor in advance.

Any type of communication between students is prohibited once exams are distributed. This is for all students, including those who have finished and submitted their exam. Students are not allowed to use the textbook, a dictionary, any notes, reviews, or any type of technology during exams. The consequence for any of these violations is an exam score of zero that will be calculated into the average for the final grade.

Compositions (10% of final grade): Each student will write and rewrite two one-page articles. These typed writing assignments encourage students to demonstrate proficiency of covered vocabulary and grammar while being creative in the target language. Details about the evaluation criteria, length and topics will be given at a later date.

Attendance and Participation: Students are expected to come to class on time and prepared to participate. Spanish classes are structured for daily, intense student centered involvement and performance. The course material will require thorough study and preparation each time before class to enable successful participation. Students should bring a willingness to practice Spanish without fear of making mistakes.

Students who disrupt the learning environment or fail to participate during group activities will lose performance points. A pattern of arriving tardy or unprepared will trigger a count as absences. (One absence for every three occurrences)

Each student has five free absences. After the fifth absence, the final semester grade will suffer two percentage points (-2%) for each additional absence. Excessive absences will result in a student being dropped from the class, especially during the first two weeks of the semester.

Twelve absences will result in an automatic "F" for the course.

Academic Honesty and Integrity: You are expected to read, understand and follow the Student Code of Conduct Policy and the Folsom Lake College Plagiarism Policy. You can find these policies online or in the college catalog. If either of these documents is unclear to you, it is your responsibility to seek clarification.

Desire 2 Learn (D2L): Students will have access to handouts and updates through the online course management system D2L. You may log on by visiting <https://d2l.losrios.edu/> and using your “Los Rios unified password.” More information about D2L will be provided in class.

Centro: Students will complete homework and workbook sections through Centro, an optional online resource. This resource is a great option for the students that purchased the course materials through the bookstore. There is a code that accompanies each packet. More information and explanation will be provided in class.

Enrollment: Each student is responsible for all timely administrative processes that affect his /her grade or course status:

- September 8: last day to enroll with a permission number
- September 6: last day to drop to qualify for a refund
- September 8: last day to drop without notation on record
- September 27: last day to petition for Pass/ No Pass
- November 19: last day to drop a full semester course with “W” Grade

Calendario para Español 401

<u>Fecha</u>	<u>Dos Mundos, 7th Edition</u>	<u>Tarea</u>
Semana 1		
lunes 26/08	Introduction to the Course	
martes 27/08	A.1 - A.2	pp. 8-15
miércoles 28/08	A.3: Pronouns and SER	pp. 15-17
jueves 29/08	A.4: Gender	pp. 17-20
Semana 2		
lunes 02/09	Día feriado – No hay clase	
martes 03/09	A.5: Commands	p. 20
miércoles 04/09	B.1: Tú and Usted	pp. 31-32
jueves 05/09	B.2 – B.3: Hay and negatives	pp. 32-33
Semana 3		
lunes 09/09	B.4 – B.5: Plurals and Adjectives	pp. 33-36
martes 10/09	Repaso: A y B	Workbook Due
miércoles 11/09	Examen: Lecciones A y B	
jueves 12/09	No hay clase	
Semana 4		
lunes 16/09	C.1: Tener and Ser de	pp. 48-49
martes 17/09	C.2: Possessive Adjectives	pp. 49-52
miércoles 18/09	C.2: Possessive Adjectives	
jueves 19/09	C.3 – C.4: Age and nationality	pp. 52-53

Semana 5			
lunes	23/09	C.5: Regular –AR verbs	pp. 54-55
martes	24/09	C.5: Regular –AR verbs	
miércoles	25/09	Repaso C	Workbook Due
jueves	26/09	Examen: Lección C	
Semana 6			
lunes	30/09	Cap. 1.1: Numbers and dates	p. 76
martes	01/10	Cap. 1.2: Regular verbs	pp. 77-78
miércoles	02/10	Cap. 1.3: Asking Questions	pp. 78-80
jueves	03/10	Cap. 1.3: Asking Questions	
Semana 7			
lunes	07/10	Cap. 1.4: Telling Time	pp. 80-81
martes	08/10	Cap. 1.4: Telling Time	
miércoles	09/10	Cap. 1.5: Gustar	pp. 82-83
jueves	10/10	Cap. 1.5: Gustar	
Semana 8			
lunes	14/10	Repaso Capítulo 1	Workbook Due
martes	15/10	Examen: Capítulo 1	
miércoles	16/10	Cap. 2.1: Future plans	pp. 108-109
jueves	17/10	Cap. 2.1: Future plans	
Semana 9			
lunes	21/10	Cap. 2.2: Ordinal Adjectives	p. 109
martes	22/10	Cap. 2.3: Preferences and Desires	pp. 110-112
miércoles	23/10	Cap. 2.3: Preferences and Desires	Artículo #1
jueves	24/10	Cap. 2.4: Demonstrative Adjectives	pp. 113-115
Semana 10			
lunes	28/10	Cap. 2.4: Demonstrative Adjectives	
martes	29/10	Cap. 2.5: Weather expressions	pp. 116-117
miércoles	30/10	Cap. 2.5: Weather expressions	
jueves	31/10	Repaso Capítulo 2	Workbook Due
Semana 11			
lunes	04/11	Examen: Capítulo 2	
martes	05/11	Cap. 3.1: Regular Verbs	pp. 140-142
miércoles	06/11	Cap. 3.1: Regular Verbs	
jueves	07/11	Cap. 3.2: Three irregular verbs	pp. 142-144
Semana 12			
lunes	11/11	Día feriado – No hay clase	
martes	12/11	Cap. 3.2: Three irregular verbs	
miércoles	13/11	Cap. 3.3: Direct object pronouns	pp. 144-145
jueves	14/11	Cap. 3.3: Direct object pronouns	

Semana 13			
lunes	18/11	Cap. 3.4: Questions	pp. 145-146
martes	19/11	Cap. 3.4: Questions	artículo #2
miércoles	20/11	Cap. 3.5: Origin and Location	pp. 147-149
jueves	21/11	Repaso Capítulo 3	Workbook Due
Semana 14			
lunes	25/11	Examen: Capítulo 3	
martes	26/11	Cap. 4.1: Boot verbs	pp. 170-171
miércoles	27/11	Cap. 4.2: Irregular verbs	pp. 171-173
jueves	28/11	Día feriado – No hay clase	
Semana 15			
lunes	02/12	Cap. 4.3: Reflexive verbs	pp. 173-176
martes	03/12	Cap. 4.3: Reflexive verbs	
miércoles	04/12	Cap. 4.4: Ordering events	pp. 176-178
jueves	05/12	Cap. 4.5: Emotional states	pp. 178-181
Semana 16			
lunes	09/12	Cap. 4.5: Emotional states	
martes	10/12	Repaso General	
miércoles	11/12	Repaso General	
jueves	12/12	Repaso General	
Semana 17			
lunes	16/12	Examen final (8:00AM – 9:50AM)	