

Syllabus for Spanish 1

Fall Semester 2009

General Description: ¡Bienvenidos! This is an introductory course to both the Spanish language and the cultures where the Spanish language is spoken. This course is modeled on the communicative approach where emphasis is placed on communicating a message through meaning-bearing input and structured output rather than repetition and rote memorization. While it is still important for you to study vocabulary and produce the language, our approach will be directed toward the exploration and deeper understanding of the language.

Course Objectives: The overarching objectives of this course are to develop basic communicative skills in Spanish as a second language and to develop some rudimentary knowledge about the cultures of the Spanish-speaking world. These goals will be accomplished through the following:

- Student will be able to describe the world that surrounds him/her in the present tense, compare and contrast, talk about events in present and planned future events, and give commands.
- Speaking: Student will mimic pronunciation modeled by instructor, Sol y Viento video, and on student website. Student will respond to feedback and provide pronunciation feedback to peers. Student will use Spanish almost exclusively. If the student lacks the specific lexical knowledge to express an idea, student will develop the ability to maneuver within the same context by using Spanish and gesticulation rather than falling back on English. Student's speaking will be evaluated daily during output activities as part of their participation score and twice during the semester via oral interviews.
- Listening: The majority of the course will be taught in Spanish. Student will be responsible for self-advocating; if the student doesn't understand something or if the instructor is going too fast, student will request repetition (Repita, por favor) or a slower pace (Más espacio, por favor). Student will receive messages through listening and be able to do something with that message. Aside from pronunciation practice, student will not be expected to simply parrot information back to the instructor or to his/her peers.
- Writing: Student will demonstrate mastery of material *and* individual point of view. Student will use **wordreference.com** or a dictionary of their choosing to best express the desired message efficiently and accurately. I will be happy to help you with early drafts of all writing assignments and you may receive help on grammar points and vocabulary selection, but the expression must be your own and use of translation websites will be cause for an automatic fail on that assignment.

Grade Scale: The DA grading scale is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0

Grading: All significant assignments will have written instructions including due dates and clear expectations.

Tarea Cuaderno: 10% Acciones: 5%	Participación	Redacciones (4)	Entrevista Oral	Presentación de juego	Léxico	SyV	Exámenes 1: Pre: 4% 2: 1A y 1B: 4% 3: 2A y 2B: 9% 4: 3A y 3B: 9%	Pruebas
15%	20%	20%	5%	4%	3%	3%	26%	4%

Since the goal of this class is to help you convey a message in Spanish, your assignments will be graded on how clearly and accurately you conveyed that message using what you've learned in class. **Tarea:** Practice is crucial for language learning so you will have short homework (tarea) assignments most nights. Often, you will be able to finish these in class and they will be graded for completion. **Participación:** You will give yourself a participation grade ranging from 1 to 5 for every day that class meets. You will choose this grade based on the attached participation expectations, and the instructor will collect these sheets every day and verify that the grade you have given yourself is an accurate reflection of your participation. Please do not ever take this sheet home with you. Participation points cannot be made up, but the lowest three will be dropped at the end of the semester. **Redacciones:** Each composition (or redacción) will be a 200 word minimum and you will receive a ½ point for each word that is comprehensible and contributes to the overall meaning of the message. Words with meaning changing errors (incorrectly conjugated verbs, for example) will receive no points. You may go over the 200 word minimum to give yourself a better chance of getting 200 comprehensible words (which would equal 100%), but please do not exceed 300 words. [A score that exceeds 100% will positively influence the other redacción grades, but your total score for all redacciones cannot exceed 100%.] **Entrevista Oral:** This assessment of your speaking skills will look a lot like the output activities you do in class every day. You will be given time to prepare and you may use notes, but you may not simply read a prewritten script aloud. Grade will be given based on the attached Oral assessment rubric. **Presentación de juego:** You and a partner will sign up to present the material of a particular class day by teaching the class a game. You will give all instructions in Spanish. You will only be expected to present new vocabulary or review already covered grammar. You will never be asked to present new grammar during your game. The same expectations for the entrevista oral will apply to this game, but creativity goes a long way here and you can earn yourself extra points with creativity and preparedness. **Léxico:** Instructor will sometimes point out interesting words or colloquialisms that are not part of your testable vocabulary. You will enter these in your léxico along with any other words that you encounter that you particularly enjoy or see as useful and you will date each entry. These words will show up on quizzes and tests for extra credit points.

Grade Reporting:

For this course I will be reporting grades according to the standard DA procedure such that fall and spring will each receive a separate/ discrete grade

Classroom Policies:

This class will follow the DA discipline plan as described in the handbook and discussed during orientation. Students who misbehave will be given a green or red card, be excused from class, and be expected to email their parents about whatever behavior issue they struggled with.

Drop Date: The last day to drop a DA course (without incurring a *W* [withdrawal] on your transcripts) is October 3rd. Please pay careful attention to this date.

Tentative Schedule for the Fall Semester

Adjustments will be made as necessary to meet the interests of the students and to maintain reasonable expectations. Unless otherwise stated, homework assignments are due the day after being assigned.

Date	Class time	Páginas	Homework Assigned
8/24	Introducción al curso, a la profesora, y a los compañeros de clase, el alfabeto	L: 2-3	
8/25	Ser	L: 4-5	Compra el léxico y un bolígrafo de otro color, M: 2-3
8/26	Pruebita del vocabulario de la clase (handout) Las materias	L: 6-7	Memoriza el vocabulario de la clase (handout), M: 4-5
8/27	Articles, Gender, and Number	L: 8-9	M: 6-7
8/31	Objetos en la sala de clase	L:10-11	M: 8-9, topic & date for juego chosen
9/1	Estar	L: 12-13	M: 10-11
9/2	Sol y viento video –Prólogo “Los espíritus”	L: 14-15	Acción 1
9/3	Examen 1 (Sección preliminar)		
9/7	No hay clase – El día festivo : “Labor Day”		
9/8	Los números 0-30	L:20-23	
9/9	Los verbos –AR	L: 24-27	M: 18 (Actividades A, B, y C)
9/10	Los días de la semana	L: 28-31	M: 19
9/14	Verbo + Infinitivo	L: 32-35	M: 20-21
9/15	La hora	L: 36-39	M: 22-23
9/16	Adjetivos posesivos	L: 40-43	M: 24-25
9/17	Sol y Viento, Episodio 1 Reciben el tema de Redacción 1	L: 44-45	Acción 2

9/21	Interrogative Words Peer review of redacción 1	L: 48-51	Borrador de redacción 1 M: 34-35
9/22	Present tense of –ER & --IR verbs	L: 52-55	M: 34-35 final draft of redacción 1
9/23	Meses, tiempo, y estaciones	L: 56-59	M: 36
9/24	Ir+a+infinitive	L: 60-63	M:37-38
9/28	Adjetivos Reciben el tema de Redacción 2	L: 64-67	M: 38-39
9/29	Adjective Placement and Agreement	L: 68-71	M: 40-42 Borrador de redacción 2
9/30	Sol y Viento, Episodio 1, A segunda vista, SyV prueba del video	L: 72-73	Acción 3, preguntas de repaso
10/1	Día de repaso/ Sol y Viento 4º		Acción 3, preguntas de repaso
10/5	3* Examen 2 (1A y 1B) / 4* Día de repaso		Estudien
10/6	3* ¡Vamos al cine!/ 4* Examen 2 (1A y 1B)		
10/7	Numbers 31-100	L: 80-83	M: 48-49, Acción 1
10/8	Verbs that end in –go	L: 84-87	M: 49-50, Acción 2
10/12	Prepositions of Location	L: 88-91	M: 51-52, Acción 3
10/13	Estar + Location vs. Quedar + Location	L: 92-95	M: 53-54, Acción 4
10/14	Places in the City	L: 96-99	M: 54-55 Acción 5
10/15	Stem-Changing Verbs	L: 100-103	M: 56-57 Acción 6
10/19	Sol y Viento, Episodio 2, a primera vista “El encuentro”	L: 104-105	“A escuchar,” Acciones corrections
10/20	Clothing	L: 108-111	M: 64-65, Acción 1
10/21	e→i Stem Changing Verbs	L: 112-115	M: 65-66, Acción 2
10/22	Colors, Numbers 100-1000	L: 116-119	M: 66-67, Acción 3
10/26	Demonstrative Adjectives and Pronouns	L: 120-123	M: 67-68, Acción 4
10/27	Ser & Estar, further differentiation	L: 128-131	M: 70-71, Acción 6
10/28	Redacción 2 in class	L: 132-133	Borrador de redacción 2
10/29	Peer Review of Redacción 2, presentation of redacción for		Redacción, versión final,

	puntos gratis		
11/2	Shopping	L: 124-127	M: 69-70, Acción 5
11/3	Sol y Viento, Episodio 2, a segunda vista, Prueba de SyV		cuatro preguntas de repasar ¡Estudien!
11/4	Día de repaso		¡Estudien!
11/5	Examen 3 (2A y 2B)		
11/9	Immediate Family Members & Pets	L: 140-143	M: 78-79, Acción 1
11/10	Verbs that end in –zco, saber & conocer	L: 144-147	M: 80-81, Acción 2
11/11	Extended Family Members	L: 148-151	M: 81-83, Acción 3
11/12	Direct Object Pronouns	L: 152-155	M: 83-84, Acción 4
11/16	¡No Hay Clase! – El día festivo “Veteran’s Day”		Relajen y tomen un momento para rendir homenaje a los veteranos
11/17	Physical Traits	L: 156-159	M: 85-86, Acción 5
11/18	Comparisons of Equality and Inequality	L: 160-163	M: 86-87, Acción 6
11/19	Sol y Viento, Episodio 3, a primera vista, Begin redacción 3 in class	L: 164-165	Borrador de redacción 3
11/23	Peer review of redacción 3 in class		Versión final de redacción 3, bring breakfast food for the whole class for puntos gratis
11/24	Breakfast!	L: 168-171	M: 96-97, Acción 1
11/25	Indefinite & Negative Words	L: 172-175	M: 97-98, Acción 2, prepare lunch/snack foods for the whole class for puntos gratis
11/26	Lunch & Snacking	L: 176-179	M: 99-100, Acción 3
11/30	Ser vs. Estar with Adjectives	L: 180-183	M: 100-101, Acción 4, plan to bring food on Monday for puntos gratis
12/1	Día de Acción de Gracias		¡Coman mucho pavo y puré de papa!
12/2	Dinner	L: 184-187	M: 102-103, Acción 5
12/3	Indirect Object Pronouns & gustar	L: 188-191	M: 103-104, Acción 6
12/7	More on Indirect Objects, begin redacción 4 in class		Borrador de redacción 4
12/8	Peer Review of Redacción 4		Versión Final de redacción 4
12/9	Sol y Viento, Episodio 3, a segunda vista “A la viña,” prueba de SyV		4 preguntas para repasar, ¡Estudien!

12/10	Día de repaso		¡Estudien!
12/14	Examen 4 (3A y 3B), receive oral interview topic		Hagan Paso 1 de Entrevista Oral
12/15	Entrevista Oral		
12/16	¡Fiesta de comida y música!		

Self-Evaluation Participation Criteria

Outstanding = 5 points

- arrives for class on time
- greet people and takes leave using Spanish expressions
- strives to speak exclusively in Spanish during whole class and group discussion relative to material already covered
- during whole group discussion, often initiates interactions by responding to classmates' comments in addition to responding to Instructor questions
- works on comprehension skills by listening attentively when others speak
- participates in all activities with enthusiasm and a positive attitude
- often asks questions when something isn't clear
- contributes actively during group activities

Average = 4 points

- arrives no more than 5 minutes late for class
- sometimes greets people and takes leave using Spanish expressions
- speaks Spanish during whole group discussions, and rarely uses English during small group activities
- during whole group discussion, participation is only sometimes limited to answering instructor questions
- is usually an active listener when not participating during whole class or group interactions and only rarely does not listen while others talk
- participates in all activities, sometimes enthusiastically
- usually asks for help in Spanish when something isn't clear, but not always

Below Average = 3 points

- arrives no more than 5 minutes late for class
- sometimes uses more English than Spanish during group activities, but always uses Spanish during whole class activities
- during whole group discussion, participation is often limited to answering instructor questions
- is usually an active listener when not participating during whole class or group interactions and only rarely does not listen while others talk
- sometimes contributes actively during group activities
- sometimes contributes to getting the task done in group work

Unacceptable = 0 point

- arrives more than 5 minutes late for class
- uses more English than Spanish when speaking with the instructor or class members
- doesn't listen while others talk
- doesn't contribute much to getting the task done in group work
- contributes to the failure of activities by not completing small group or individual assignments
- works on assignments for other classes

Name: _____ Date: _____

Oral Grading Components (Spanish 1)

Communication

- A Displays communicative ease with in context(s); creative, resourceful; easily understood; takes risks
- B Topics handled adequately; ideas clearly conveyed; requires little effort to be understood; some creativity.
- C Topics handled adequately but minimally; ideas conveyed in general; basically on-task but no more
- D Requires extra-sympathetic listening; parts of message still not understood; minimally successful
- F Topics handled in totally unsatisfactory manner; unsuccessful communicative effort.

Accuracy

- A Shows exceptional control of required grammar concepts and correctness in a variety of contexts.
- B Makes some grammar mistakes that do not affect meaning (agreement, articles, etc.); reasonably correct.
- C Makes more serious mistakes that often give unintended meaning (conjugation, tense inconsistency, word order mistakes, etc.); although generally adequate.
- D Meaning frequently obscured by grammar mistakes; very poor control of a wide range of concepts.
- F Meaning completely obscured by grammar mistakes; totally inadequate control.

Fluency

- A Normal, “thoughtful” delay in formulation of thought into speech; language flows; extended discourse.
- B Takes longer than necessary to organize thoughts; says more than required.
- C Speech somewhat disjointed because of pauses; language very halting.
- D Painful pauses make speech hard to follow; says less than required.
- F Speech totally disjointed; long pauses interrupt flow of thought and meaning.

Vocabulary

- A Very conversant with vocabulary required by given context(s); excellent control and **resourcefulness**.
- B Vocabulary mistakes generally do not affect meaning (wrong gender, wrong preposition, etc.); attempts at resourcefulness.
- C Adequate, although more serious mistakes give unintended meaning (wrong preposition, incorrect word choice, mangled words, etc.)
- D Meaning frequently obscured by minimal/inadequate mastery of vocabulary.
- F Meaning totally obscured; inadequate vocabulary.

Pronunciation

- A Correct pronunciation and intonation; very few mistakes; almost native-like.
- B Some mispronunciation; meaning still clear; tries to “sound” like a native Spanish speaker.
- C Pronounced foreign accent requiring extra-sympathetic listening; comprehensible.
- D Meaning frequently obscured by poor pronunciation; minimally comprehensible.
- F No effort at all to “sound” native like; often incomprehensible.

Weighting of Grades

- A = 4.5-5.0
- B = 4.0-4.4
- C = 3.5-3.9
- D = 3.0-3.4
- F = below 3.0

Communication _____ x 3 = _____
Accuracy _____ x 4 = _____
Fluency _____ x 3 = _____
Vocabulary _____ x 5 = _____
Pronunciation _____ x 5 = _____

Total Score: _____