Dixie State University

Department of Humanities

SPAN 1010 Beginning Spanish I, 4 credits – Fall 2016

Section: 1 CRN 40249 Classroom: UPLAZAB 202B 8-8:50 M-Th

Instructor: Dr. Michael Cartmill Office Hours: M-Th 10-11am; T,Th 11-12

Office: University Plaza B121 Office Phone: (435) 652-7899

E-mail: Michael.Cartmill@dixie.edu Website: [http://drcartmill.com](http://drcartmill.com/)

**Course Materials**

1. *Tu mundo: español sin fronteras*, 1st edition. Magdalena Andrade, et al. New York: McGraw Hill, 2014. Packet, to include *Cuaderno de actividades*, website access.

2. Bilingual dictionary (not pocket type).

**Introduction:** Learning a second language can be a rewarding experience as it helps you to develop skills to communicate with those with whom we live in an ever-changing world.

**Course Description:** Beginning course for students with little or no Spanish language experience. Native-speakers and students who have acquired proficiency in this language through extended residence, military service, church missions, or other methods may not enroll in this class. This class emphasizes conversation, vocabulary building, and basic gramOct. A variety of teaching methods will be employed, including drills, videos, etc. Some discussion of culture is included. This course partially qualifies students to receive an Associate of Arts or Bachelor of Arts degree. Successful completers are prepared to take SPAN 1020. Placement in foreign language classes is at the discretion of the Department Chair.

**Graduation Requirements:** Spanish 1010 and 1020 (one full year) will fill the GE requirement for the Associate of Arts Degree. A student can fill the BA language requirement by taking 4 classes (1010, 1020, 2010, and 2020) in the same language. Other options are available.

**Departmental Objectives:** By the end of the Spanish Program, students will be able to show progress in the following areas:

1. **Oral Proficiency:** Students will be able to communicate at the Intermediate High level in accordance with the ACTFL guidelines for Speaking. Description of guidelines available at <http://actflproficiencyguidelines2012.org/speaking>
2. **Writing Proficiency**: Students will be able to express themselves at the Advanced Mid-level in accordance with the ACTFL guidelines for Writing: Description of guidelines available at <http://actflproficiencyguidelines2012.org/writing>
3. **Cultural Awareness:** Students will show understanding of other cultures in accordance with the Standards for Foreign Language Learning. Description of guidelines available at [http://www.actfl.org/sites/default/files/Standardsfor FLLexecsumm\_rev.pdf](http://www.actfl.org/sites/default/files/Standardsfor%20FLLexecsumm_rev.pdf)
4. **Literature Analysis:** Students will be able to analyze literary works in Spanish

**Course Objectives:** The following course objectives have the goal of helping beginning students accomplish the departmental goals.  By the end of this course, students should have developed their knowledge of the basic Spanish concepts presented and be able to apply them with minimal difficulty.

Students will be able to communicate at the Novice Mid level according to the ACTFL Proficiency Guidelines for Speaking and for Writing.

* Oral Proficiency - Students will be able to communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words.
* Writing Proficiency —Students will be able to reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills.
* Culture—Students will be able to identify cultural differences between their own and that of the people whose language they are learning.

**My Teaching Philosophy:** Language learning has to be personalized and internalized in order to truly take root and become part of a student’s core knowledge.  While the classroom provides a dynamic forum for using the language, practicing, experimenting, and perfecting specific skills, the short time of exposure it provides should be supplemented by out-of-class opportunities and study.  The pursuit of acquiring and maintaining a superior level of proficiency in a foreign language is a life-long endeavor, even more so if one lives in an area or country outside of a native-speaking community.  Students, therefore, are encouraged and should be empowered from the beginning to self-educate, to find motivation, and seek out exposure to the language on their own.

Your success in this course depends on you and the time you put into it. Though not required, a good dictionary is essential to expanding your word usage and correct selection of definitions. Do NOT just learn what the book tells you, it’s a starting point is all. Lean the words you need to talk about you and your particular situation, family, likes, job, etc. Keep a small notebook to write down vocabulary words you want to look up. Trying to remember them all during the day and writing them down later will result in the loss of many potential new words. It’s helpful to expose yourself to the language as much as possible, four hours a week is relatively very little. You can pick a television show, read an on-line newspaper from any country of your interest, etc. Be creative!

Beginning and even intermediate students often feel inhibited speaking in front of others—get into the habit early of speaking and using as much Spanish as you can from the beginning! You WILL make mistakes; it is expected and is part of the process of language learning. Most people don’t even speak their native language without errors, don’t expect to be perfect, but also be open to corrections. Learning a new language can be frustrating at times, the more open-minded you are when attending class, the easier concepts will be internalized.

**Texts:** *Tu mundo*, 1st edition with workbook. Students who continue to Spanish 1020 will not need to purchase a new text or workbook. Unfortunately, because of the way the book is marketed, it will be difficult to resell.

**Grades:** Final grades will be determined on a percent of the total possible and in accordance with the following descriptions. No extra credit is offered. You earn your final grade, whatever it ends up being. Experience has proven to me that in this class, the three most important ingredients for success are attendance, participation, and daily effort outside of class to practice the concepts.

**A students:** Attend class regularly and participate in class to help make it a stimulating environment. These students show enthusiasm to discover new skills and complete all course requirements on time with precision and insight and reflect this on exams and assignments.

**B students:** Attend class regularly and add to a stimulating classroom environment. They complete all work on time and with precision and insight.

**C students:** Show satisfactory mastery of subject and perform beyond minimum course expectations and show moderate understanding of material.

**D students:** Show borderline understanding of subject and rarely meet minimum expectations.

**Grades:**

Final grades will be determined on a percent of the total from chapter tests, workbook assignments, listening tests, and speaking tests, less deductions for excessive absences.

 **Written Tests 50%**

 **Workbook 15%**

 **Listening 10%**

 **Speaking (oral exams) 10%**

 **Final 15%**

1. **Chapter Tests:** Unit/chapter tests-- Chapters 1-7. These tests will be given in the Testing Center. They will be offered so that you have some flexibility as to when you take them, so that late and early tests will not be given except in the most extreme emergencies and with approval of the program director.

**Late/early tests:** You are expected to take tests on the scheduled dates**.** Late and early testsmay be assessed a 10% penalty. If there is a verifiable emergency, contact me ASAP, and I will try to work with you. However, leaving early for vacations is not an emergency, so plan your vacations ahead of time. The premature purchase of a plane ticket is also not an emergency.

1. **Workbook:** Workbook assignments for each chapter will be due the day the following chapter is started. The answers to the workbook assignments are in the back of the book for you to use as a learning tool. You get the full credit for completing the assignment, even if it is not correct the first time. Please correct your workbook exercises using a different color ink or pencil than what you used to do the original work. ***Please resist the urge to copy straight from the answer sheet. It is not honest, and thus may be treated with appropriate discipline according to policy, and it certainly will not help you to understand the concepts you will be required to know for tests.***

Workbook assignments require access to a computer to access the listening comprehension activities. To access these activities, go to <http://www.mhhe.com/tumundo>. Do some of this work each day throughout the chapter so that you can ask questions about concepts you don’t understand. Use of the various computer labs on campus should be available, but you may need to provide your own earphones. With the textbook, you were given an access card (with a code) to **Connec**t. This is an online workbook that will be available to you for extra practice.

**Late Workbook:** The workbook assignment is due at the beginning of class as noted on the schedule. Since the workbook assignments are intended to help you prepare for the tests, workbooks turned in late will be assessed a 50% penalty for the first day, and will not be accepted more than one day late.

1. **Listening Tests:** Two Listening tests will be given and will be worth a total of 10% of your grade. These will be given in class according to the following:

 Chapters 1 and 2

 Chapters 3, 4, and 5

 (Chapters 6 and 7 will be on the final)

1. **Speaking Tests:** These tests will be listed on the schedule attached. 10% total.

 Test one will be given after chapter 2.

 Test two will be given after chapter 5.

 Test three will be given at the end of the semester and will be comprehensive.

1. **Attendance/Participation: Although not a formal part of your grade,** regular attendance is a key to a student’s success. I expect students to attend class and to participate. Also arriving late and/or leaving early is disrupted and should be avoided. Four absences will be excused, but your grade will be lowered for additional absences. A student who misses 16 or more classes will receive an F grade.

 Grading Scale: 93-100 = A 90-92 = A- 87-89 = B+ 83-86 = B

 80-82 = B- 77-79 = C+ 73-76 = C 70-72 = C-

 67-69 = D+ 63-66 = D 60-62 = D- 0-59 = F

 Less absences.

1. **Final Exam:** The final exam will be held as scheduled by the university. It will include a Listening test (chapters 6 & 7)

**Class Policies:** Speak as much Spanish in class as you can.

Turn off cell phones and ***DO NOT*** get them out during class. There may be specific activities where cell phones can be used, you will be notified when that happens.

 **No food or drink except for water**

Arrive on time and stay the entire time. If you do have a legitimate need to arrive late to class or to leave early, let me know.

Cheating in any form will be disciplined according to policy.

Be respectful of the learning environment and your classmates.

**DSU POLICIES, PROCEDURES, AND SEMESTER DATES**

Click on this link **-** [**http://academics.dixie.edu/syllabus/**](http://academics.dixie.edu/syllabus/) **-** for comprehensive information on Semester Dates, the Final Exam Schedule, and university resources such as the library, Disability Resource Center, IT Student Help Desk, Online Writing Lab, Testing Center, Tutoring Center, and Writing Center. In addition, please review DSU policies and statements with regards to Academic Integrity, Disruptive Behavior, and Absences related to university functions.

**Disability Statement**: If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located at the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516 .

**Academic integrity:** In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, falsification, misrepresentation, and/or inappropriately colluding or collaborating. The University shall consistently hold students accountable for instances of academic dishonesty and apply appropriate consequences. For more information, see the Student Academic Misconduct section of DSU policy at <http://dixie.edu/humanres/polstu.html>

**Title IX:** DSU seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this to the college's Title IX Director, Cindy Cole, (435) 652-7731, cindy.cole@dixie.edu. If you report to a faculty member, she or he must notify the Title IX Director about the basic facts of the incident.

**Final Exam: The final exam for this class will be given according to the published schedule. Section 1, 8am class: Wednesday December 14, 8:30 am in the classroom.**

**Spanish 1010 Course Outline—Fall 2016**

The following is a suggested outline and may be changed at the discretion of the teacher. Changes will be discussed in class.

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| Fecha | Tarea/Homework | Workbook, Assignments/Announcements |

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| Aug. 22 | Introducción |  |
| Aug. 23 | **Begin Chapter 1** Los nombres de los compañeros (p. 4-5)Subject Pronouns and the Verb **ser** (p.20-22) |  |
| Aug. 24 | Ch. 1 Repaso/El abecedario (p. 5) La ropa, los colores y números (p. 6-8, Gender and number of nouns (p.23-24) |  |
| Aug. 25 | Ch. 1 Repaso (p. 5-8)  |  |

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| Aug. 29 | Ch. 1 Descripción de las personas (p. 9-11) |  |
| Aug. 30 | Ch. 1 Repaso (p. 9-11) Entérate (p. 11) Vocab (p. 10) Adjective-Noun Agreement (p. 25-27) | Payment Fee/$50 Late Registration Fee |
| Aug. 31 | Ch. 1 RepasoLos saludos (p. 13), Negation (p. 28) | DROP/AUDIT Fee BeginsResidency App. Deadline |
| Sept. 1 | Ch. 1 RepasoPrácticas adicionales, Un chicano típico (p. 15)Cultura: Los nombres en el mundo hisp. (p.17) |  |

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| Sept. 5 | **Día de vacaciones** |  |
| Sept. 6 | Test Ch. 1Repaso del capítulo 1. Repaso de la cultura | Workbook Ch. 1 **Ch. 1 test in Testing Center 9/6 8:00 am to 9/8 close** |
| Sept. 7 | **Begin Chapter 2** Los cumpleaños y la edad (p. 34-35), meses del añoExpressing Age: the verb **tener** (p. 52) |  |
| Sept. 8 | Ch. 2 Repaso/Números 5-100 (p.36)Las cosas del salón de clase y los mandatos (p. 37)Expressing location: the verb **estar** (p. 53-55) |  |

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| Sept. 12 | Ch. 2 RepasoInfórmate—preposiciones de localización (p. 38) | Pell Grant Census.Last day for refund/Last day to drop with “W” grade. |
| Sept. 13 | Expressing location: the verb **estar** (p. 53-55) |  |
| Sept. 14 | Ch. 2 Repaso/El cuerpo humano (p. 41)Forms and Placement of Adjectives (p. 54) |  |
| Sept. 15 | Ch. 2 Repaso/Actividades adicionales y práticaCh. 2 Repaso/Amigos sin fronteras (p. 42-44) | Sept. 16 Last day to ADD/AUDIT |

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| Sept. 19 | Ch. 2 Repaso/Actividades adicionales y práticaOrigin: **ser de** (p. 55-56) | Sign-up for Speaking Test #1 |
| Sept. 20 | Repaso **Test Ch. 2** Listening Test #1 in class. | Workbook Ch. 2 **Ch. 2 test in Testing Center 9/20 8:00 am to 9/22 close** |
| Sept. 21 | **Begin Ch. 3** Actividades favoritas (p. 62) |  |
| Sept. 22 | Using **gustar** to Express likes and dislikes (p. 85) |  |

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| Sept. 26 | RepasoCh. 3 Repaso/La hora (p. 66) | Speaking Test |
| Sept. 27 | Telling Time: **¿Qué hora es? ¿A qué hora…?** (p. 87) | Speaking test |
| Sept. 28 | Repaso la hora/Repaso de gustar?Verbos presentes -ar | Speaking Test |
| Sept. 29 | Gustar y repaso de verbos –arVerbos –er, -ir |  |

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| Oct. 3 | Las actividades diarias (p. 70)El tiempo (p. 73) | BA/BS degree Graduation Application Deadline |
| Oct. 4 | Present Tense of Regular **–ar, -er, and -ir** verbs (p. 90) Las actividades diarias (p. 70) |  |
| Oct. 5 | Repaso/ Demonstrativos |  |
| Oct. 6 | Repaso **Test Ch. 3** | Workbook Ch. 3 **Ch. 3 test in Testing Center 10/6 8:00 am to 10/9 close** |

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| Oct. 10 | **Begin Ch. 4** En familia (p. 100)Possession: **tener, ser de**, and possessive adjectives (118) |  |
| Oct. 11 | Ch. 4 En familia (p. 100-102)Question formation |  |
| Oct. 12 | Possession: **tener, ser de**, and possessive adjectives (118) Repaso de la familia | Mid-term Grades Due |
| Oct. 13 | **Día de vacaciones (Fall Break)** |  |

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| Oct. 17 | Ch. 4 RepasoLas preferencias y los deseos (p. 102)The verbs **preferir** and **querer + infinitive** | Last day to drop individual classes |
| Oct. 18 | Ch. 4 Repaso/Los planes (p. 110)Making plans: **pensar**, **tener ganas de**, and **ir a** with activities and places |  |
| Oct. 19 | Ch. 4 Repaso/Los planes (p. 110)Making plans: **pensar**, **tener ganas de**, and **ir a** with activities and places |  |
| Oct. 20 | **Test Ch. 4**Repaso y actividades adicionalesRepaso de cómo formar preguntas (p. 122) | **Ch. 4 test in Testing Center 10/20 8:00 am - 10/23 close.** Workbook Ch. 4 |

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| Oct. 24 | **Begin Chapter 5** La rutina (p. 132)Present Tense of Reflexive Verbs (p. 152) |  |
| Oct. 25 | Ch. 5 Repaso La rutina (p. 132)Present Tense of Reflexive Verbs (p. 152) |  |
| Oct. 26 | Ch. 5 Repaso/Tres comidas (p. 136)Verbs with Stem Vowel Changes (ie, ue) in Present Tense (p. 156) |  |
| Oct. 27 | Ch. 5 Repaso Los días feriados (p. 139)Impersonal Direct Object Pronouns: **lo, la, los, las** (p 158) |  |

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| Oct. 31 | Ch. 5 Repaso Los días feriados (p. 139) |  |
| Nov. 1 | Impersonal Direct Object Pronouns: **lo, la, los, las** (p 158) | Sign up for Speaking Test #2 |
| Nov. 2 | Ch. 5 Repaso Los estados físicos y anímicos (p. 143)Irregular verbs (p. 159) |  |
| Nov. 3 | **Test Ch. 5****Listening Test # 2 In class** Review if there is time | Workbook Ch. 5 **Ch. 5 test in Testing Center 11/3 8:00 am - 11/6 close.**  |

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| Nov. 7 | **Begin Chapter 6** Las materias (p. 166)Indirect Object Pronouns (p. 186) | Speaking Test 2 |
| Nov. 8 | Ch. 6 Repaso/Las materias (p. 166)Indirect Object Pronouns (p. 186) | Speaking Test 2 |
| Nov. 9 | Ch. 6 Las actividades en la clase (p. 171)Present Progressive (p. 189) | Speaking Test 2 |
| Nov. 10 | Ch. 6 Las habilidades (p. 175)Saber and Poder + Infinitive (p. 191) | Nov. 8. Last Day for Complete Withdrawal |

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| Nov. 14 | Ch. 6 El empleo (p. 177) |  |
| Nov. 15 | Obligations: **tener que, deber, necesitar; hay que, es necesario + Infinitive** (p. 192) |  |
| Nov. 16 | Ch. 6 Cultura: Chile (p. 183 y 185)Prácticas adicionales |  |
| Nov. 17 | **Test Ch. 6**Ch. 6 Repaso | Workbook Ch. 6 **Ch. 6 test in Testing Center 11/17 10:00 am - 11/20 close.**  |

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| Nov. 21 | **Begin Chapter 7** Los lugares en la ciudad (p. 198)Knowing People, Places, and Facts: **conocer** and **saber** (p. 220) |  |
| Nov. 22 | Ch. 7 La casa y el vecindario (p. 201)Comparisons of Inequality: **más/menos** (p. 221) |  |
| Nov. 23 | **Día de vacaciones** |  |
| Nov. 24 | **Día de vacaciones** |  |

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| Nov. 28 | Ch. 7 Las actividades domésticas (p. 206) Comparisons of Equality: **tan/tanto** (p. 223) |  |
| Nov. 29 | Ch. 7 Comparisons of Inequality: **más/menos** (p. 221)Comparisons of Equality: **tan/tanto** (p. 223) | Sign up for Speaking Test #3 |
| Nov. 30 | Ch. 7 Actividades en casa y en otros lugares (p. 208)The Preterite Tense of Regular Verbs (p. 224) |  |
| Dec. 1 | Ch. 7 Actividades en casa y en otros lugares (p. 208) The Preterite Tense of Regular Verbs (p. 224) |  |

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| Dec. 5 | Speaking Test 3 | Speaking Test 3 |
| Dec. 6 | Video | Speaking Test 3 |
| Dec. 7 | Video |  |
| Dec. 8 | Ch. 7 The Preterite Tense of Regular Verbs (p. 224) | Workbooks due for Ch. 7 |

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| Dec. 14(Weds.) | **Final Exam**-- Held in classroom according to schedule 8:30 am | **Ch. 7 Test**Listening Test #3 |