

University of San Diego – Spring Semester 2012
Spanish Program – Department of Languages and Literature

Spanish 101: First Semester Spanish

Professor	Sec.	M / W	Room	Office	Ext.	@sandiego.edu	Hours
Ramos	01	8:00-8:55	CH154	FH132	7801	ramosm	MW 9:00-10:00
	02	10:10-11:05	MH226				
Cedillo	03	1:25- 2:20	CH109	FH120	2398	mcedillo	WF, 12:15-1:15 and by appointment
	04	2:30- 3:25	CH109				

* **Please note:** All faculty mailboxes are in **Founders 134**.

The Basic Language Sequence in the Spanish Program

Third-semester proficiency in a second language is considered an indispensable competency at USD and speaks directly to the university's undergraduate learning goals and outcomes (knowledge; communication; cultural awareness and competence; and engagement). The first three levels of Spanish in our program (SPAN 101, 102, and 201) can be seen as one course divided into three semesters because they share some common goals and characteristics, and over this period most of the basic structures of the Spanish language are studied. By the end of Spanish 201, students should be able to listen, speak, read, and write in the target language with the sufficient basic skill, vocabulary, accuracy, and cultural awareness to communicate their needs in everyday situations in a culturally appropriate way; likewise, they should demonstrate the ability to acquire additional linguistic competence on their own. Another primary objective of the language program is that students develop insight into their own language(s) and culture(s) by looking beyond their customary borders and by examining their own relationship to other cultures so as to be able to participate more fully in local communities and global contexts. Achieving greater proficiency in Spanish can translate into a practical job skill for almost any profession, but, most importantly, learning another language is a personally enriching experience and a vital part of cultural understanding and intellectual development within a Liberal Arts education.

The Five-Day Syllabus

It is important that all students understand a basic premise upon which the course is designed: language learning is most effective when the student is exposed to and actively studies the target language on a daily basis. For this reason, many institutions have language courses five days a week, often with a lab included. In the basic language sequence at USD, however, classes meet three days a week (Monday, Wednesday, and Friday). Classes do not meet on Tuesday and Thursday, but rather students study independently and then complete and submit their homework electronically. All homework submitted electronically is always due before the regular class meeting time, including Tuesdays and Thursdays when class does not meet. In this way students actively engage with the language at least five days a week, and their learning is maximized through this consistent exposure. The calendar at the end of the syllabus reflects this design and includes the topics and materials to be covered each of the five days per week throughout the semester.

Teaching and Learning Methodology

While each professor does have an individual style and approach to language teaching, all sections of Spanish 101, 102, and 201 share some common features, first and foremost being the focus on the development of students' *proficiency* in Spanish, which goes beyond merely *knowing* and emphasizes the ability to *actively use* the language. The students are responsible for studying the grammar and completing all assignments *before* coming to class. Class time is then spent on practicing and reinforcing the structures already studied outside of class in order to improve students' proficiency, their actual ability to use Spanish and carry out tasks in that

language. All of the language skills are developed equally, but class time is dedicated primarily to the oral skills. The class is conducted entirely in Spanish, and while there may be some brief clarifications, there are no lengthy grammar explanations. Language learning demands consistent hard work; students should expect to spend at least twice as much time studying out of class as they do in class. The first two weeks of the semester tend to be even more challenging as students begin using their language skills again and become accustomed to both their instructors and the teaching methodology. Each class is relatively fast paced and contains multiple activities, including questions and answers, pair/group work, presentations, and role playing, among others. All students are accountable for consistently coming to class prepared, staying on task and speaking only Spanish in class, and actively participating in all activities.

Course objectives for Spanish 101

One aspect of language learning in which adults differ from children is the former's ability to consciously monitor their own progress. To assist you in this self-monitoring process, we have included objectives for the FOUR SKILLS (listening, speaking, reading, and writing) as well as LINGUISTIC and CULTURAL KNOWLEDGE to be achieved by the end of the semester. Class will be conducted completely in Spanish.

- 1. Speaking:** Ask and respond to simple questions on the most common features of daily life (greetings, academic life, family, pastimes, travel and vacation, shopping, etc.); satisfy a limited number of personal needs, and communicate minimally with basic and formulaic expressions. *(This ability is assessed in the following components of the course: participation, homework, presentations, and interviews.)*
- 2. Listening:** Discriminate among distinctive sounds in Spanish; identify familiar words and categories of words in short and simple texts; determine the general nature or tone of a text and identify main ideas. *(This ability is assessed in the following components of the course: participation, homework, and exams, including the final.)*
- 3. Reading:** Recognize basic vocabulary, rehearsed phrases, and cognates in simple authentic texts; determine the general nature or tone of a text and identify main ideas. *(This ability is assessed in the following components of the course: participation, homework, and exams, including the final.)*
- 4. Writing:** Produce lists, notes, and limited formulaic information on simple forms and documents; write paragraphs using the structures and vocabulary learned. *(This ability is assessed in the following components of the course: participation, homework, compositions, and exams, including the final.)*
- 5. Linguistic Knowledge:** Basic grammar structures (present tense, gender & number agreement, ser & estar, etc...), and vocabulary for each of the thematic units. *(This knowledge is assessed in all components of the course.)*
- 6. Cultural knowledge:** Recognize and identify basic cultural elements from Spain and Latin America, including geography, lifestyle aspects, customs, and festivals, among others; begin to understand that the culture is unique and not a "translation" of their own culture. *(This knowledge is assessed in all components of the course. Knowledge acquired out of class through cultural activities and service learning will be assessed in oral presentations and/or compositions.)*

Course materials

Required textbook and passcode: *Vistas*. 4th Edition. Blanco & Donley. Vista Higher Learning.

Boston: Massachusetts. ISBN 978-1-61767-211-8 (Please note: This is a special package ISBN for USD students only, which includes the required passcode.)

- You should buy the textbook through the USD bookstore or directly from the publisher: www.vhldirect.com/store/usd.htm.
- This textbook will be used for all three semesters of the basic language sequence (SPAN 101, 102, and 201).
- The textbook comes with a Supersite plus passcode, which includes access to the WebSAM, Supersite, and the vText (virtual textbook). You must have this passcode for the course; it is included in the above customized ISBN for USD. However, if you obtain a used copy of the textbook, you may purchase the passcode separately from the publisher: <http://www.vhldirect.com/store/>. The passcode is good for three

years; however, it is not transferrable. Once a student redeems a code, it cannot be sold to another student nor returned. You should compare all prices before purchasing a used book.

Grading criteria

Participation and attitude	10%
Homework (Supersite, etc.)	10%
Writing assignments (3)	10%
Oral assessment (2 or more)	10%
Quizzes (6)	10%
Partial Exams (3)	30%
Final Exam	20%

Grading scale

A	93-100	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	68-69
B	83-87	D	65-67
B-	80-82	D-	63-64
C+	78-79	F	0-62

Class Requirements

- Attendance:** It is very important that you attend every class meeting and arrive punctually. Missing more than two classes will lower your final grade in this course. For each additional absence, your grade will be lowered one step on the grading scale (e.g. from a B to a B-, etc). In the event you are absent, it is your responsibility to find out what material you have missed and any homework assignments. Arriving late or leaving class early will result in half an absence. There will be no exceptions.
- Participation:** Active participation is essential to language acquisition. Every class period you will receive a participation grade: 0, 0.5, or 1. At the end of the semester, these points will be used to calculate your grade for attendance, participation and attitude:

0	0.5	1
<ul style="list-style-type: none"> • Absent • Poor participation & attitude • Spoke English in class frequently • Not prepared for class • Disruptive behavior 	<ul style="list-style-type: none"> • Late to class/left early • Average participation & attitude • Spoke English in class • Not well prepared for class • Unintentional disruptive behavior 	<ul style="list-style-type: none"> • Present and on time • Excellent participation & attitude • Only spoke Spanish in class • Well prepared for class • Collaborative behavior

- Homework:** All assignments must be completed by the due date, and no late assignments will be accepted. You will be asked to submit your homework through the book's Supersite/Maestro WebSAM (practice textbook exercises, online workbook, and lab manual).
- Writing assignments (Redacciones):** These assignments will reflect the grammatical form and the thematic content of the chapter being studied. No make-up writing assignments are allowed. You will have three in-class writing assignments as part of the partial exams. You will have to re-write other assignments using your instructor's guide.
- Oral Assessment:** You will be required to give one oral presentation throughout the semester and an interview, role play, or a representation of a situation (in groups) that can be recorded in video or performed in front of the class. At least one of the oral activities has to be linked to your cultural activity. Alternative topics will be assigned by your professor.
- Quizzes:** There will be six quizzes during the semester. Your professor will announce what material you should study for each quiz. No makeup quizzes are allowed.
- Partial exams:** You will be given three partial exams during the semester. These exams will include evaluation of all skills except speaking.
- Final exam:** The final exam is cumulative and will evaluate all skills, including linguistic and cultural knowledge. Students who fail the final exam cannot pass this level. The final exam must be taken on the

assigned date and at the assigned time for your section as indicated at the end of this syllabus. Make your travel plans accordingly, as you can only take the final exam as scheduled.

9. Cultural activities: Cultural knowledge and understanding constitute a central part of second language acquisition, and students are encouraged to incorporate significant learning experiences beyond the classroom. For this reason, you will attend different cultural activities on campus and/or in the community during the semester. This is a mandatory component of the course, and you will be provided with a list of activities from which to choose. (See the attached addendum with a description of the cultural activities at the end of this syllabus).

Additional assistance for students

If you have any questions or problems regarding the syllabus or the course, you should consult with your instructor. In addition, the department offers a free tutoring service for students who are struggling with the material. The tutors are faculty-recommended native speakers of the language or students enrolled in advanced courses. They receive training in order to provide you with the best help possible, so we encourage you to take advantage of this opportunity. Visit the department website, select a time, and call the tutoring line at 619.260.5907 to set up an appointment. Students should also consider participating in the Spanish Conversation Table; ask your instructor for more details.

Policy on Academic Integrity

As stated in the 2010-2012 Undergraduate Bulletin, the University of San Diego "is predicated on the principles of scholastic honesty. It is an academic community whose members are all expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community." The Department of Languages and Literatures, accordingly, has zero tolerance for academic dishonesty. "Violations of academic integrity include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of research materials; f) any unauthorized access of an instructor's files or computer account; or, g) any other serious violation of academic integrity as established by the instructor." The penalty for a violation may range from reduction of grade to expulsion from the university. If you have any questions or doubts regarding this policy, you should speak with your instructor.

Class Activities and Assignments - Five-Day Syllabus

<http://www.vhlcentral.com/>

Semana 1:

Viernes, 27 de enero Introducción al curso y al **Supersite (online assignments)**

Semana 2: Del 30 de enero al 3 de febrero

Lunes, 30 de enero **Capítulo 1: Saludos en el mundo hispano y el español en los Estados Unidos.**
Saludos en el mundo hispano en contexto y pronunciación (pp. 2,3 y 9).
Supersite Practice; Supersite WebSAM

Martes, 31 de enero **Supersite Practice; Supersite WebSAM**

Miércoles, 1 de febrero Nombres y artículos (pp.12- 13)
Números en contexto (pp.16 - 17)
Supersite Practice; Supersite WebSAM

Jueves, 2 de febrero **Supersite Practice; Supersite WebSAM**

Viernes, 3 de febrero **Quiz # 1**
Presente del verbo ser en contexto (pp.19, 20 y 21)
Supersite Practice; Supersite WebSAM

Semana 3: Del 6 al 10 de febrero

Lunes, 6 de febrero. La hora en contexto (pp. 24 - 25)
Supersite Practice; Supersite WebSAM

Martes, 7 de febrero. **Último día para enviar los ejercicios del WB & LM del capítulo1**

Miércoles, 8 de febrero. **Capítulo 2: En la universidad y España**
En la universidad en contexto (pp. 40- 42)
Supersite Practice; Supersite WebSAM

Jueves, 9 de febrero. **Supersite Practice; Supersite WebSAM**

Viernes, 10 de febrero. Presente de los verbos acabados en –ar en contexto (pp. 50 - 51)
y el verbo “gustar” (p. 52)
Supersite Practice; Supersite WebSAM

Semana 4: Del 13 al 17 de febrero

Lunes, 13 de febrero. **Quiz # 2**
Formar oraciones interrogativas en español en contexto (Págs. 55 - 56)
Supersite Practice; Supersite WebSAM

Martes, 14 de febrero. **Supersite Practice; Supersite WebSAM**

Miércoles, 15 de febrero. Escritura en clase (**Redacción #1**)
Presente de “estar” en contexto (p. 59)
Preposiciones con el verbo “estar” (p. 60)
Supersite Practice; Supersite WebSAM

Jueves, 16 de febrero. **Supersite Practice; Supersite WebSAM**

Viernes, 17 de febrero. Números desde el 31 en adelante en contexto (pp. 63- 64);
En pantalla & Flash Cultura
Supersite Practice; Supersite WebSAM

Semana 5: Del 20 al 24 de febrero

Lunes, 20 de febrero. Recapitulación en contexto (pp. 66 - 67)
Repaso para el examen 1
Supersite Practice; Supersite WebSAM

Martes, 21 de febrero. **Último día para enviar los ejercicios del WB & LM del Cap. 2**

Miércoles, 22 de febrero. **Examen # 1 (1ª parte) (vocabulario, gramática y comprensión)**

Jueves, 23 de febrero. **Supersite Practice; Supersite WebSAM**

Viernes, 24 de febrero. **Examen #1 (2ª parte) (lectura y composición)**
Capítulo 3: La Familia - Ecuador

La familia en contexto (pp.78 - 79)
Supersite Practice; Supersite WebSAM

Semana 6: Del 27 al 2 de marzo

Lunes, 27 de febrero. Adjetivos descriptivos en contexto (pp. 88- 90)
Supersite Practice; Supersite WebSAM

Martes, 28 de febrero. **Supersite Practice; Supersite WebSAM**

Miércoles, 29 de febrero. **Quiz # 3**
Adjetivos posesivos en contexto (p. 93)
Supersite Practice; Supersite WebSAM

Jueves, 1 de marzo **Supersite Practice; Supersite WebSAM**

Viernes, 2 de marzo Presente de verbos acabados en **-er** e **-ir** en contexto (pp. 96 - 97)
Supersite Practice; Supersite WebSAM

Semana 7: Del 5 al 9 de marzo

Lunes 5-viernes 9 **Spring break (no clases)**

Semana 8: Del 12 al 16 de marzo

Lunes, 12 de marzo Presente de los verbos tener y venir en contexto (pp. 100 - 101)
Supersite Practice; Supersite WebSAM

Martes, 13 de marzo **Supersite Practice; Supersite WebSAM**

Miércoles, 14 de marzo Recapitulación en contexto; Ecuador; En pantalla & Flash cultura
(pp. 104,105, 110 y 111)
Supersite Practice; Supersite WebSAM

Jueves, 15 de marzo **SW: Último día para enviar los ejercicios del WM & LM**

Viernes, 16 de marzo **Capítulo 4: Los Pasatiempos - México**
Los pasatiempos en contexto (comunicación) (pp. 116- 118)
Supersite Practice; Supersite WebSAM

Semana 9: Del 19 al 23 de marzo

Lunes, 19 de marzo **Quiz # 4**
Presente del verbo **ir** en contexto (Comunicación) (p. 126)
Supersite Practice; Supersite WebSAM

Martes, 20 de marzo **Supersite Practice; Supersite WebSAM**

Miércoles, 21 de marzo Escritura en clase (**Redacción #2**)
Verbos con cambio vocálico (e > ie; o > ue) en contexto (Pags. 129 y
130)
Supersite Practice; Supersite WebSAM

Jueves, 22 de marzo	Supersite Practice; Supersite WebSAM
Viernes, 23 de marzo	Verbos con cambio vocálico (e > i) y formas de “yo” irregulares en contexto (p. 133) (pp.136-137) Supersite Practice; Supersite WebSAM

Semana 10: Del 26 al 30 de marzo

Lunes, 26 de marzo	Verbos con formas de “yo” irregulares en contexto (pp.136-137) Repaso para el examen #2 Supersite Practice; Supersite WebSAM
Martes, 27 de marzo	Supersite Practice; Supersite WebSAM
Miércoles, 28 de marzo	Examen # 2 (1ª parte) (vocabulario, gramática y comprensión) <i>Due: 1ª Actividad cultural</i> SW: Último día para enviar los ejercicios del WM & LM
Jueves, 29 de marzo	Supersite Practice; Supersite WebSAM Preparar la presentación oral #1
Viernes, 30 de marzo	Examen #2 (2ª parte) (lectura y composición) Presentaciones orales #1 (actividad cultural) Supersite Practice; Supersite WebSAM

Semana 11: Del 2 de al 6 de abril

Lunes, 2 de abril	Presentaciones orales #1 (actividad cultural) Supersite Practice; Supersite WebSAM
Martes, 3 de abril	Supersite Practice; Supersite WebSAM
Miércoles, 4 de abril	Capítulo 5: Las vacaciones y Puerto Rico Las estaciones, los meses del año y los números ordinales en contexto (Págs. 152, 153, 154 y 155) Supersite Practice; Supersite WebSAM
Jueves, 5-6 de abril	Easter Break – No clases

Semana 12: Del 9 al 13 de abril

Lunes, 9 de abril	Easter Break – No clases
Martes, 10 de abril	Supersite Practice; Supersite WebSAM
Miércoles, 11 de abril	“Estar” con emociones y condiciones físicas en contexto (Pág. 164) Supersite Practice; Supersite WebSAM
Jueves, 12 de abril	Supersite Practice; Supersite WebSAM
Viernes, 13 de abril 🐰	Quiz # 5 El presente progresivo en contexto (pp. 166 -167)

Semana 13: Del 16 al 20 de abril

Lunes, 16 de abril	Ser y estar en contexto (pp. 170 - 171) Supersite Practice; Supersite WebSAM
Martes, 17 de abril	Supersite Practice; Supersite WebSAM
Miércoles, 18 de abril	Nombres y pronombres de objeto directo en contexto (Págs. 174 - 175) Supersite Practice; Supersite WebSAM
Jueves, 19 de abril	Supersite Practice; Supersite WebSAM
Viernes, 20 de abril	Recapitulación en contexto; Puerto Rico; En Pantalla & Flash cultura (pp. 178- 179, 184- 185) Repaso para el tercer examen Último día para enviar los ejercicios del WB y LM del capítulo 5

Semana 14: Del 23 al 27 de abril

Lunes, 23 de abril	Examen # 3 (1ª parte) (vocabulario, gramática y comprensión)
Martes, 24 de abril	Supersite Practice; Supersite WebSAM
Miércoles, 25 de abril	Examen #3 (2ª parte) (lectura y composición) Capítulo 6; De compras! y Cuba en contexto (pp. 190-192) Supersite Practice; Supersite WebSAM
Jueves, 26 de abril	Supersite Practice; Supersite WebSAM
Viernes 27 de abril	Quiz # 6 Saber y Conocer en contexto (p. 200) Supersite Practice; Supersite WebSAM

Semana 15: Del 30 de abril al 4 de mayo

Lunes, 30 de mayo	Pronombres de objeto indirecto y el verbo dar en contexto (p. 202- 203) Supersite Practice; Supersite WebSAM
Martes, 1 de mayo	Supersite Practice; Supersite WebSAM
Miércoles, 2 de mayo	Escritura en clase (Redacción #3) Pretérito de los verbos regulares en contexto (p. 206) Supersite Practice; Supersite WebSAM
Jueves, 3 de mayo	Supersite Practice; Supersite WebSAM
Viernes, 4 de mayo	Due: 2ª Actividad cultural Pretérito de los verbos con terminación –car, -gar, -zar y los verbos creer, leer, oír y ver (p. 207) Supersite Practice; Supersite WebSAM

Semana 16: Del 7 al 11 de mayo

Lunes, 7 de mayo	Adjetivos y pronombres demostrativos en contexto (pp. 210-211) Supersite Practice; Supersite WebSAM
Martes, 8 de mayo	Supersite Practice; Supersite WebSAM
Miércoles, 9 de mayo	Recapitulación en contexto; en pantalla y flash cultura (pp. 214-215, 220-221) repaso para el examen final Supersite Practice; Supersite WebSAM
Jueves, 10 de mayo	Supersite Practice; Supersite WebSAM
Viernes, 11 de mayo	Entrevistas

Semana 17: Del 14 al 15 de mayo

Lunes, 14 de mayo	Entrevistas
Martes, 15 de mayo	Último día para enviar los ejercicios del WM y LM del capítulo 6

Final exam schedule

The final exam must be taken on the scheduled date and at the indicated time. Please do not make any conflicting travel arrangements, as the following time and date specified for each section cannot be changed. No exceptions can be made. You must take your exam with your own section.

Professora	Sec.	Examen final		Sala
Ramos	1	Mon., 05/21	8:00-10:00	CH154
Ramos	2	Mon., 05/21	11:00-1:00	MH226
Cedillo	3	Fri., 05/18	2:00-4:00	CH109
Cedillo	4	Mon., 05/21	2:00-4:00	CH109

Cultural Activities

The development of cultural knowledge and understanding as well as intercultural competence--understood here as the capacity to interact appropriately and effectively within diverse social settings and cultural contexts--is a fundamental part of effective language learning. Such development necessarily takes place beyond the classroom. Accordingly, this component of the course is designed to encourage students to incorporate significant learning experiences by attending or participating in diverse cultural activities on campus and/or in the community. These activities are in Spanish or are directly related to the Spanish-speaking world.

Requirements and integration of activities into the course

- You must attend two different events/activities during the semester; the total time commitment will be approximately 6-8 hours depending on the activities selected.
- Following each event/activity you will carry out an oral presentation, interview and/or role play performance in class based on the content of the cultural activity. You should turn in your ticket, receipt, pictures, or any

other proof of attendance. Your instructor may also assign a short reflection/composition based on the experience. Specific details for your class will be provided by your instructor.

Which events and activities are acceptable?

- The event/activity must potentially provide a significant learning experience and fulfill at least one of the following criteria: it is in Spanish; the topic is related to the Spanish-speaking world; and/or it directly represents a Hispanic cultural phenomenon. Different activities may include conference events, lectures, theatrical performances, films (viewed at a cinema), cultural celebrations and festivals, among others.
- A calendar of pre-approved events and activities will be published at the beginning of every month. The "Calendar of Cultural Activities" will be published on the internet through the homepage of the Department of Languages and Literatures: www.sandiego.edu/cas/languages/spanish/resources/activities_and_events/.
- You may also seek out other relevant events on your own and ask your professor for his or her prior approval of them as cultural activities.
- You must do two different types of activities; for example, you may not go to the cinema twice. A primary aim of this component is to broaden your cultural experiences.
- The due dates for the cultural activities appear on the preceding calendar of class activities and assignments.