**COURSE SYLLABUS FOR FALL 2017**

Course name: Spanish 1A, Elementary Spanish (4 units)

* SPAN 1 A-02: TTh: 10:30 AM-11:20 AM (Eureka 103), MW: 11:00 AM-11:50 AM (Alpine 227)
* SPAN 1A-03: MTWTh: 12:00 PM- 12:50 (Mariposa 2032)
* Instructor’s Name: Prof. Euisuk Kim
* Email: euisuk.kim@csus.edu
* Office: Mariposa 2033
* Office hours: MTWTh 2:00 -3:00 p.m.

TEXT BOOK AND MATERIAL:

*Con Brío*, 4th ed., by Maria C. Lucas and Laila M. Dawson (2017); also, handouts provided by professor. The required material must be brought to each class session (handouts and textbook). Failure to bring the required material to class may result in receiving an F in the course.

CATALOG DESCRIPTION:

Beginning Spanish language with primary emphasis on the development of audio-lingual skills. Attention will also be given to the inter relatedness of language and civilization and culture. Additional attention will be given to the development of reading and writing. Students will be expected to spend several hours per week in the language laboratory. Not recommended for students with any previous study of Spanish.

STUDENT LEARNING OBJECTIVES/OUTCOMES:

At the conclusion of Spanish 1A, students can reasonably expect to

A. demonstrate that they are able to engage in conversations (express, describe and discuss), provide and obtain information in culturally appropriate ways in the following areas:

\***You and the other students**: Greetings, introductions and saying goodbye; nationality and stating where you and others are from; descriptions of people; cognates; numbers 0-59; ex-changing phone numbers, e-mail addresses and birthdays; telling time, days of the week and dates.

**\*Campus life:** classes and schedules; telling time of events; location of places on campus; the classroom; colors; expressing to whom things belong; states of being and emotions; Spanish and Hispanic culture; professions; talking about going places; asking and answering questions.

\***Family, friends and habitual activities**: family and friends; possessions; age; habitual activities in the present; telling a friend what to do; descriptions of people (continue), places and things; marital status; family traditions, values, and trends in the Hispanic world.

**\*Activities in your free time and future activities:** likes and dislikes, pastimes, and other activities in the present; opinions, doubts and obligations; telling a friend what to do (continue); weather and seasons; talking about who and what you know; future activities leisure activities in the Hispanic world.

B. demonstrate that they are able to understand and interpret written language on a variety of topics.

C. demonstrate that they are able to understand the culture where Spanish is spoken through comparisons of the culture studied and their own. They are able to perform internet searches in the language and explore the perspectives, products, and practices of the culture.

D. demonstrate that they are able to understand the nature of Spanish through comparisons of the language studied and their own.

E. demonstrate that they are able to understand and respond to simple statements and questions and participate in informal conversation within the cultural context.

Method of Instruction: This course is conducted entirely in Spanish using the following elements and techniques:

•An interactive, communicative approach. Dynamic presentations of practical, high

-frequency vocabulary will provide comprehensible oral and written input, both components help students create meaning through both acquired and learned knowledge.

•Abundant opportunities for student-teacher interaction.

•Daily meaningful communicative practice (group/pair activities)

•The use of pictures, cards, music and videos.

•The use of games to review grammar, vocabulary, verb conjugations, etc. as a tool for communication.

•Stories and small readings.

•The study of the Spanish speaking countries’ culture as an integral part of language learning.

•The use of ¡*Con Brío*! student companion site.

IMPORTANT COURSE INFORMATION

1. **Attendance**

\*Attendance will be taken at the beginning of each class meeting. As students are expected to repeatedly interact in Spanish with both students and instructor, attendance is highly recommended and is considered very important for your success. Students who don’t attend the class meetings are responsible for learning the material covered in class on their own. It is highly recommended that you write down at least two classmates’ telephone numbers/emails in case there is an emergency and you need to miss class.

\*Students will be allowed to have **four excused or unexcused absences per semester** for any reason without their grade being affected. Use these four allowed absences wisely! More than four absences will affect both the attendance grade and the participation grade (if you are not in class, you are unable to participate).

***Attendance affects course grade as follows:***

1-4 absences, ¡Bravo!, no penalty for absences, although participation points are not earned on days absent;

5-6 absences LOWER COURSE GRADE one-half grade;

7-8 absences lower course grade a whole grade;

9-10 absences lower course grade 2 grades;

11 or more absences equal an automatic F in the class.

**Two late arrivals equal one absence.** If you do arrive late please be sure to let me know at the end of class so I can change the absence to a tardy. It is the student’s responsibility to inform me of the tardy; if you do not talk to me on the day of the late arrival it will be counted as an absence. If a student is more than twenty minutes late, it will count as an absence. If you are unable to prepare for class and attend regularly, please reconsider whether or not you should take this class.

\*Arriving late to class or leaving early disrupts the class and negatively impacts both the student and his/her classmates. Please, be on time!

**2. Participation**

a. Online

It is imperative that students read the grammar pages before coming to class and also do the assigned exercises after class.

b. In class

* Participation is a vital part of your language-learning experience.
* All students are expected to be actively involved during the entire class session. (If you are not in class, you’ll miss the participation points for that day).
* There cannot be make-up for class participation.
* In order to receive full participation points, students must arrive on time and attend full class period without leaving during class and have brought to class the required material and, pay attention and participate actively in class engaging in assigned conversational activities with other students. Please, remember that class time is to be used primarily for oral communication practice. If you feel you need more practice in grammar, please arrange for grammar help from your instructor or a tutor outside of class time.

3. Homework

* Homework is how you practice what we learn in class.
* **All the online homework should be finished by 11 p.m. before the day of chapter quiz.**
* After deadline homework exercises will not be accepted.

4. Testing

*a.* Exams

\* There will be **four chapter exams** (Chapter 1 through Chapter 4) in this class to be completed in 50 minutes.

\* Each exam will consist of the following parts: Listening comprehension, grammar, vocabulary, and reading comprehension. The auditory/listening portion of the exam is given to students three times at the beginning of the exam. If students arrive late and miss this part of the exam, students will forfeit those points. Spelling errors and incorrect use of accent marks will be worth ½ point. \* Exams will be mainly based on the material covered in class from ¡*Con Brío!*

\* However, any additional information (handouts, extra activities...) provided by the instructor in class will also be considered test material. The dates of all exams are marked in the tentative class schedule page.

b. Make-ups

\* All exams are announced in the syllabus, and will be held in the room and class period in which class is held.

\*Students will receive zero points for all exams not done.

\* Students are expected to take all tests on the day scheduled in the syllabus and with the rest of the class. There are no make-up exams unless there is a TRUE emergency or compelling reasons. Students will be asked to provide official documentation in order to qualify for make-up rights.

\*Make-up exams are given during instructor’s office hours within one week of the original exam date. After a week of the absence NO excuse notes will be accepted.

\*Any failure to follow these requirements will result in loss of make-up rights.

5. Oral proficiency exam

\*Students will receive a handout with several conversations that include all the topics that will be covered in this course. Students – in pairs– will be responsible for preparing one conversation.

\* The oral proficiency exam is scheduled on December 8 and 9.

\* Students will choose a conversation, and will be graded on the performance of such conversation.

\*Both students must interact equally in order to receive a grade; students who provide a minimum number of utterances will receive an F.

\*The Oral Proficiency Exam will be recorded. More details about this oral proficiency exam will be recorded. More details about this oral proficiency exam will be given in class.

6. Grading policy

Chapter exams (4 x15%) 60%

Oral proficiency exam 15%

Homework 15%

Attendance and Participation 10%

GRADING SCALE:

100-93= 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 or less=F.

CLASSROOM EXPECTATIONS AND ETIQUETTE:

•Each student must have his/her own textbook.

•Bring materials to class daily (Textbook and handouts)

•No eating in the classroom; you need your mouth to speak Spanish during class!

•The use of cell phones, i-Pods, and other electronic devices is NOT permitted in class. Please put all cell phones and other electronic devices on silent mode when you enter the classroom (unless you have the instructor’s permission for special use in class). Vibrate should also be off, a vibrating phone is just as distracting as a loud phone.

\*If I see that you are using your phone in class, the first time you will receive a warning. After the first warning, I will ask you to leave the classroom and mark you absent whenever I see you are using one of these devices in class.

\* As an act of courtesy, if you wish to use your phone during class time, you must leave the room; and, if you wish to leave your cell phone on because of an ongoing emergency situation that you may need to respond to, please speak to me at the start of the class to let me know. Otherwise, I will enforce the stated policy throughout the semester.

•Be polite and respectful to the instructor and other students.

You are not the only student in the room and while each person’s question is important please understand that the class must move along and I may ask to have some questions put off until office hours or after class. Inappropriate or disruptive behavior will not be tolerated. Such behavior will be reported to the Student Affairs’ Office

SPECIAL NEEDS:

\*Services to Students with Disabilities (SSWD) offers a wide range of support services and accommodations to students based on appropriate documentation, nature of disability, and academic need in order to ensure equal access and opportunity to pursue their educational goals. \*In order to initiate services, students must submit medical or professional documentation prior to meeting with a counselor for a needs assessment and accommodation plan. Please see details in the SSWD webpage at http://www.csus.edu/sswd

\*If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations.

IMPORTANT!

\*All course assignments – except the oral proficiency exam – must be done individually.

\*Anyone copying from others, allowing others to copy, or using information fraudulently obtained will receive an F in this course, and will be reported to the Student Affairs’ Office.

\*If you feel that you are reaching a level of desperation where you would consider cheating as an option, please seek help before you resort to cheating. It is my job as the instructor to provide you with clear expectations, instruction, and support so that you do not get to the point where cheating is a viable option. I am not here to catch cheaters, I am here to prevent you from feeling that cheating is an option.

HORARIO TENTATIVO

Día En clase

**Agosto**

Lunes 28 Introducción del curso

Martes 29 Spanish Speaking countries, Cognates & Classroom Commands

Miércoles 30 Alphabet & Pronunciation

Jueves 31 Greetings, Introductions and saying good-bye (pág. 2-6)

**Septiembre**

Lunes 4 Labor Day

Martes 5 Verb ser (pág. 7-8)

Miércoles 6 Gender and number

Jueves 6 Nationality (pág. 9-10)

Lunes 11 Gender and number of adjectives (pág. 11-13)

Martes 12 Counting to 59 (pág. 14-15)

Miércoles13 La clase (pág. 16-17)

Jueves14 Telling time (pág. 18-19)

Lunes 18 Telling time (continuación)

Martes 19 Days of the week and dates (pág. 20-24)

Miércoles 20 Days of the week and dates (continuación)

Jueves 21 **Repaso (Online homework due by 11 p.m.)**

**Lunes 25 Examen #1**

Martes 26 El campus universitario (pág. 34-38)

Miércoles 27 Definite and indefinite articles (pág. 39-40)

Jueves 28 Estar + location (pág. 41-43)

**Octubre**

Lunes 2 Estar + location (continuación)

Martes 3 En clase (pág. 46-47)

Miércoles 4 Colores & Ser de (pág. 48-50)

Jueves 5 Estar + condition (pág. 51-53)

Lunes 9 Las profesiones y el trabajo (pág. 56-57)

Martes 10 Ir + a + destination (pág. 58-60)

Miércoles 11 Interrogative words (pág. 61-63)

Jueves 12 **Repaso (Online homework due by 11 p.m.)**

**Lunes 16 Examen #2**

Martes 17 La familia (pág. 72-76)

Miércoles 18 Possessive adjectives (pág. 77-79)

Jueves 19 Possesive adjectives (continuation)

Lunes 23 The present tense of –ar (pág. 80-83)

Martes 24 The present tense of –ar (continuation)

Miércoles 25 Los mejores amigos (pág. 86-88)

Jueves 26 Ser + descriptive adjectives (pág. 89-91)

Lunes 30 Las relaciones humanas (pág. 94-96)

Martes 31 Ser vs Estar (pág. 97-99)

**Noviembre**

Miércoles 2 Ser vs Estar (continuación)

Jueves 3 Repaso (Online homework due by 11 p.m.)

**Lunes 6 Examen #3**

Martes 7 Actividades al aire libre (pág. 108-111)

Miércoles 8 Gustar (pág. 112-114)

Jueves 9 The present tense of –er and –ir (pág. 115-117)

Lunes 13 Diversiones con la familia y amigos (pág. 120-122)

Martes 14 Verbs with and irregular yo form (pág. 123-125)

Miércoles 15 Verbs with and irregular yo form (continuation)

Jueves 16 El clima y las estaciones (pág. 128-130)

Lunes 20 El clima y las estaciones (continuación)

Martes 21 Saber vs Conocer (pág. 131-133)

Miércoles 22 Repaso

Jueves 23 Thanks Giving

Lunes 27 Saber vs Conocer

Martes 28 Ir + a + Infinitive (pág. 134-137)

Miércoles 29 Ir + a + Infinitive (continuación)

Jueves 30 Repaso (Online homework due by 11 p.m.)

Diciembre

Lunes 4 Preparación examen oral

Martes 5 Examen Oral

Miércoles 6 Examen Oral

Jueves 7 Repaso para el examen # 4