COURSE SYLLABUS

Spanish 1A, Elementary Spanish, 4 units

Prof. Judy L. Getty

Fall 2008

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<thead>
<tr>
<th>Section 2</th>
<th>(84215)</th>
<th>Office: Mariposa Hall 2025</th>
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<tbody>
<tr>
<td>M T W Th</td>
<td>4 – 4:50</td>
<td>Phone: 278-5791</td>
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<tr>
<td>MRP 2032</td>
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<tr>
<th>Section 5</th>
<th>(84225)</th>
<th>Office Hours: M Tu W 2-2:50 &amp; by appointment</th>
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<tbody>
<tr>
<td>M T W Th</td>
<td>3 – 3:50</td>
<td>E-mail: <a href="mailto:jgetty@csus.edu">jgetty@csus.edu</a></td>
</tr>
<tr>
<td>MRP 1002</td>
<td></td>
<td>Webpage: <a href="http://www.csus.edu/indiv/g/gettyj">http://www.csus.edu/indiv/g/gettyj</a></td>
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Catalog Description:
Beginning Spanish language with primary emphasis on the development of audio-lingual skills. Attention will also be given to the interrelatedness 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. 4 units.

Course Description:
The class will be conducted in Spanish. There will be daily interaction in Spanish (conversation, questions, exercises, games, etc.) which has as its primary purpose the acquisition of communicative skills in the language. The goal of this course is to facilitate communication in Spanish – communication that is spoken and written.

Textbook & Supplements:
- The online (Quia) version of *Dos mundos, Cuaderno de actividades*, McGraw-Hill, 6th edition.
- It is recommended that students have a Spanish-English dictionary as well as a Spanish verb finder book such as *501 Spanish Verbs*
Method of Instruction:
This course is conducted entirely in Spanish using the following elements and techniques:

- Lecture/presentation
- Discussion
- Assigned readings and exercises
- Visual media
- Small group activities
- Oral presentations by students.

Student Learning Objectives/Outcomes:

- Students demonstrate that they are able to communicate primarily with formulaic speech to list, enumerate, identify, express courtesies, agreement, and disagreement focusing primarily on the present tense and the proximate future within the cultural context.
- Students demonstrate that they are able to begin to create and respond using the language in culturally appropriate ways.
- Students demonstrate that they are able to think critically by manipulating the basic structures of the language to develop meaning in listening, speaking, reading and writing within the cultural context.
- Students demonstrate a better understanding of the culture of the language they are studying through the cultural context of the language that forms the basis of their study, internet searches in the language and exploration of the perspectives, products, and practices of the culture.

At the conclusion of Spanish 1A, students will be able to do the following in a cultural context based on the National Standards in Foreign Language (Communication, Cultures, Connections, Comparisons, Communities), developing skills in listening, speaking, reading, and writing with progress markers according to the Language Learning Continuum – Stage 1.

- Demonstrate use of basic formulaic vocabulary and continue development of vocabulary recall needed to express themselves at Stage 1 such as greetings, appropriate use of adjectives of color, clothing items, tell dates and time, descriptions about themselves and their friends and families, classroom objects, parts of the body, world languages and nationalities, personal data, preferences, school subjects, weather, sports and games, leisure time activities, plans for the future, locations, places in the university and the city, daily routine and activities, holidays and celebrations, and physical and mental states.
- Demonstrate use of the Spanish alphabet and number system (0-1000).
- Demonstrate that they can name and describe people and things using the
verbs *ser* and *estar*.

- Respond to basic instructions and commands in Spanish.
- Demonstrate basic understanding and correct use of the number and gender system with nouns and adjectives and their placement.
- Demonstrate use of the informal and polite ways of addressing people.
- Demonstrate use of the possessive and demonstrative adjectives.
- Demonstrate understanding and the use of the system of negation.
- Express existence with *hay*.
- Demonstrate understanding and use of expressions with *tener*.
- Talk about habitual actions in the present tense of the three conjugations (regular and irregular verbs), express future plans using *ir a* + infinitive, express preferences using *querer* and *preferir*.
- Demonstrate understanding and use of key irregular verbs such as *hacer*, *jugar*, and *salir*.
- Use stem-changing verbs like *pensar* and *dormir*.
- Describe daily routine using reflexive verbs.
- Express likes and dislikes.
- Ask basic questions using interrogative words.
- Identify some of the salient features of the culture(s) of the Spanish-speaking world and understand some of the major differences. Emphasis will be placed on the following information: ways of greeting people; location of all Spanish-speaking countries; well-known Spanish-speaking people; popular sports in various countries; eating and living habits; and some holidays and festivals.

**Exams:**
There will be an exam on every chapter. Exams will include listening comprehension, vocabulary, reading, writing, and grammar within context. Only one exam may be made up during the semester due to absence on the day of the exam, and there is a five point penalty for makeup exams (unless there is documented proof of emergency). In addition, there will be some quizzes that may be announced or unannounced. *Quizzes may not be made up.*

**Grading Scale:**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>73-77%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D</td>
<td>68-69%</td>
</tr>
<tr>
<td>D-</td>
<td>63-67%</td>
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<tr>
<td>D</td>
<td>60-62%</td>
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<tr>
<td>F</td>
<td>59% or less</td>
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Homework:
There will be daily homework assignments. NO LATE ASSIGNMENTS will be accepted unless a student is absent on the day as assignment was due. If a student is absent, he or she may turn in the assignment due for the day he was absent on the day he returns to class. Students must have the phone numbers or e mails of at least three other students in class so that they can call another student to find out the assignment and have it prepared for the next day when they return to class. This is essential to be prepared for class on the day you return. It is the student’s responsibility to find out about any material missed during absence.

Cultural Events:
One of the requirements of this class is to attend at least one Hispanic cultural event during the semester and write a one-page, typed paper about it. This may be a Spanish movie, play, concert, Mexican Independence Day celebration, etc. The purpose of this is to give you some exposure to Hispanic culture and to give you the opportunity to hear Spanish in natural contexts. Extra credit will be given if you attend more than one cultural event. When you attend an event, you should tell us about it in class and write a one-page typed report about it. See the Guidelines for Cultural Events on SacCT as well as the course calendar listed on the last page of this syllabus for due dates. If you want to receive the maximum extra credit, you will need to attend (and write about) one event per month (always due on the last calendar day of the month that we have class).

Method of Evaluation:
Exams & Quizzes 70%
Homework & Written Work 15%
*Participation & Class Activities 15%

Attendance & Grades:
Since language acquisition involves daily communication practice, daily attendance and preparation are extremely important and will be averaged into the final grade. Excessive absences will not only affect the quality of language acquisition, but will also affect the final grade earned. For an “A” grade, students must have no more than four absences.

Attendance Affects Course Grade As Follows:
1-4 absences, ¡Bravo!, no penalty, although some participation points are lost;
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;
11-12 absences lower course grade 3 grades;
13 or more absences equal an automatic F in the class.
Two late arrivals (or leaving early) equal one absence. If you arrive more than 20 minutes late, it will be counted as an absence. If you are unable to prepare for class and attend regularly, please reconsider whether or not you should take this class.

*Participation:*

Students have the opportunity to receive 10 participation points each day (occasionally more when there are special activities). In order to receive full participation points, you must complete the following:

1. Attend class
2. Be on time and do not leave early
3. Be prepared for class – this means having studied the assigned material and having prepared the assigned activities
4. Be actively involved during class – this means engaging in assigned conversational activities with other students

**Conduct:**

- Basic rules of appropriate conduct must be observed in class at all times. Anyone using inappropriate language or showing any type of rude behavior will be asked to leave. This includes treating others with disrespect, not being willing to work with a partner/group, chatting, wandering in and out of class, using a cell phone or laptop, etc.
- Always silence your cell phone before coming to class. Do not have the phone out during class.
- Do not use a laptop, iPod or other electronic device in class (unless you have my permission for special use in class).
- No food is allowed in class.
- Please arrive to class on time and do not leave early.
- Academic dishonesty (copying or turning in another student’s work, having someone else do your work, plagiarism, etc.) will result in an “F” on the assignment and may also result in a course grade of “F”.

**Special Needs:** If you need any special accommodations for this class or have a documented disability, please be sure to let me know.
**Important Dates:** There may be changes made to this schedule. Please listen for any changes that will be announced in class.

<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
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| jueves, 25 de septiembre | Examen sobre Pasos A, B, C  
Online workbook for Pasos A, B, C due before class starts |
| martes, 30 de septiembre | Cultural Activity Report for September due  
(Only 1 cultural event required during the semester, you may attend and write up to two additional cultural activity reports for extra credit, provided they are turned in by the due date indicated on this calendar) |
| martes, 14 de octubre | Examen sobre Capítulo 1  
Online workbook for Chapter 1 due before class starts |
| jueves, 30 de octubre | Cultural Activity Report for October due  
(Optional extra credit) |
| lunes, 3 de noviembre | Examen sobre Capítulo 2  
Online workbook for Chapter 2 due before class starts |
| jueves, 20 de noviembre | Examen sobre Capítulo 3  
Online workbook for Chapter 3 due before class starts |
| martes, 26 de noviembre | Last day to turn in Cultural Activity Reports |
| **Examen Final:**     |                                                                                   |
| Section 02          | lunes, 15 de diciembre  
3 – 5 p.m.  
MRP 2032 |
| Section 05          | miércoles, 17 de diciembre  
3 – 5 p.m.  
MRP 1002 |

**ATTENTION:** There is a free tutorial service available to students of foreign languages. A list of tutors and available times will be posted in the office of the Department of Foreign Languages in Mariposa 2051 and on the Foreign Language web page (http://www.csus.edu/fl) by the second week of the semester; it is the responsibility of the student to seek any extra assistance that is needed for success in this class.

¡Bienvenidos todos!