

SPAN 1001: Beginning Spanish Language & Hispanic Cultures



Valdosta State University
Faculty of Arts & Sciences
Department of Modern and Classical Languages

Course Information

Course Name:	Beginning Spanish Language & Hispanic Cultures I
Course Number:	Spanish 1001
Credits:	3

Course Description

Emphasis on the development of proficiency and communicative competence at the novice level in the basic skills: speaking, listening, reading and writing, as defined by the American Council on the Teaching of Foreign Languages Guidelines, Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions, SPAN 1001 is not open for credit to students with two or more years of high school Spanish or equivalent.

Required Materials

1. **Plazas: Lugar de Encuentros** 5th Edition, Authors: Robert Hershberger, Susan Navey-Davis, Guiomar Borrás A, Cengage Learning, 2011, ISBN: 9781337056779 (Cap. Preliminar – 3)

- a. Bundle Contains:
- i. Access Code to iLrn Heinle Learning Center for Plazas for 24 months
 - ii. Loose-leaf print edition of textbook
 - iii. Spanish to English Dictionary
 - iv. Five (free) hours of Cengage personal tutoring

NOTE: A print copy of the textbook is not sufficient. Electronic access to the e-book and the corresponding workbook and lab manual is required to complete the assignments. If you prefer, you may purchase only the electronic access to the material (does not include a loose-leaf print copy of the textbook) directly from the publisher by following the iLrn instructions.

2. **Equipment:** Students are required to have access to a headset with a built-in microphone to complete voice recordings, oral assessments, and many of the iLrn assignments. If you plan to purchase a headset, it is best to purchase one that has a USB connection. This typically eliminates many of the technical issues that students encounter when completing the voice recordings.

3. **Internet Access:** High speed Internet access is needed to access the audio and video files. It is important to locate an alternative location where you can access the Internet in the event that you

encounter problems with your regular Internet connection. Possible locations may be a library, fast food restaurant, friend's house, etc. Late assignments and assessments will not be accepted due to connectivity issues.

Heinle Learning Center: <http://hlc.quia.com/books>

Objectives

Language study is part of the general education curriculum and should therefore be viewed as a part of what makes you an educated person. Our approach to language teaching and learning (discussed below) offers you a unique opportunity to become a proficient speaker of Spanish. After successful completion of fourth-semester Spanish (SPAN 2002) you will be able to understand spoken and written Spanish and be able to express yourself both verbally and in writing. Whether you realize it or not, this skill will be very valuable to you in the future regardless of the profession that you choose. We will also focus on developing cultural awareness and understanding through the examination of our own beliefs and practices juxtaposed with the great variety of beliefs and practices of the many unique communities that share Spanish as a common language. I hope that this experience will prepare you to be educated citizens and more effective members of the global community in which we all live.

Communicative proficiency. *Plazas* is NOT a grammar-driven approach to language learning although grammar is an integral part of the program. Rather, it weaves together content language learning and interactive tasks in which information is exchanged. You will develop communicative proficiency in all four skills (speaking, listening, reading and writing).

Use of Spanish in the course. We will conduct classes in Spanish. You will be expected to use only Spanish in the class, to the extent possible. If you don't speak Spanish in this class, where else will you get the chance to practice what you are learning?

Daily preparation and study. You are ultimately responsible for what you do and do not do. There are weekly assignments and you will benefit most from this experience if you keep up with these. I will be available for virtual and on-campus office hours by appointment and check e-mail daily. Emails sent to me after 9 pm will not get a reply until the following day. I will not be available on weekends, so please do not leave your homework to the last minute. I am always willing to help you if you have a question!

Course Assessment and Grade Distribution

Mark Breakdown

Attendance and Participation	10%	A= 90-100
Quizzes	15%	B= 80-89
Chapter Exams/Oral presentation	45%	C= 70-79
Homework (iLrn/Tarea Escrita)	15%	D=60-69
Final Exam	15%	F= 0-59

Grades are accessible at any time on Blazeview. There will not be a mid-term exam. The mid-term/ in-progress grade will be your cumulative average at that point in the semester.

The student's final grade will be a composite of the following:

Attendance and Class Participation

You will receive a grade four times in the semester for Attendance and Participation (indicated by P1, P2, P3, P4 in BlazeVIEW). Students are expected to arrive on time and remain for the duration of the class period, maintain a positive attitude in class and contribute to the development of an environment that is conducive to learning. **Remember: You must be present in order to participate.**

If you arrive after the attendance has been taken, it is your responsibility to see me after class to assure that you were counted as present or late on that day. You may lose points for arriving late or leaving early. You may also lose points for not participating in speaking activities.

University Attendance Policy from the VSU catalogue:

“The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. . . . It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course.”

Homework (iLrn and Tarea escrita)

Most homework will consist of online exercises on the **iLrn Heinle Learning Center**. *iLrn* keeps its own grade book and is set to allow you five (5) attempts at each activity. You will need set up an *iLrn* account, Detailed instructions*, including the Course Code, are on a later page. **All students must use their VSU e-mail to register.** It is the student's responsibility to check this website regularly and complete the assigned activities so due dates posted are not missed. Use the “View by Date” tab on *iLrn* to find the weekly homework assignments associated with your textbook this is better than the “View by Chapter” tab since late submissions are not accepted without special permission from the instructor. New assignments are posted after each class meeting and are due before the next class meeting. (*iLrn Class code and instructions available soon! Please check again.)

A smaller category of homework will consist of written assignments (i.e., *tarea escrita*) that will be given out in class and checked or collected in a later class. Some examples may include practice of vocabulary, verb forms, and brief compositions.

Quizzes and Exams

As we begin each chapter we will concentrate on new vocabulary. Quizzes are announced and should take approximately 15 minutes at the beginning of a class period, then we will continue with class. We will have a short written quiz involving matching of words, labeling of pictures, or a combination of the two. From time to time we might have a dictation, or other reading or writing exercises which will count in this category.

There will be four exams, one for each of the chapters covered during the semester. They will test the various language skills as well as elements of vocabulary and grammar to which the student has been introduced. All students are expected to be present and on time for quizzes and tests. All tests must be returned to the instructor after we review them.

- Once a quiz or test begins, you will NOT be allowed to leave the room.

- All cell phones and electronic devices must be turned off and stored out of sight during a test or quiz.
- *You may make up a missed quiz or test only in the event of an excused absence, such as participation in a university-sponsored event [official absence notification required], your own illness, an accident resulting in bodily injury, or a death in the immediate family. Tests can only be made up by the end of the week in which you first return to class.*
- *In the case of excused absences, quizzes and tests may be made up only if you inform the teacher prior to being absent. You may inform me via e-mail if it is a last minute occurrence. No make-ups will be given for unexcused absences.*

Oral Presentation

Near the end of the semester each person will introduce themselves and tell the class about their activities, classes, and families in a presentation. See the instructions and rubric on Blazeview.

Final Exam

The Final Exam will be cumulative and must be taken on the assigned exam date and time, unless special circumstances are approved by the Dean. A study guide will be provided.

Bonus Points for Duolingo

You can receive bonus points on the Final Exam based on working with the online language learning site Duolingo. Sign up at [duolingo.com](https://www.duolingo.com) for a free account and work your way up the levels. At the **Final Exam**, turn in a printout or screenshot of your “Spanish Skill Tree” (including your photo) for bonus points based on your achieved level in Duolingo, up to level 5, of one point per level. Enjoy!

Course Policies

Take charge of your learning. The instructor and text are resources and guides. YOU are the person responsible for your learning, managing your time, and maintaining a serious course of study for acquiring Spanish. Read, learn, and do skill acquisition activities online at home so that class time is used for practice and answering questions.

Class Courtesy: This is a college course. As such, you are expected to be an adult and to observe appropriate classroom courtesy. Here are some general rules to help everyone get along in a kind and peaceful manner:

- Pay attention to whomever is speaking, whether it is the instructor, a guest lecturer, or a classmate giving a response to questions or class discussion;
- Arrive on time, leave when dismissed; if you need to arrive late or leave early, do so as unobtrusively as possible, and make sure to give the reason for it to the instructor ahead of time (if at all possible) or after class;
- All cell phones, tablets, and other personal electronic devices must be in silent mode and put away during class time. Exceptions can be made in the case of emergency personnel (i.e. police officers, emergency medical technicians, doctors) or in the case of impending emergency situations (i.e. expecting a birth) provided that you speak with me ahead of time. The same policy also applies to other reading materials not related to the class itself.
- You are expected to bring your textbook (or the current chapter from it) along with note paper to class every day. If you do not come prepared in this manner, you will risk being unable to participate (i.e., participation points).

Note that any student violating any of these rules of courtesy **will lose points as described in the attendance policy**. Repeated violation of the rules of courtesy may result in further disciplinary action being taken.

Statements, Standards and Goals

Student Responsibility: It is the student's responsibility to know the administrative procedures established by the University that will be observed in this class. This is especially important regarding dropping or withdrawing from courses of instruction. Students must adhere to deadlines for drops and withdrawals in order to avoid academic and financial penalties.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Student Success Center (SSC): The Student Success Center (SSC) provides free peer tutoring in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers time management and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall. Help is available to all VSU students, including a specially designated tutor for graduate students. Call 333-7570 to make an appointment.

Academic Integrity: Please review the Valdosta State University statement on Academic Integrity: <http://www.valdosta.edu/academics/academic-affairs/academic-honesty-policies-and-procedures.php>.

The statements and policies published in all sections of this site will be observed and enforced in this class.

SOI: At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses three days after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs. Complete information about the SOIs, including how to access the

survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/sois/welcome.php>

Standards:

Learning Goal for the VSU General Education Core: **Area C: Students will analyze, evaluate, and interpret diverse forms of human communication.** Learning Goals may be accessed at: <http://www.valdosta.edu/academics/academic-affairs/vsu-core-curriculum.php>

In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

The Program outcomes for the Spanish program can be found at the following site: <http://www.valdosta.edu/colleges/arts-sciences/modern-classical-languages/documents/advising/catalog-ba-spanish.pdf>

Course Goals:

Upon completion of SPAN 1001 the student will demonstrate proficiency in the four language skills (listening, reading, writing and speaking) at the **novice mid** level of proficiency as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL) and an awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

ACTFL Proficiency Guidelines

Student proficiency (performance in the language) is measured according to the scale provided by the American Council on the Teaching of Foreign Languages.

• Speaking: Novice / Novice Mid:

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Speakers at the Novice Mid sublevel 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. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

• Writing: Novice / Novice Mid:

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

Writers at the Novice Mid sublevel can 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. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

• *Listening: Novice / Novice Mid:*

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning. Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

• *Reading: Novice / Novice Mid:*

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning. Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

Outcomes:

At the end of instruction in SPAN 1001 the learner will be able to do the following in Spanish as defined by the “Can Do” outcomes of the American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL) for Novice Mid proficiency:

- greet and leave people in a polite way.
- introduce myself and others.
- answer a variety of simple questions.

- make some simple statements in a conversation.
- ask some simple questions.
- communicate basic information about myself and people I know.
- present information about myself and others using words and phrases.
- express my likes and dislikes using words, phrases, and memorized expressions.
- present information about familiar items in my immediate environment.
- talk about my daily activities using words, phrases, and memorized expressions.
- present simple information about something I learned using words, phrases, and memorized expressions.
- fill out a simple form with some basic personal information.
- write about myself using learned phrases and memorized expressions.
- list my daily activities and write lists that help me in my day-to-day life.
- write notes about something I have learned using lists, phrases, and memorized expressions.
- understand a few courtesy phrases.
- recognize and sometimes understand basic information in words and phrases that I have memorized.
- recognize and sometimes understand words and phrases that I have learned for specific purposes.
- recognize words, phrases, and characters with the help of visuals.
recognize words, phrases, and characters when I associate them with things I already know.

Useful links

Blazeview:

<http://blazeview.valdosta.edu/webct/entryPageIns.dowebct>
<http://blazeview.valdosta.edu/webct/entryPageIns.dowebct>

Heinle Learning Center: <http://hlc.quia.com/books>

- www.studyspanish.com
- <http://www.italki.com/learn-spanish/en-us> Has a language speaking exchange wherein you find an international partner wanting to learn English and practice speaking to each other alternately in both languages. Also has a pen pal option. Some services are paid, but most are free. Lots of videos.
- http://www.openculture.com/free_spanish_lessons Resource site. Some really good stuff here.
- <http://www.colby.edu/~bknelson/SLC/index.php> Excellent Spanish grammar exercises
- <http://www.conjuguemos.com/home/index.html> Excellent verb conjugating site