Elementary Spanish I:  Spring, 2016
SPA 131.005
Department of  Cultures, Languages, and Communication

Professor:  Escamilla
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Office:  LAN 232
Office Hours:  MW 10 - 11 and 4 - 5 // F 10 - 12 // TTh  9 - 10:50
Class hours and room:  F380  9:00 - 9:50

Text and ancillary materials
1.  Vistas textbook
2.  Access code for Student Activity Manual (SAM) and videos on Vistas website
3.  Guide sheets / work sheets distributed in class
4.  DVDs of the Fotonovela and Panorama Cultural video series are also available in the Language Resource Center (LRC)

Course Goals / Objectives:  This course begins with an overview of letter-to-sound correspondence in Spanish, and then procedes to help the student achieve an elementary level of communicative proficiency in Spanish in present time.  To this end emphasis is placed on (1) mastery of commonly used verbs, regular and irregular, in present tense; (2) basic syntactic and morphological properties of nouns, articles, adjectives, prepositions, and subject pronouns; (3) essential lexicon needed for greetings, school life, counting, hours of the day, question formation, weather, seasons, clothing, family relations, and (4) object pronoun forms and functions.

Course Guidelines:  These will be centered on oral interaction of a question-answer format.  Grammar explanations will be held to a minimum.  The focus will be on practicing grammatical through real communication.  For my teaching to result in your learning you must prepare and review the pertinent grammar discussions and written tasks from one class meeting to the next.  Throughout the semester you will be required to view two different educational videos in Spanish – “Fotonovela” and ”Panorama Cultural” -- so as to bolster your auditory comprehension of the language in a contextual setting.  It is to be noted that listening comprehension skills will be tested on each of the three major exams as well as on the quizzes.

In addition, there is the ever present challenge of vocabulary development.  Try to master vocabulary by relating words to some meaningful context.  The course’s thematic organization of vocabulary as well as the related classroom activities should help this contextual approach to learning.  Do not nullify the effort by resorting to translation.  Since a translation approach will retard your progress in achieving communicative competence in Spanish, avoid translation as much as possible.
The scope and sequence of material for this course will correspond largely to the topics from Lesson One through Lesson Six in the Vistas textbook. Some adjustments will be made, largely in terms of the sequence of grammatical topics, when it is deemed that the alterations will serve to improve instruction. More detailed information is to be found later in this syllabus.

Class conduct: At my discretion, sleeping, eating, chewing gum in class, yawning aloud, habitually leaving the classroom while class is in progress, failing to shut off cell phones, or engaging in any other activity deemed by me to be disruptive will earn the student a zero on all items credited with a grade for that day. Cell phones and any other electronic devices are to be off the desk and out of sight during the entire class period unless prior arrangements have been made with me to the contrary. Any concern with any of these policies can be brought to my attention, but only in my office and preferably during office hours.

Attendance: Do not create illusions for yourself. You will not enjoy this course if you are not physically and mentally in attendance at virtually all class sessions. Your first four absences will be automatically excused. From then on none will be excused unless I judge the absence to be of a most exceptional nature, and there is documentation available as to the excused nature of the previous absences. A student with an unexcused absence will receive a zero for a quiz given on that day. If the absence is excused and there is a quiz on that day, the next quiz will count twice so as to compensate for the missed quiz. In the case of two consecutive quiz absences, the replacement grade for the first one will come from the quiz immediately before it, and for the second one from the quiz immediately after it. Whatever the nature of the absence, it is the charge of the student to inquire about the activities and assignments for that day. Students who leave class definitively before I have dismissed the class will earn zeros for any work credited for that day. If some special circumstance warrants that you leave class early on any given day, let me know of this well ahead of time so that I may consider its validity as an excused early exit.

Preparation for class: Since this class meets only three times a week, you must have the discipline to study an adequate amount of time outside of class every day, including weekends. Classroom attendance needs to be enhanced with at least 50 minutes of study time per day outside of class. Studying implies reviewing class notes, preparing homework assignments promptly, using the guide sheets, and participating in classroom activities. Studying also includes taking notes on the “Fotonovela” video episodes as you view them per the calendar schedule provided. Effective studying might also be accomplished by the use of flash cards, tutoring services at the AARC, consulting with the professor during office hours, and reviewing corrected homework assignments.

The Language Resource Center (LRC): Located in the Ferguson Bldg (G77), the LRC has an arsenal of computers ready to be used by language students for language learning activities. Helpful internet sites to utilize here would be the Vistas Super Site, Learning Spanish.com, and various others. The DVDs for the “Fotonovela” and "Panorama Cultural" series are available right there in the LRC.
Grade components for the course: The course grade will be based on three major components: **Exams, quizzes**, and **out-of-class assignments**.

**Exams:** There will be three major exams. Each exam will cover a third of the material presented in the course. The last of these exams will occur during Finals Weeks as per the university calendar. The other two are scheduled as shown below under “Sequence of Topics”.

**Quizzes:** There will be six scheduled quizzes which will correspond to the first six Vistas Fotonovela episodes. Consult the calendar for the date of these Monday quizzes. There will also be other unannounced quizzes whose scope will be limited to the topics covered in the immediately preceding class. At semester’s end the lowest fourth of all quiz grades will be eliminated before the quiz average is calculated.

**Out-of-class assignments:** All assignments coming from the Vistas Student Activity Manual (SAM) will be done and graded on-line. These tasks will come from the Fotonovela and Panorama Cultural sections of SAM. All assignments from SAM must be completed by 5:00 p.m. on Friday of the week in which they are shown. On a short week the SAM assignments will be due no later than 5:00 p.m. of the last school day for that week. All other homework will be turned in as a paper copy of a computer generated document (14 point, bold print, one-sided copy). All of these assignments are due by 5:00 p.m. of the class day immediately following the day on which they were assigned. No homework will be accepted late nor will any homework be accepted by electronic mail. By way of compensation, at semester’s end the lowest fourth (25%) of these homework grades will be eliminated before the out-of-class assignment average is calculated.

**Grading Policy:**

<table>
<thead>
<tr>
<th>Component</th>
<th>% of course grade</th>
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<tbody>
<tr>
<td>*Three exams</td>
<td>30</td>
</tr>
<tr>
<td><strong>Quizzes</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Out-of-class (non SAM) assignments</strong></td>
<td>30</td>
</tr>
<tr>
<td>Out-of-class SAM assignments</td>
<td>10</td>
</tr>
</tbody>
</table>

*Exam II will count twice if the grade is higher than that of Exam I
Exam III will count thrice if the grade is higher than Exam II, and Exam II counted twice
Exam III will count twice if the grade is higher than Exam II, and higher than the average of Exams I and II, and Exam II counted only once
**Average calculated after eliminating the lowest 25% of grades
Scope and Sequence of Topics:
FN: Fotonovela
PC: Panorama cultural
Vocabulary Topics
Grammatical Structures

Lección 1  Hola, ¿qué tal?
Week 1  Jan 20 - Jan 22

1. Greetings / leave takings 1. Five vowels and easy consonants
2. Courtesy expressions 2. More challenging consonants
3. Personal introductions 3. Noun / article agreement
FN1, Episodio 1: Exercises 1, 2 // 3, 4 // 5, 6

Week 2  Jan 25 - Jan 29

1. Identifying countries for points 1. Present tense of “ser” and some uses
   of origin and nationality 2. Basic arithmetic operations, 0 - 30
2. Basic arithmetic operations, 0 - 30 3. Telling time
PC1: Estados Unidos, Exercises 1, 2 // 3, 4

Lección 2  En la universidad
Week 3  Feb 1 - Feb 5

1. The classroom // academic life 1. Present tense of –ar, -er, and -ir verbs
2. Fields of study // some courses 2. Question formation
FN2, Episodio 2: Exercises 1, 2 // 3, 4 // 5, 6

Week 4  Feb 8 - Feb 12

1. Days of the week 1. Present tense of “estar”, form and function
2. Class schedule 2. Basic arithmetic operations beyond 30
PC2, España: Exercises 1, 2 // 3, 4 // 5

Week 5  Feb 15 - Feb 19

1. Review of vocabulary / grammar 1. Descriptive adjective categories
   topics for lessons 1 and 2 2. Noun / adjective agreement
2. Exam I  February 19

Lección 3  La familia
Week 6  Feb 22 - Feb 26

1. The family unit 1. Descriptive adjective categories
2. Particular family relations 2. Noun / adjective agreement
FN3, Episodio 3: 1, 2 // 3, 4 // 5, 6

Week 7  Feb 29 - Mar 4

1. Identifying people 1. Possessive adjectives
2. Professions / ocupations 2. Review of all regular verbs
3. Present tense of ___g irregular verbs
PC3, Ecuador: Exercises 4, 5, 6 y 7
Vocabulary Topics

Lección 4 Los pasatiempos
Week 8 Mar 7 - Mar 11

1. Pastimes, recreation
2. Sports

Consonant changes in the present tense “yo” forms of irregular verbs
FN4, Episodio 4: Exercises 1, 2 // 3, 4 // 5, 6

Grammatical Structures

1. Vowel changes in present tense irregular verbs o > ue, e > ie, e > i
2.

Week 9 Mar 21 - Mar 23
1. Places in the city

PC4, México: Exercises 1, 2 // 3, 4 // 5, 6

1. The verb “ir” in present tense
2. Double verb structures, V1V2
   -- V1= poder, querer, deber, etc.

Week 10 Mar 30 - Apr 4
1. Review of vocabulary / grammar
   Topics for lessons 3 and 4
2. Exam II April 4

Lección 5 Las vacaciones
Week 11 Apr 6 - Apr 8
1. Travel and vacation
2. Months of the year

FN5, Episodio 5: Exercises 1, 2 // 3, 4 // 5, 6

1. Estar + descriptors; criterion of contrast
2. Estar + -ando / -iendo to set up the present progressive

Week 12 Apr 11 - Apr 15
1. Seasons and weather
2. Ordinal numbers, form and function

PC5, Puerto Rico: Exercises 1, 2 // 3, 4 // 5, 6

1. Contrastive usage of “estar” and “ser”
2. Direct object nouns and pronouns, form and function
Vocabulary Topics

Lección 6  ¡De compras!
Week 13  Apr 18 - Apr 22
1. Clothing and shopping
2. Negotiating a deal
FN6, Episodio 6: Exercises 1, 2 // 3, 4 // 5, 6

Grammatical Structures

1. Saber ~ Conocer // Preguntar ~ Pedir
2. Indirect object nouns and pronouns,
form and function

Vocabulary Topics

Week 14  Apr 25 - Apr 29
1. Colors in clothing
2. More adjectives

PC6, Cuba: Exercises 2, 3, 4 y 5

Grammatical Structures

1. Preterite tense of regular verbs
2. Demonstrative adjectives / pronouns
3. Indirect and direct object pronouns,
together, form and function

Week 15  May 2 - May 6
1. Review of vocabulary / grammar
topics in lessons 5 and 6
2. Exam III (per university schedule for Finals Week)

Note: A grade of C or better in SPA 131 enables the student to register for SPA 132
**University Policies / Academic Integrity:**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

*Definition of Academic Dishonesty*

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

*Withheld Grades Semester Grades Policy:*
*Ordinarily*, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)
Student Learning Outcomes // Core Curriculum Objectives: SPA 131 is part of the university’s Core Curriculum and as such strives towards meeting both the general goals of the core and the specific objectives as a communications course designate for inclusion in the Component Area Option as defined by the Texas Higher Education Board.

In addition to helping students develop skills in speaking, reading, writing, and Listening comprehension in Spanish, and providing them with a better Understanding and appreciation of Hispanic culture SPA will also demonstrate the More general ability to communicate effectively by developing and expressing ideas through writing and oral communication. Think critically which includes the ability to analyze, evaluate, and synthesize information about the history, culture, family, and artistic production of the Spanish-speaking world. Work as part of a team by demonstrating the ability to consider different points of view, and to work effectively with others supporting a shared purpose or goal. Understand the role that personal responsibility has played through history and gain the ability to connect choices, actions, and consequences to making ethical decision.

Program Learning Outcomes: This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in the course.

General Education Core Curriculum
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of</td>
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<tr>
<td>Category</td>
<td>Description</td>
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<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
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