Office hours are also for remedial purposes. Please contact me early on if material is unclear to you or if you have any other questions regarding the class. You are most likely to make contact by e-mail. I expect **everyone** to meet me during office hours at least twice, the earlier in the session, the better. There will be a sign-up sheet on my office door for appts.

**ASU’s Mission statement:** Angelo State University, a member of the Texas Tech University System, delivers undergraduate and graduate programs in the liberal arts, sciences, and professional disciplines. In a learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences, ASU prepares students to be responsible citizens and to have productive careers.

**Departmental purpose:** …to help students acquire the ability to read, write, speak, and understand world languages, and to appreciate and evaluate other literatures and cultures…to prepare students for certification to teach in the public schools….

**My personal and professional goals:** to heighten awareness of the role of language in society; to encourage exploration of various learning models in second language acquisition.

**COURSE CONTENT:** Welcome to Spanish 1301. This is a summer Spanish course designed to provide an introduction to the language and culture of the Spanish-speaking world. Students will practice the four language skills (**listening/understanding, speaking, reading, and writing**) both with the instructor and with classmates. The text provides abundant communicative activities along with many form-focused exercises and offers a good variety of authentic cultural materials. Practice will continue beyond the classroom with technology-based materials. National Standards describe the Five C’s of Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities. Successful students will learn “how, when, and why to say what to whom.”

**GOALS FOR ALL SPANISH 1301 COURSES:** Students should be able to communicate minimally by using isolated words and memorized phrases with reference to a particular context in which the language has been learned. They should be able to ask and answer some direct questions and express themselves in writing mostly in the present tense about familiar objects, their immediate environment and some basic interests. Students should also be able to read and comprehend simple texts on an elementary level. (**in all 3 modes—presentational, interpretive, and interpersonal—of ACTFL Novice mid to high**). Students should be able to demonstrate an understanding of some of the salient features of the history and culture of the Spanish-speaking world—**perspectives, practices, products**.

Idea Form Objectives:

**Essential (E):**
1. Gaining factual knowledge (terminology, classifications, methods, trends)
   (Spanish vocabulary, grammatical structure, and culture)
8. Developing skill in expressing oneself orally or in writing
   (Basic spoken and written communication in the Spanish language)

**Important (I):**
2. Learning fundamental principles, generalizations or theories
   (Understand mechanisms of language and culture)
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

**TEXT:**
1. **REQUIRED** ARRIBA, Comunicación y cultura, 6th ed., by Zayaz-Bazán and Bacon.
2. **REQUIRED** Access code to MySpanishLab.com (on cardboard folder pkgd w/ new textbooks) **very** important to enter correct section code **CRSKLG5-641126**
   (used for all 4 semesters with no additional cost)
Helpful websites:
http://oralproficiency.coerll.utexas.edu
http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm

SPECIFIC EXERCISES ASSIGNED AS MINIMUM FOR GRADE BUT OTHERS ENCOURAGED

DATE ASSIGNMENT  Due the day it is listed, so Prepared in advance

Read the pages indicated in the book first, do the e-text activities, then do the appropriate machine-graded SAM exercises at MySpanishLab (those exercises, as well as the instructor-graded and those in the text, will often be done in class, so the better prepared you are, the better you’ll perform in class)

primera semana:

4 junio  Introducción al curso—myspanishlab.com, VARK, ACTFL
5  Capítulo 1 (pages 2 to 9) LyS 1 (pp. 6, 8-9) in text exercises 1-1, 1-2, 1-4, 1-5, 1-6, 1-7, 1-8, 1-9 and for a grade (minimum) SAMs 01-06, 01-09, 01-12, 01-13
6  Cap. 1 (pp. 10 to 16) in text exercises 1-10. 13. 14. 16. 17 and for a grade (minimum) SAMs 01-14, 15, 17, 20
7  Cap. 1 (pp. 18 to 25) in text exercises 1-26, 28, 29, 32 and for a grade (minimum) SAMs 01-32, 33, 34, 35
8  Cap. 1 (pp. 26 to 32) in text exercises 1-33, 34, 36, 37, 39 and for a grade (minimum) SAMs 01-38, 39, 44, 48

segunda semana:

11 junio  Cap. 1 (pp. 17, 32, 33-38), Practice Test 1. Composition
12  Cap. 2 (pp. 40 to 49) in text exercises 2-2, 4, (7, 8, 9) and for a grade (minimum) SAMs 02-02, 03, 04, 07, 08, 10
13  Cap. 2 (pp. 44 to 52) in text exercises 2-6, 7, 8, 9, 12, and for a grade (minimum) SAMs 02-11, 14, 15, 16
14  Cap. 2 (pp. 52 to 61) LyS 4 (p. 132) in text exercises 2-13, 14, 15, 16 and for a grade (minimum) SAMs 02-17, 18, 19, 20, 21
15  Cap. 2 (pp. 58-68) in text exercises 2-27, 28, 29 with verb included, 30 with verb conjugated, 33, 35, 37 and for a grade (minimum) SAMs 02-31, 37, 39, 40, 41, 42, 43, 44, 46

tercera semana:

18 junio  Cap. 2 (pp. 55, 68, 69-74), Practice Test 2, Oral
19  (suggested: all SAMs of the ¿Cuánto saben? 01-23, 24, 25, 26, 27, 51, 52, 53, 54, 02-23, 24, 25, 26, 27, 48, 49, 50, 51, 52)  EXAMEN 1-2
20  Cap. 3 (pp. 76 to 83) in text exercises 3-1, 5, 6, 7 and for a grade (minimum) SAMs 03-02, 03, 06, 07, 09, 10
21  Cap. 3 (pp. 84 to 89) last day to drop in text exercises 3-11, 15, 16 and for a grade (minimum) SAMs 03-11, 12, 14, 15, 17
22  Cap. 3 (pp. 90 to 97) LyS 6 in text exercises 3-23, 26, 27 and for a grade (minimum) SAMs 03-26, 28, 34, 36, 37, 38

cuarta semana:

25 junio Cap. 3 (pp. 98 to 104) in text exercises 3-32, 38 and for a grade (minimum) SAMs 03-40, 41, 43, 45, 46
26  Cap. 3 (pp. 89, 104, 105-110) Practice Test 3, Composition
27  Cap. 4 (pp. 112 to 123) LyS 7 y 9 (pp. 232, 300) in text exercises 4-2, 3, 57, 9, and for a grade (minimum) SAMs 04-02, 04, 05, 08, 09, 10, 11
28  Cap. 4 (pp. 124 to 129) in text exercises 4-12, 13, 14 and for a grade (minimum) SAMs 04-13, 14, 15, 19
29 Cap. 4 (pp. 130 to 142) LyS 8 (p. 264) in text exercises 4-22, 31, 35, 36 and for a grade (minimum) SAMs 04-31, 36, 38, 40, 41, 43, 44

quinta semana:
2 julio Cap. 4 (pp. 143 to 148) LyS 1 y 4 (pp. 7-9, 60, 132) (pp. 127, 143-148), Practice Test 4, Oral
3 julio (suggested: all SAMS of the ¿Cuánto saben? 03-18, 19, 20, 21, 22, 51, 52, 53, 54, 55, 4-20, 21, 22, 23, 24, 25, 47, 48, 49, 59, 51, 51) EXAMEN FINAL 1301 (Caps. 1-4)

Syllabus subject to revision

Course grade computation Spanish 1301:
- 2 exams @ 150 points 300 30%
- 2 oral proficiency assessments @ 100 points 200 20%
- 2 in-class compositions @ 100 points 200 20%
- daily participation 100 10%
- 4 on-line SAM packets @ 25 points 100 10%
- 4 on-line Practice tests @ 25 points 100 10%
1000 pts 100%

REQUIREMENTS:

My Role / Your Role: Because of the way languages are learned by adults, you really cannot be “taught” Spanish. Therefore, my role is to facilitate language learning by creating an environment in which the language acquisition process is enhanced, guiding you and assessing your progress. Every course requirement is designed with this in mind; there is no “busy” work assigned. All of the course work has a purpose. Your role is to fully immerse yourself in the work both in the classroom and through the outside assignments.

Become aware of your personal learning style because it has real implications for your progress. Do you process what you hear easily, or do you prefer to see everything written down? Do you prefer to work alone or in groups? Are you a big picture kind of person or are you detail oriented? Do you spell well in English? etc.

Before coming to class, each student must first review very carefully the pages indicated in the text for the vocabulary/grammar explanations given in English, then complete the exercises in the text using e-links, and finally complete on MySpanishLab the appropriate exercises accessible in the on-line Student Activities Manual-- no late assignments are accepted for credit. (To accommodate the occasional technical problems, these exercises are a completion grade, but the better your results on these practice exercises, the better your performance in class and on tests and assessments.) These exercises are the basis of activities we will do together in the classroom, along with exercises from the text--cooperative communicative activities will be done in class as well. Other exercises in the text and on MySpanishLab include audio and video files, tutorials, additional practice exercises, and practice tests on-line. Students are strongly encouraged to continuously practice the ‘Letras y Sonidos’ sections of all chapters (1-15), especially if your speaking and/or spelling skills are not strong. Your daily class participation grade is important; you acquire a foreign language by doing it. Bring your text to every class.

The Actividades escritas (composition) and orales (dialog and/or interview) are on topics we will have prepared and will be completed in class. THERE WILL BE NO MAKE-UPS.

The exámenes (exams) will contain both oral and written cues similar to exercises either in the text or in the myspanishlab exercises. THERE WILL BE NO MAKE-UP EXAMS.
Class attendance is crucial to your success in this course. I suggest strongly that you not miss any portion of even a single class. However, you are allowed 1 absence for any reason; for every absence after, there is a deduction of 3 points from your final grade. Each missed portion of a class (late arrival, leaving early, exiting and re-entering, etc.) will be counted as one-third (1/3) absence. According to the Angelo State University Bulletin, valid reasons for an absence include illness, family emergency or participation in an authorized university activity. If you have one of these valid reasons, it is your responsibility to petition, in advance if possible, and to provide documentation to excuse the absence (petition will be emailed to you at the beginning of the semester). If this petition is approved, the negative consequences for the missed class will be waived. Petitions will only be approved if you have a valid and adequately documented reason for missing the class. Be sure to attach to this form all appropriate supporting documentation, such as a medical receipt, police report, letter from the athletic department, etc. Otherwise, no late assignments are accepted.

On the other hand, good attendance is rewarded. If you complete the summer session with no absences, your lowest assessment grade will be dropped (you must take all of them); if you have 1 absence, there is no absence penalty.

Class attendance is the first step toward a positive daily/participation grade, but there are also other factors. Active participation, taking initiative, and speaking Spanish in class will favorably impact your daily grade. It will also help your daily grade if you come to class prepared. This means you will have done your preparation in the textbook, online, and anything else I might assign. Everyone starts with an 80% participation grade. It is then up to you to raise that grade by your stellar participation or to lower it accordingly.

It is very important that you attend each class. In a foreign language class, we usually advance quickly and new concepts are often based on concepts learned earlier. If you miss a class, get caught up right away, even if you won’t receive a grade for it. It is your responsibility to find out the material we covered in the class period you missed (including homework) and learn/complete those materials. Also: remember that class time is one of the few chances you have to practice speaking and listening to the language. Learning a second language requires constant practice and exchange with others.

LANGUAGE STUDY IS CUMULATIVE—WE RECOMMEND YOU HAVE AN A OR B TO BE SUCCESSFUL IN THE NEXT LEVEL.

Cell Phone Policy: Turn off all pagers, cell phones, or other electronic communication devices, including laptops, before entering the classroom. These devices must be out of sight during the entire class. Use of these devices in class (without prior arrangement with me) will result in your leaving the class with a zero, at the very least. ABSOLUTELY NO TEXTING MAY BE DONE DURING CLASS; YOU WILL BE ASKED TO LEAVE, YOU WILL BE COUNTED ABSENT, AND YOU WILL RECEIVE AN “F” FOR THE DAY AND ANY WORK DONE OR DUE THAT DAY.

"The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by email at student.life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities."

"Persons with disabilities which may warrant academic accommodations must contact the Student life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made."

"Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook."
Extra credit:
In English:
3 things I already knew
3 things I learned
3 things I liked
3 things I didn’t like
X met/didn’t meet my expectations because...