SPAN 1301: SPANISH I
Department of Modern Languages
Angelo State University
Fall 2018

Instructor: Dr. David Faught
Office: A110A
Consultations: MWF 9:00 A.M. – 10:00 A.M.; 11:00 A.M. – 12:00 P.M.
TTh 9:30 A.M. – 11:00 A.M. & by appointment

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COURSE DESCRIPTION

Spanish 1301 is a beginning Spanish course designed to provide an introduction to the language and culture of the Spanish-speaking world. The students will practice the four language skills (listening/understanding, speaking, reading, and writing) both with the instructor and with classmates. The course materials provide abundant communicative activities along with many form-focused exercises and offer a good variety of authentic cultural materials. Practice will continue beyond the classroom with technology-based exercises. 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.”

COURSE OBJECTIVES

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. Students should be able to demonstrate an understanding of some of the salient features of the history and culture (perspectives, practices, products) of the Spanish-speaking world. Upon completion of the course, students should be able to Communicate in all 3 modes—interpretive, presentational, interpersonal—at the ACTFL Novice mid to high level.

INSTRUCTOR & STUDENT ROLES

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.

IDEA FORM OBJECTIVES

Essential (E):
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
8. Developing skill in expressing oneself orally or in writing

Important (I):
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
**TEXTS**

¡ARRIBA! COMUNICACIÓN Y CULTURA, 6th ed., by Zayas-Bazán, Bacon and Nibert.

**MySpanishLab Access**

Course Section ID: CRSKLFD-666236


**ASSESSMENT**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Chapter Exams (3)</td>
<td>30%</td>
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<tr>
<td>Final Exam (comprehensive)</td>
<td>15%</td>
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<tr>
<td>MySpanishLab</td>
<td>25%</td>
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<tr>
<td>Compositions (2)</td>
<td>10%</td>
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<tr>
<td>Tertulias (2)</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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**MySpanishLab**

Each student must complete the work included in the textbook pages indicated in this syllabus **before** coming to class on the specified day. The assigned online exercises from MySpanishLab will be posted on the site, along with their respective due dates (**a CODE will be required for access to this material**).

**Tertulias**

Tertulias are short oral exams. Some may require you to converse with a classmate and some may be individual assessments in which the instructor and the student converse.

**Participation**

Please make sure you are prepared at the beginning of each class period, so that you may receive a good grade for class **participation**. In addition, the participation grade is affected by your attendance, as you cannot participate if you are not in class.

**POLICIES**

**Attendance**

Class attendance is absolutely crucial to your success in this course. You are allowed 3 absences for any reason; for every unexcused absence after 3, there is a deduction of 2 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 2009-2010 Angelo State University Bulletin, page 364, 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 contact me in advance if possible, and to provide documentation to excuse the absence.

**Student Absence for Observance of Religious Holy Days**

If you intend to be absent from class to observe a religious holy day, you should make that intention known in writing to me prior to the absence.
Make-up work, etc. Make-ups will only be given if you provide documentation and give a valid reason why you were absent. According to the 2007-2009 Angelo State University Bulletin, page 362, valid reasons for an absence include illness, family emergency or participation in an authorized university activity.

If you have a documented disability
"Persons with disabilities which may warrant academic accommodations must contact the Office of the Dean of Student Life, 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."

Academic Honesty
"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." Any student who practices academic dishonesty in this class will be dismissed from class and s/he will receive an F for the course.

Cell Phone Policy
Turn off all pagers, cell phones, or other electronic communication devices before entering the classroom. Use of any of these devices in the classroom will result in dismissal from class.

RESOURCES

ACTFL guidelines

Standards

This syllabus is subject to change; changes will be posted on Blackboard.
Read the pages indicated in the book first, then do the assigned exercises at MySpanishLab (These are not indicated on the syllabus, but are assigned on MySpanishLab).

DATE ASSIGNMENT

Semana 1
August 27 Course introduction - Check course placement
Aug. 29 Capítulo 1 (pp. 2-7) Hola, ¿qué tal?; La diversidad del mundo hispano
Primera Parte: Saludos y despedidas; Vocabulario – Saludos y despedidas;
Letras y sonidos – Spanish vowels; Aplicación
Aug. 31 Cap. 1 (pp. 8-12) 1. The Spanish alphabet, Aplicación; 2. The numbers 0100, Aplicación

Semana 2
Sept. 3 Labor Day Holiday
Sept. 5 Cap. 1 (pp. 13-17) 3. The days of the week, the months, and the seasons
Sept. 7 Cap. 1 (pp. 17-21) ¿Cuánto saben? Mi experiencia – Soy bilingüe;
Mi música – “Mi corazoncito” (Aventura, EE. UU.);
Segunda Parte: En la clase de geografía; Vocabulario - En la clase

Semana 3
Sept. 10 Cap. 1 (pp. 22-26) Aplicación;
4. Subject pronouns and the present tense of ser, Aplicación
Sept. 12 Cap. 1 (pp. 27-30) 5. Nouns and articles, Aplicación;
6. Adjective forms, position, and agreement
Sept. 14 Cap. 1 (pp. 31-35) Aplicación; ¿Cuánto saben?
¡Pura vida! – Episodio 1; La diversidad del mundo hispano

Semana 4
Sept. 17 Cap. 1 (pp. 36-39) Versos sencillos, “XXXIX” (José Martí, Cuba), Actividades; Repaso

Sept. 19 CHAPTER 1 EXAM (you will need two dark blue or black ink pens) (Oral Exams outside of class, Sept 20-22)
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Capítulo/Parágrafo</th>
<th>Tema</th>
<th>Actividades</th>
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<tbody>
<tr>
<td>Sept. 21</td>
<td>Capítulo 2 (pp. 40-43)</td>
<td>¿De dónde eres?; Descubre España Primera Parte: ¿Quiénes son?; Vocabulario – Las descripciones y las nacionalidades</td>
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<td>Sept. 24</td>
<td>Cap. 2 (pp. 44-47)</td>
<td>Aplicación; 1. Telling time, Aplicación</td>
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<td>Sept. 26</td>
<td>Cap. 2 (pp. 48-51)</td>
<td>Aplicación; 2. Formation of yes/no questions and negation, Aplicación</td>
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<td>Sept. 28</td>
<td>Cap. 2 (pp. 52-56)</td>
<td>3. Interrogative words, Aplicación; ¿Cuánto saben? Mi experiencia – Nombres, apellidos y apodos (nicknames)</td>
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<td>Oct. 1</td>
<td>Cap. 2 (pp. 57-61)</td>
<td>Mi música – “Looking for Paradise” (Alejandro Sanz, España; Alicia Keys, EE. UU.); Segunda Parte - ¿Qué pasa?; Vocabulario - ¿Qué haces? ¿Qué te gusta hacer? Letras y sonidos – More on vowels in Spanish, Aplicación</td>
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<td>Oct. 3</td>
<td>Cap. 2 (pp. 62-66)</td>
<td>4. The present tense of regular –ar verbs, Aplicación; 5. The present tense of regular –er and –ir verbs, Aplicación</td>
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<td>Oct. 5</td>
<td>Cap. 2 (pp. 67-71)</td>
<td>6. The present tense of tener, Aplicación; ¿Cuánto saben? ¡Pura vida! - Episodio 2; Descubre España</td>
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<td>Oct. 8</td>
<td>Cap. 2 (pp. 72-75)</td>
<td>Cinemundo entrevista a Pedro Almodóvar, Actividades; REPASO</td>
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<td>Oct. 10</td>
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<td>CHAPTER 2 EXAM</td>
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<td>Oct. 12</td>
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<td>Composition # 1 – to be done in class without any aids</td>
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<td>Oct. 15</td>
<td>Capítulo 3 (pp. 76-80)</td>
<td>¿Qué estudias?; ¡México fascinante! Primera Parte: La vida universitaria; Vocabulario – Las materias académicas y la vida estudiantil, Aplicación</td>
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<td>Oct. 17</td>
<td>Cap. 3 (pp. 81-85)</td>
<td>Aplicación; 1. The numbers 101-3,000,000, Aplicación; 2. Possessive adjectives; More on structure and usage – Su and sus; Aplicación</td>
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Oct. 19 Cap. 3 (pp. 86-90) Aplicación; 3. Other expressions with tener, Aplicación; ¿Cuánto saben? Mi experiencia – Mi universidad: La UNAM

**Semana 9**

Oct. 22 Cap. 3 (pp. 91-95) Mi música - “Eres” (Café Tacvba, México); Segunda Parte: ¿Dónde está la librería? Vocabulario – Los edificios de la universidad; Letras y sonidos – Syllabification, Aplicación

Oct. 24 Cap. 3 (pp. 96-100) 4. The present tense of ir and hacer, Aplicación; 5. The present tense of estar, Aplicación

Oct. 26 Cap. 3 (pp. 101-104) 6. Summary of uses of ser and estar, Aplicación; ¿Cuánto saben?

**Semana 10**

Oct. 29 Cap. 3 (pp. 105-107) ¡Pura vida! – Episodio 3; ¡México fascinante!

Oct. 31 Cap. 3 (pp. 108-111) El Museo de Antropología de México, Actividades; Repaso

**NOVEMBER 1** LAST DAY TO DROP

**Nov. 2** CHAPTER 3 EXAM (you will need two dark blue or black ink pens)

**Semana 11**

Nov. 5 Oral Evaluation # 2 - Tertulia, to be done without notes – Day

Nov. 7 Capítulo 4 (pp. 112-116) ¿Cómo es tu familia?; América Central I: Guatemala, El Salvador, Honduras Primera Parte: Una tamalada; Vocabulario – Miembros de la familia, Aplicación

Nov. 9 Cap. 4 (pp. 117-121) Aplicación; 1. The present tense of stem-changing verbs: e > ie, e > i, o > ue, Aplicación

**Semana 12**

Nov. 12 Cap. 4 (pp. 122-127) Aplicación; 2. Direct objects, the personal a, and direct object pronouns, Aplicación; ¿Cuánto saben?

Nov. 14 Cap. 4 (pp. 128-132) Mi experiencia – La familia hispana ¿típica?
Mi música – “El encarguito” (Guillermo Anderson, Honduras);
Segunda Parte: Una invitación;  Vocabulario – Lugares de ocio;
Letras y sonidos – Word stress and written accent marks in Spanish; Aplicación

Nov.  16  Cap. 4 (pp. 133-137)  Aplicación;  3. Demonstrative adjectives and pronouns,
Aplicación;  4. The present tense of poner, salir, and traer; Aplicación

Semana 13
Nov.  19  Cap. 4 (pp. 138-142)  Aplicación;  5. Saber and conocer, Aplicación;  ¿Cuánto saben?

Nov.  21-25   THANKSGIVING HOLIDAY

Semana 14
Nov.  26  Cap. 4 (pp. 143-145)  ¡Pura vida! – Episodio 4
América Central I: Guatemala, El Salvador, Honduras

Nov.  28  Cap. 4 (pp 146-149)  Sobreviviendo Guazapa, Cinenuevo, Actividades

Nov.  30   Composition # 2 – to be written in class without aids

Semana 15

Dec.  3   Repaso final

Dec.  5   Repaso final

Dec.  7   Repaso final

COMPREHENSIVE FINAL EXAM

Monday, December 10
10:30 a.m. to 12:30 p.m.
COMPOSITION I

**Step 1:** Write out 8 questions that you would like to ask a famous person using the interrogatives (¿Cómo?, ¿Cuándo?, ¿De dónde?, etc.). Write at least one question using the verb “tener.” **Step 2:** Now pretend that you are the famous person and answer the questions. **Step 3:** Write the information as an article (in 3rd person). Write at least 6 sentences. Note that this will give you practice with the tú forms (the questions), the yo forms (the answers) and the él/ella forms (the article).

COMPOSITION 2

Un correo electrónico a un/amigo/a. Write an email to your friend and tell them about your university experience. Be sure to include all parts of the email A; De: Asunto as indicated on pg. 110.

Include the following information in your message:

- ¿Cuál es la fecha de hoy?
- ¿Dónde estás en este momento?
- ¿Cómo estás?
- ¿Qué estudias este semestre?
- ¿Cómo son los profesores?
- ¿A qué hora son tus clases?
- ¿Recibes buenas notas (grades)?
- ¿Qué haces en la universidad? (¿Dónde comes? / ¿Dónde estudias? / etc – at least 2 activities)
- ¿Te gusta la universidad?
- ¿Adónde vas por la noche (hoy)?
- ¿Qué vas a hacer mañana?
- ¿Qué haces los fines de semana?

Include a closing statement to end your email. 12 sentences minimum written in email format

ORAL EXAM I

These will be individual, one-on-one oral exams in my office. I will ask you questions based on the material in Chapter one and you will respond.

ORAL EXAM II

You and a partner will engage in a short conversation (8 minutes) and discuss the items below. Make sure that both have the opportunity to ask and answer questions. --Greet each other
- --Exchange names
- --Where is the person from
- --What the person is like
- --Birthdate/phone number/age
- --2 activities from the person’s schedule (when do they go to a certain class)
- --3 activities (“Do you swim?”) that use 3 different verbs --Impress me with something else we’ve learned.
- --Say goodbye

I will then ask each of you additional questions.