

Spanish 1412 MS1 (Dual Credit)

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1105 W. College Avenue, Mason, TX 76856
Tutorials T-F 7:50-8:15 & by appt.
Conference- 11:30-12:20

Cada palabra, cada frase, cada conversación, se convierte a una llave para abrirte una nueva puerta...

"La lengua española está compuesta de muchas herencias que prefigura el lenguaje del siglo XXI..."
-Carlos Fuentes

SECTION I: Course Overview

Course Description

This course is an introduction to the Spanish language and its rich mosaic of diverse cultures. Students will continue to cultivate their personal voice in the Spanish language through continued immersion in diverse cultural contexts. Students will continue to communicate their own narrative of the past, present, and future while increasing engaging in the narrative of those within the historic and present Spanish speaking contexts. Students will continue to enhance their own persona and voice in the Spanish language through studying and practicing all language skills in "contextos vivientes." Students will learn the importance of grammar and vocabulary while developing an understanding and appreciation for the cultures that house them. Upon completion of the course, students should be able to communicate at the ACTFL Novice mid to high level.

Course Objectives and Student Learning Goals

This Spanish I course aims to empower students with an introduction to the Spanish language and equip students with language acquisition skills that will serve them for a lifetime. The course also directs students to broaden their perspective as to what language and culture are and to embrace a global outlook that will allow them to be more adaptable in new sociocultural experiences. As such, through a balanced focus on all language skills (listening, speaking, reading, writing) presented in meaningful contexts, the students should be able to:

- Engage in meaningful conversations that effectively communicate past, present, and future narrative
- Give and receive commands, discuss present and future possibilities and uncertainties using the subjunctive mood
- Access useful information from diverse sources and communicate it as second hand knowledge
- Create meaningful personal expressions that contribute to any cultural context wherein students find themselves
- Develop and express understanding, appreciation, and empathy for individuals and communities from diverse cultural contexts
- Use language acquisition skills to grow in fluency as an individual beyond the classroom context

IDEA Form Objectives

Essential (E)

1. Gaining factual knowledge (terminology, classifications, methods, trends)
[Spanish vocabulary, grammatical structure and analysis]
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)

Course Materials

- Gahala, Carlin, Heining-Boynton, Othefuy, and Mondloch. ¡Avancemos! Spanish I, II, & III (Houghton/Mifflin/Harcourt). 2018
- Additional sources and materials as determined essential for each individual class

SECTION II: Policies

Academic Honesty

Students shall maintain complete honesty and integrity in their academic pursuits and are expected to engage in their studies in a manner that is above reproach both in and out of the classroom. Deviations from these expectations will not be tolerated. Angelo State University defines “academic misconduct” as an action that “includes cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics/standards, and any act or attempted act designed to give unfair academic advantage to oneself or another student.” See the “Angelo State University Student Handbook, Part II, B: Academic Integrity” for more information.

Student Disability Services

The Office of Student Affairs is the designated Angelo State University 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 through the department via the counselor.

Student Absence for Observance of a Religious Holy Day

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

SECTION III: Grading Policies

Grade Description

For the purpose of this class, an 'A' corresponds to work done above the average collegiate level. A 'B' represents work done at an average collegiate level. In general, a 'C' equates to below-average collegiate performance — meaning that you have demonstrated the skills and knowledge relevant to a particular assignment at a basic level of proficiency. This description does not include the weighted average you receive from Mason High School for taking an advanced course.

Assessment Breakdown

The grade for each six-weeks will count for 2/7ths of the course grade. A comprehensive final exam will account for the other 1/7th. Six-weeks grade will be calculated as follows:

- Daily/Formative Assignments- 40%
- Exams/Summative Assessments- 60%

Assessment Details

Daily/Formative Assignments

This 40% is comprised of class involvement including shorts readings, listening activities, grammar worksheets, prewriting activities, role plays, vocabulary practices, etc.

Exams/Summative Assessments

This 60% is comprised of activities that demonstrate proficiency in a given context within on or all of the language skills of listening, speaking, reading and writing. Examples of these assessments are traditional paper exams, video projects, reading reports, written compositions, advanced role plays, etc.

RESOURCES

ACTFL guidelines

<http://www.actfl.org>

<http://www.actfl.org>

Standards

<http://www.actfl.org>

<http://www.vark-learn.com>