



## Course Syllabus – Fall 2009

### Course Number and Title: Elementary Spanish I 1410-01/02 - 091S

#### Instructor Information

**Name:** Dr. José L. Gómez

**Contact Information:**

- Office: C 105A
- Phone: 325 793-4661
- Email: gomezjo@mcm.edu

**Office Hours:**

- Monday – Wednesday - Friday: 10:00 – 01:00 p.m. (or by appointment)
- Tuesday – Thursday: 08:30 – 09:30 and 11:00 – 12:00 p.m. (or by appointment).

#### Course Overview

**Catalog Description:**

Introduces patterns of pronunciation, basic conversation, grammar, vocabulary, oral, reading and writing exercises, and aspects of Hispanic culture. One hour of laboratory practice a day is required.

**Course Overview:**

Spanish 1410 are designed to introduce you to the Spanish language and the many facets of Hispanic culture, and to develop all your language skills: speaking, listening, reading, and writing, in this course you will develop your ability to communicate satisfactorily in Spanish in everyday practical situations and you will acquire some basics skills necessary for effective communications in Spanish. The course requires regular classroom participation and approximately two hours of outside preparation (listening, writing, reading, grammar study) for every hour of class.

This class is hosted on our server using the Moodle Learning Management System where you will complete assignments, activities, quizzes, listening Tests and exams.

<http://moodle.mcm.edu/login/index2.php>

**Pre-requisites: No pre-requisites**

#### Course Objectives/Student Learning Outcomes:

- To be clear to communicate in Spanish in whole sentences.
- To be able to carry on basic conversational patterns, using circumlocutions and asking for clarification when you do not understand.
- To gain insights into the uniqueness and richness of Hispanic culture that go beyond the basic awareness gained in previous Spanish class.
- To prepare you for courses you may wish to take after beginners Spanish.
- To help you gain a more thorough knowledge of the structure of the Spanish language than is learned in Elementary Spanish.
- To deepen your awareness of the reasons for studying foreign language in college, and to realize the benefits.
- To use Spanish in class as the principal means of communicating, in such a way as to develop conversational ability as quickly as possible.

#### Course Materials and Resources:

**Required Course Materials:**

- ¡Anda!. Heining-Boynton, Cowell. 2<sup>nd</sup> ed. The University of North Carolina at Chapel Hill
- On-line: MySpanishLab, Student Activities Manual (SAM) : <http://www.mylanguagelabs.com/>

**Optional or Recommended Course Materials:**

- Spanish-English and English-Spanish dictionary
- Workbooklet: are reproduced all of the activities from the textbook, ¡Anda!

**AEC and Other Educational Support Resources:**

- Companion Website: <http://www.prenhall.com/anda/>

**Course Policies:**

**Course Policy:**

This course is conducted differently from previous foreign languages courses you may have had. In this class we will emphasize the learning of Spanish for real-world purposes. In Spanish 1410 your instructor will speak Spanish 70-90% of the time. You may use English only when absolutely necessary. From time to time you may need to ask something in English. However, you must ask permission first in Spanish and only after you have tried to express the idea in Spanish, he will not allow you to use English. It is important that you make an effort to use the vocabulary and constructions you have been learning. We will be doing many pair and group activities in which you are expected to participate actively and to use only Spanish, grammar is a very necessary component of communicative competence. So are vocabularies, discourse strategies, the ability to compensate for the command of the language, and familiarity with the cultural norms are linked to communication.

**Attendance:**

Regular class attendance is essential for successful of the course. You may miss three classes; after that you will be losing 2 points for each additional absent of your final grade; you must contact the instructor immediately before or after you miss a class. **If you fail to call or email the instructor immediately before or after you miss a class, he will believe that you no longer wish to be in Spanish 1410 and therefore administratively drop you from the course.** After a total of 9 hours absences, your instructor will refuse your admittance to the class and choose to administratively drop you. If you stop attending class, however, it is your responsibility to drop the class. In addition, **two late arrivals by more than 5 minutes will equal one unexcused absence.**

If you have a school activity is your responsibility to let your professor know and justify it.

**Remember** absences are not excuses for the completion of your assignments or assessments, your obligation as student is to find out what you missed.

**Grade Determination:**

7 Exams:	25%
Quizzes:	10%
Lab Work (oral assignments):	25%
Participation:	10%
Written Assignments:	15%
Listening Tests:	15%

**Exams (25%)**

There are seven exams in Spanish 1410, one exam for each chapter; Preliminary A, 1, 2, 3, 4, 5 and the final exam (7) will cover from chapter Preliminary A to chapter 5, with the possibility to include one midterm exam. The exams will include; reading, writing, oral, and cultural material, the appropriate use of vocabulary and grammar, comprehension and comprehensibility will be emphasized. You must attend on days when tests are being given. No tests may be made up unless you have notified your instructor immediately before the class period and you have a documented excuse that you must bring with you. If you have other appointments you will need to reschedule them, as the test takes top priority. Any exceptions please see your instructor immediately. None of the tests are curved. Students failing one test must speak with the instructor. If the exam have a password, the password is just for the students that are taking the exam in the lab and for any reason should leave the lab, or will be considered as academic dishonesty.

**Quizzes (10%)**

There will be announced and unannounced quizzes in Spanish 1410. It is a good idea that you always prepare for Spanish class. The day that you do not prepare will probably be the day we have a quiz. So be prepared! There is one Vocabulary quiz for each chapter and it will be taken in the Lab on Moodle.

**Lab work (oral assignments) (25%)**

Students will spend time every day to complete the Students Activities Manual (SAM) and different assignments (that include some oral, written, listening, cultural and reading assignments for each chapter) at the MySpanishLab's web site: <http://www.mylanguagelabs.com/>

Please register in: **McMurry: Elementary Spanish I 1410 Fall 2009; COURSE CODE: CRSCDQZ-43743**

### **Participation (10%)**

An oral participation grade is given for your performance, not for your potential or effort alone. You are expected to attend class and to participate. Above-average and outstanding performance warrants a B or an A. your participation grade includes your contribution in Spanish in regular class sessions and active participation in Spanish in small group activities. You will receive an average grade once every week. This takes into consideration but is not limited to:

1. How much you use Spanish
2. How well you use Spanish
3. Your preparation for class
4. Your cooperation and leadership in pair and group work
5. Your respect and attitude towards the class, your peers and your instructor.

During the course we will complete some group activities in class and they will be considered participation, those activities will be graded, if the student is absent is not participating, therefore this grade cannot be made up. Only school activities are excused.

### **Written assignments (A Escribir) and Homework (15%)**

You have to prepare for each chapter one written assignment and will be completed on-line Moodle web site for grading, and also your instructor will have you complete in/out class some assignments (listening, written, or video for cultural activities from the Textbook or MySpanishLab. Please prepare all homework assignments. I will collect some homework assignments. I may not collect all assignments. If for some reason you forgot to complete the written assignment (A Escribir), it will be accepted as described on the makeup work, typed in MS Word, and you can find the description on the textbook.

### **Listening Tests (15%)**

There is one Listening Test for each chapter and it should be completed on the on-line Moodle site.

### **Make-up Work:**

All make up work is considered late if is not turned in when is requested for your professor and will be graded 70%, and it will have a reduction of 10 points for each day (class period) of tardiness and no more than three class periods, after that the grade for the assignment will be 0. To make up; Test, Exams, and Quizzes the student will have **no more than two weeks** after you miss them (except summer class) or before we begin a new chapter to schedule a time with your professor to make them up. Your professor will specify when and where to make them up. After mid-term grades have been turned in, no assignments or assessments can be make-up.

### **+/- Grade System:**

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-59
A = 94-96	B = 84-86	C = 74-76	D = 64-66	and below
A- = 90-93	B- = 80-83	C- = 70-73	D- = 60-63	

### **Academic Dishonesty:**

The Instructor will initiate an academic integrity case against students suspected of cheating, plagiarizing, or aiding others in dishonest academic behavior. Students are responsible for reading and understanding the Code of Academic Integrity. Examples of academic dishonesty include, but are not limited to, plagiarism, cheating, and aiding and abetting dishonesty. An example of plagiarism would be to submit a written sample which in part or in whole is not entirely the student's own work without attributing the source. Cheating includes allowing another person to do your work, such as a composition or workbook, and to submit the work under one's own name. **Any work which is submitted for a grade must be 100% the student's own work.** If you are not sure when it is appropriate to seek help, please see your instructor.

	<p><b>Changes to the Syllabus:</b></p> <p>The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.</p>
	<p><b>Special Needs:</b> McMurry University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no otherwise qualified student shall be denied the benefits of an education “solely by reason of a handicap”. If you have a documented disability that may impact your performance in this class and for which you may be requesting accommodation, you must be registered with and provide documentation of your disability to the Disability Services Office, located in Old Main Room 102. Arrangements will be made for students needing special accommodations.</p>
<p><b>Student Conduct:</b></p>	
	<p><b>General Student Conduct Statement:</b></p> <p>Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are prohibited from making offensive remarks, reading material not related to class, sleeping, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, at a minimum, in a request to leave class. A more detailed list of inappropriate behaviors is found in the current student handbook.</p>
	<p><b>Student Technology Use in Classroom Policy:</b></p> <p>Students should silence all communication devices, which include but are not limited to phones, pagers, recorders, palm devices, and laptops. No communications devices should be visible on desks during class unless otherwise directed by the instructor as part of a class activity or approved by the instructor for note-taking. An exception to this policy may occur due to college-wide emergency notification. If a pressing situation requires communication during class, notify the instructor before class begins, sit near the door and quietly exit the classroom before answering any communication. In testing situations, use of any communication, electronic, or data storage device for a reason other than college emergencies or a use specified by the instructor, may lead to a charge of academic dishonesty.</p>
<p><b>Major Projects, Required Activities, and Assignments:</b></p>	
	<ul style="list-style-type: none"> <li>•</li> </ul>

## Tentative Course Schedule:

<b>Course Number and Title</b> Elementary Spanish I 1410-01/02 091S			
<b>Instructor Name:</b> Dr. José L. Gómez			
<b>Fall 2009</b>			
<u>Tentative Due Date</u>	<u>Description</u>		
<b>Day</b>	<b>Objective</b>	<b>Textbook</b>	<b>Student Activities Manual</b>
Aug 24	Introduction to the course		
Aug 26	Pre-test		
Aug 28	Meeting and greeting others	<b>Preliminar A:</b> Para empezar Saludos, despedidas y presentaciones, pp. 4–6	A-1 through A-3
Ago 31	Making introductions Saying expressions of courtesy Responding to classroom instructions Learning the Spanish alphabet Identifying cognates and false cognates	Cómo se saluda la gente, p. 7 Expresiones útiles para la clase, pp. 8–9 El alfabeto, pp. 9–10 Los cognados, p. 10	A-4 through A-5 A-6 through A-8 A-9 through A-12 A-13 through A-16
Sep 02	Talking about yourself and others using subject pronouns Describing nationalities	Los pronombres personales, p. 11 ¿Tú o usted?, p. 12 El verbo <i>ser</i> , pp. 13–14 Los adjetivos de nacionalidad, pp. 14–15	A-17 through A-18 A-19 through A-22 A-23 through A-26 A-27 through A-28
Sep 04	Saying numbers 0–30 Telling time	Los números de 0 a 30, p. 16 El mundo hispano, pp. 16–17 ¿Quién habla español? pp. 17 La hora, pp. 18–20	A-29 through A-32 A-33 A-34 through A-36
Sep 07	Telling days, months, and seasons Describing weather conditions Talking about what you like and dislike	Los días, los meses y las estaciones, pp. 20–22 El tiempo, pp. 23–24 <i>Gustar</i> , pp. 25–26	A-37 through A-43 A-44 through a-46 A-47 through A-49
<b>Sep 09</b>	<b>Chapter Preliminar Exam</b>		
Sep 09	Identifying family members Talking about family using <i>ser</i> and <i>tener</i> Pluralizing singular words	<b>Capítulo 1:</b> ¿Quiénes somos? La familia, pp. 32–33 Los nombres en el mundo hispano, p. 34 El verbo <i>tener</i> , pp. 35–36 El singular y el plural, p. 37	1-1 through 1-7 1-8 through 1-9 1-10 through 1-13 1-14 through 1-16
Sep 11	Identifying nouns as masculine and feminine Saying <i>the</i> and <i>a/an/some</i> in Spanish	El masculino y el femenino, pp. 38–39 Los artículos definidos e indefinidos, pp. 39–40	1-17 through 1-18 1-19 through 1-22
Sep 14	Describing family and possessions Describing yourself and others	Gente, pp. 41–42 Los adjetivos posesivos, pp. 42–43	1-23 through 1-25 1-26 through 1-29
Sep 16	Counting numbers 31–100 Performing simple math problems Writing a short poem in Spanish	Los adjetivos descriptivos, pp. 44–47 El español, lengua diversa, p. 48 Los números 31–100, pp. 48–49 Escucha, p. 50 Escribe, p. 51	1-30 through 1-35 1-36 through 1-37 1-38 through 1-41 1-42 through 1-44 1-45 through 1-46
Sep 18	Discussing some facts about the United States Recognizing cognates in reading Review for Preliminar A and Chapter 1 exam	Les presento mi país: Los Estados Unidos, pp. 52–53 Ambiciones siniestras: Episodio 1, pp. 54–56	1-47 through 1-48 1-49 through 1-54
<b>Sep 21</b>	<b>Chapter 1 exam</b>		

Sep 23	Talking about school and student life Discussing stereotypes Talking about the classroom	<b>Capítulo 2:</b> La vida universitaria Las materias y las especialidades, pp. 62–65 Los estereotipos, p. 65 La sala de clase, pp. 66–68	2-1 through 2-7 2-8 2-9 through 2-11
Sep 25	Learning how to conjugate verbs in the present indicative Learning how to make questions and interrogative words	Presente indicativo de verbos regulares, pp. 68–71 La formación de preguntas y las palabras interrogativas, pp. 71–73	2-12 through 2-15 2-16 through 2-19
Sep 28	Learning numbers 100–1,000 Describing student life Introducing the verb <i>estar</i>	Los números 100–1.000, pp. 74–75 En la universidad, pp. 76–78 El verbo <i>estar</i> , pp. 78–80	2-20 through 2-22 2-23 through 2-26 2-27 through 2-30
Sep 30	Expressing feelings and emotions Saying what students like or dislike to do Talking about sports and pastimes	Emociones y estados, pp. 81–82 El verbos <i>gustar</i> , pp. 82–83 Los deportes y los pasatiempos, pp. 83–84 Los deportes en el mundo hispano, pp. 85–86	2-31 through 2-33 2-34 through 2-37 2-38 through 2-42 2-43
Oct 02	Learning to listen for the gist Learning to write short personal descriptions Learning about Mexico Learning how to skim a story Review for Chapter 2 exam	Escucha, p. 87 Escribe, p. 88 Les presento mi país: México, pp. 90–91 Ambiciones siniestras: Episodio 2, pp. 92–94	2-44 through 2-47 2-48 through 2-49 2-50 through 2-51 2-52 through 2-59
<b>Oct 02-04</b>	<b>Chapter 2 exam</b>		
Oct 05	Describing your house	<b>Capítulo 3:</b> Nuestra casa La casa, pp. 100-103	3-1 through 3-9
Oct 07	Learning the forms of the irregular <i>yo</i> verbs and other irregular verbs	Algunos verbos irregulares, pp. 104–108	3-10 through 3-15
Oct 9	Describing some of the types of homes in Spain Describing furniture and items in the houses Talking about household chores	¿Dónde viven los españoles?, p. 108 Los muebles y otros objetos de la casa, pp. 109–111 Los quehaceres de la casa, pp. 112–113	3-16 3-17 through 3-21 3-22 through 3-24
Oct 12	Describing the changing role of Hispanic women and their impact in society Describing colors	Las mujeres del mundo hispano, p. 114 Los colores, pp. 115–116	3-25 through 3-26 3-27 through 3-29
Oct 14	Learning the expressions with <i>tener</i>	Unas expresiones con <i>tener</i> , pp. 117–120	3-30 through 3-32
	Learning to count, quote prices, and give population figures using numbers 1,000–100,000,000 Learning to describe places using <i>hay</i>	Los números 1.000–100.000.000, pp. 120–122 <i>Hay</i> , pp. 122–123	3-33 through 3-37 3-38 through 3-41
	Learning to scan a passage for specific information Creating a flyer Learning about Spain Learning the strategies of scanning Review for Chapter 3 exam	Escucha, p. 124 Escribe, p. 125 Les presento mi país: España, pp. 126–127 Ambiciones siniestras: Episodio 3, pp. 128–130	3-42 through 3-43 3-44 through 3-45 3-36 through 3-49 3-50 through 3-54
Oct 16	Home coming		
<b>Oct 19</b>	<b>Chapter 3 exam/Mid-Term</b>		
Oct 21	Describing places Discussing what you know, and stating what you have to do	<b>Capítulo 4:</b> Nuestra comunidad Los lugares, pp. 136–139 Actividades cotidianas: Las compras y el paseo, p. 139	4-1 through 4-8 4-9 through 4-10
<b>Oct 23</b>	<b>Homecoming</b>		
Oct 26	Knowing the differences between <i>saber</i> and <i>conocer</i>	<i>Saber</i> y <i>conocer</i> , pp. 140–141 ¿Qué tienen que hacer?, p. 142	4-11 through 4-13 4-14 through 4-16

	Talking about things to do		
Oct 28	Learning stem-changing verbs	Los verbos con cambio de raíz, pp. 144–146	4-17 through 4-25
Oct 30	Stating where people are going with the verb <i>ir</i> Talking about things that will happen using the construction <i>ir + a + infinitive</i>	El verbo <i>ir</i> , pp. 147–149 <i>Ir + a + infinitivo</i> , pp. 149–150	4-26 through 4-28 4-29 through 4-31
Nov 02	Talking about volunteer work and volunteer services	Trabajos y servicios voluntarios, pp. 151–153 La conciencia social, p. 153	4-32 through 4-34 4-35 through 4-37
Nov 04	Learning to use affirmative and negative expressions Review of <i>ser</i> and <i>estar</i>	Las expresiones afirmativas y negativas, pp. 154–156 Un repaso de <i>ser</i> y <i>estar</i> , pp. 156–159 Escucha, p. 159 Escribe, p. 160	4-38 through 4-39 4-40 through 4-43 4-44 4-45 through 4-46
Nov 06	Learning about Honduras, Guatemala, and El Salvador Learning to skim and scan for meaning Review for Chapter 4 exam	Les presento mi país: Honduras, Guatemala y El Salvador, pp. 161–163 Ambiciones siniestras: Episodio 4, pp. 164–166	4-47 through 4-53 4-54 through 4-56
<b>Nov 06-08</b>	<b>Chapter 4 exam</b>		
Nov 9	Discussing different types of music Learning demonstrative adjectives	<b>Capítulo 5: ¡A divertirse! La música y el cine</b> El mundo de la música, pp. 172–175 Los adjetivos demostrativos, pp. 176–177	5-1 through 5-13 5-14 through 5-16
Nov 11	Learning demonstrative pronouns Talking about Hispanic music in the United States Learning how things are done using adverbs	Los pronombres demostrativos, pp. 178–179 La música latina en los Estados Unidos, p. 179 Los adverbios, pp. 180–181	5-17 through 5-18 5-19 through 5-21 5-22 through 5-24
Nov 13	Learning present progressive	El presente progresivo, pp. 182–184	5-25 through 5-27
Nov 16	Sharing information about favorite movies and television programs Learning ordinal numbers	El mundo del cine, pp. 185–187 La influencia hispana en el cine norteamericano, p. 187 Los números ordinales, pp. 188–189	5-28 through 5-30 5-31 through 5-32 5-33 through 5-35
Nov 18	Learning the expression <i>hay que + infinitive</i> Learning the direct object pronouns	<i>Hay que + infinitivo</i> , pp. 189–190 Los pronombres de complemento directo y la “a” personal, pp. 190–193	5-36 through 5-37 5-38 through 5-40
Nov 20	Learning to anticipate content when listening Learn to write a brief movie review Learning about Nicaragua, Costa Rica, and Panamá Review for Chapter 5 exam	Escucha, p. 193 Escribe, p. 194 Les presento mi país: Nicaragua, Costa Rica y Panamá, pp. 195–197 Ambiciones siniestras: Episodio 5, pp. 198–200	5-41 through 5-43 5-44 5-45 through 5-46 5-47 through 5-50
<b>Nov 23</b>	<b>Chapter 5 exam</b>		
<b>Nov 25-27</b>	<b>Thanksgiving Recess</b>		
Nov 30	Learning strategies for reviewing grammar, vocabulary, and culture Describing your family and other families Talking about the university Reviewing numbers 0–1,000	<b>Capítulo 6: ¡Sí, lo sé!</b> Organizing Your Review, pp. 206–207 Review Preliminar A, Chapters 1 & 2, pp. 207–208 6-1 Nuestras familias 6-2 ¿Cómo eres? 6-3 Una gira	6-1 through 6-10
	Talking about what you like to do ( <i>me gusta...</i> ) and need to do ( <i>hay que ...</i> ) Describing your ideal house Describing a week’s schedule Describing expressions with <i>tener</i> Describing what you know	Review Chapter 3, pp. 209–210 6-4 Mi casa favorita 6-5 Mi horario personal 6-6 Quiero saber 6-7 ¿Qué tienen? Review Chapter 4, pp. 211–213	6-11 through 6-16

	Reviewing numbers 1,000–100,000,000	6-8 Lo conocemos y lo sabemos 6-9 Un cuento divertido 6-10 Mi comunidad ideal 6-11 Querida familia 6-12 Mi tiempo libre Review Chapter 5, p. 213 6-13 El concierto del siglo 6-14 ¡Bienvenido, estrella!	
Dec 02	Sharing information about what will take place in the future Discussing service opportunities in your community Discussing music and movies	Un poco de todo, pp. 214–220 6-15 Ganaste la lotería! 6-16 Busco ayuda... 6-17 Mi horario para la semana 6-18 Mis planes para el verano 6-19 Para la comunidad 6-20 Mi comunidad	6-17 through 6-26
Dec 04	Talking about Hispanic influences in the United States Compare and contrast the Hispanic countries learned about	6-21 El juego de la narración 6-22 ¿Me quiere? 6-23 Su versión 6-24 Tu propia película 6-25 ¡A jugar! 6-26 Los hispanos en los Estados Unidos 6-27 Aspectos interesantes 6-28 Un agente de viajes 6-29 Mi país favorito 6-30 Compáralo	6-27 through 6-29
<b>Dec 09</b>	<b>Final exam (Preliminar A–Chapter 5) and Post-Test</b>		

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