

## **SPA 131 – Elementary Spanish I**

**Summer I 2014**

**Texas A&M University-Commerce  
Department of Literature and Languages**

**Course:** SPA 131.001 – MTWTh 9:00am-10:50 am– HL 305

**Instructor:** Mary A. Ochoa

**Office:** 319 Hall of Languages

**Office Hours:** MW 11:00-12:00pm or by appointment

**E-mail:** [mochoa2@leomail.tamuc.edu](mailto:mochoa2@leomail.tamuc.edu)

### **COURSE DESCRIPTION**

Spanish 131 is an introduction to the Spanish language and to the cultures of the Spanish speaking world. Linguistically, this course focuses on the four abilities necessary for mastering a foreign language: listening, speaking, reading and writing. We understand that the cultural component is just as important as the linguistic one for learning to communicate effectively; therefore, students will also be introduced to the cultures of the Hispanic world. At the end of the semester, students will be required to demonstrate satisfactory communication skills as well as familiarity with the cultural aspects presented in class. The Spanish language will be used in class for practical purposes; however, English will also be employed to explain difficult grammatical concepts.

### **COURSE OBJECTIVES**

At the end of the course, students should have the tools to effectively do the following in Spanish:

- Narrate and discuss simple situations in the present and near future in Spanish.  Conduct simple conversations, ask questions, and formulate descriptions orally, all at the beginning level according to ACTFL guidelines.
- Express the above functions in formal written Spanish.
- Identify differences in cultural practices in the Spanish speaking world.
- Recognize grammatical terms in English and Spanish as provided in Appendix I of the textbook.

### **STUDENT LEARNING OUTCOMES**

Students will demonstrate the ability to understand the main idea and supporting details of authentic narrative and descriptive texts, as measured by a reading comprehension exercise in the final exam.

ACTFL guidelines for mid to advanced novice learners will be used to measure this outcome as follows:

Novice High

At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

#### Novice Mid

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

### **COURSE REQUIREMENTS**

Students are expected to do the following: prepare the assignments for the date indicated **prior to coming to class that day**; do the assignments and online work, and turn them in on the date indicated on the schedule; use the language skills inside and outside the classroom (i.e. speaking to native speakers, watching Spanish lang. TV or movies, reading Spanish lang. magazines or newspapers). **Students are required to bring their textbooks to class every day**

### **REQUIRED TEXTS**

- Knorre, M., Dorwick, T., Pérez-Gironés, A., Glass, W., and Villareal, H. *Puntos de Partida*. 9th ed. New York: McGraw Hill, 2011.
- *Connect Electronic Workbook and Lab Manual* to accompany *Puntos de Partida*. 9th ed.

### **RECOMMENDED**

Invest in a good Spanish/English dictionary.

### **GRADING**

Students earn their grade on an objective grading scale based upon 100 points.

Exam 1 10%	A = 100-90
Exam 2 15%	B = 89-80
Exam 3 20%	C = 79-70
Oral Exam 1 10%	D = 69-60
Oral Exam 2 15%	F = 59-
Tutor interviews 10%	
Connect Workbook + Lab Manual 10%	
Quizzes 5%	
Participation 5%	

## **PARTICIPATION**

Students are expected to attend all classes and to actively participate in all activities and discussions.

## **ATTENDANCE**

Your presence in class is imperative. In order to be able to participate in class, you must be present. Roll will be taken every day, and attendance is mandatory. If you are absent more than three times, **for each absence beyond the three allowed your final grade will be lowered by 1% up to a maximum of 10%**. After the sixth absence, you may be dropped from the course. Absences due to routine illness or unexpected routine situations count as absences. The only absences that do not count beyond the three allowed are those resulting from required participation in university events, hospitalization, or family emergencies of which the instructor has been notified by university officials. Coming to class late or leaving class early equals 1/3 of an absence.

Please note that **late work is not accepted**. If you must be absent from class on a quiz or exam day for justified circumstances, please speak to your instructor immediately.

## **CONNECT Workbook and Lab Manual**

Homework is assigned to provide students with additional practice and review of material. The Workbook exercises are essential to understanding the material presented in the textbook and in the class. The Lab Manual will help practicing listening, speaking, reading and writing, so improving the four language skills. Both Workbook and Lab Manual are to be completed following the electronic versions provided by Connect. Students are responsible for completing assignments listed in the syllabus by the dates indicated. The system will not accept late work for credit; a student still may do it for the practice, however.

- Read the attached sheet to follow Connect registration instructions.

## **QUIZZES**

Vocabulary and reading comprehension quizzes are given for each chapter. You can expect 13 quizzes throughout the semester. No makeup quizzes are given due to routine absences.

## **EXAMS**

Each written exam consists of listening, reading, grammar and vocabulary exercises. Make up exams are not given unless arrangements have been made in advance of the absence from a scheduled exam.

- Exam 1 – Chapters 1 and 2
- Exam 2 – Chapters 3 and 4
- Exam 3 – Chapters 5, 6, and 7

Students may not take the final exam early. If you are not present for Exam 3, you will receive a zero. No makeup exams are allowed for the final exam.

## **ORAL PROFICIENCY EXAMS**

Two oral proficiency exams are conducted during the semester and consist of a conversation/interview about topics covered in class. Sign up for the oral exam is available a week prior to the exam.

## **TUTOR INTERVIEWS**

A series of five interviews are to be held with departmental tutors. Students must visit the tutors once every week at their office and maintain a conversation of no less than 10 minutes. Topics depend on the material covered in class, focusing in the chapters studied previously to each interview. Tutors will have signup sheets for students to set up an appointment for each one of the five interviews. The first three interviews are just to practice oral communication; the last two will take into account your performance. Tutors' office and schedule: HL 119.

In addition to the required tutoring sessions, students can also make appointments with the tutors simply to get help with the concepts learned in class.

## **TECHNOLOGY REQUIREMENTS**

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection / high speed recommended (not dial-up).
- Headset/Microphone.
- Word processor (MS Word or Word Perfect).

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means this course will work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

The course will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports Firefox browser (3.0) on both Windows and Mac operating systems.

-Internet access/connection – high speed recommended (not dial-up).

-Word processor (Microsoft Word).

It is strongly recommended that you perform a “Browser test” prior to the start of the course. To launch a browser test, login to eCollege, click on ‘myCourses’ tab, and then select the “Browser test” link under Support Services.

### **Technical Support**

Texas A & M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week:

- Chat support: Click on ‘Live support’ on the tool bar with the course to chat with an eCollege representative.
- Phone: 1-866-656-5511 (Toll free) to speak with eCollege technical support representative.

- E-mail: [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege technical support representative.
- Help: Click on the 'help' button on the toolbar for information regarding working with eCollege (i.e. how to submit to dropbox, how to post to discussion, etc.)

## ACCESS AND NAVIGATION

Spa 131 is a web-enhanced course through eCollege, the learning management system used by Texas A & M University-Commerce. To use the eCollege features associated with this course go to: <https://leo.tamuc.edu/>

You will need your CWID (Campus Wide I.D.) and password to log in to the course. If you do not know your CWID or have forgotten your password, contact technology services at 903-468-6000 or [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org)

### **eCollege features used by Spa 131**

Spa 131 is a face-to-face course; however, we will take advantage of computer technology to enhance the benefits of the course. Through eCollege, students will be able to do the following:

- Obtain and print a copy of this syllabus.
- Obtain other course documents through doc. sharing.
- Check their grades online through the eCollege gradebook.
- Talk to other students through the Virtual Lounge.

**Every communication with the instructor should occur via e-mail at:**

**The instructor will also use eCollege announcements to communicate with students. Please check your university e-mail regularly.**

### **Tutoring and Advising:**

- **Your Instructor:** I am your first resource and want to make your experience as positive as possible. Please talk to me if you are having any problems in the course and I will do my best to assist you.
- **Tutorials:** Tutoring is available in HL 119. Tutorials are free of charge and are offered daily. Please register your name on the sign-up sheet on the door prior to your tutoring session.
- **Advising:** Dr. Inma Lyons is the Spanish undergraduate adviser. To declare a major, second major, or minor in Spanish, or to get further information on the Spanish program, please make an appointment with Dr. Lyons. You may contact her at the following e-mail address: [Inma.Lyons@tamuc.edu](mailto:Inma.Lyons@tamuc.edu)

- **Notice to those seeking Teacher Certification:** Students who plan to teach English, Spanish, or English as a Second Language in Texas public schools must pass the appropriate state certification tests. The Department of Literature and Languages grants approval to take the content-area tests, subject to departmental policies. Additional information about the examinations and the internship is available at the Educator Certification office in Ed North 204 (ext. 5182). If you plan to be a Spanish teacher, please speak to Dr. Inma Lyons. You may contact her at [Inma.Lyons@tamuc.edu](mailto:Inma.Lyons@tamuc.edu)
  
- **Placement Exam:** If you have taken *any* Spanish in the past, or if you speak Spanish, you should take the Spanish placement exam. It is offered every day at the Testing Office located in the One Stop Shop building. You may possibly place out of lower-division classes and receive up to 6 hours of credit! This exam is to help you finish your language requirement sooner, or get you into upper-level classes without repeating work you have already done in the past.
  
- **Study Abroad:** We encourage students to pursue an immersion experience in Spanish by participating in our study abroad programs. Anytime you receive credit for courses taken abroad, you must have them approved by the Spanish advise and the Department of Literature and Languages' Department Head BEFORE you leave. Please speak to your professor if you are interested in taking Spanish in Spain or Mexico. You can benefit enormously from a study-abroad experience. Financial aid will apply to most destinations and the Office of International Studies offers travel stipends for almost all interested students to travel to a variety of countries. For more information contact Dr. Kenneth Clinton in Ferguson Social Sciences 220, (903) 468-6034.
  
- **E-Culture Policy:** When dealing with faculty over e-mail, it is important that students keep the following in mind:
  - Always use your MyLeo e-mail account to communicate with your instructor. Messages from any other e-mail account may go into the junk folder.
  
  - Always use salutations and signatures. Be courteous. Add a recognizable subject to your e-mail. If you don't sign your e-mail, your instructor may not know where it comes from.
  
  - For serious matters use e-mails to facilitate a mutually agreeable time to meet. E-mail should not be used to avoid personal interaction.
  
  - Never use e-mail to vent or to respond immediately to an emotional situation.

**Statements required by the University and the Department of Literature and Languages:**

- **Retention statement for 1st Year Students:** Grades for students in freshmen level classes will be reported to the Registrar's Office at the end of the fifth week of class during the fall and spring semesters. The Registrar's Office will report grades to students, Advising Services, Academic Departments (faculty advisors) and mentors.

This procedure will allow students to be knowledgeable about their academic progress early in the semester. The university, through Advising Services, faculty advisors and mentors, will take steps to assist students who may be experiencing difficulty to focus on improvement and course completion. Early intervention for freshman students is designed to communicate to students the University's interest in their success and willingness to participate fully to help students accomplish their objectives.

- **Behavior:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct).
- **Americans with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
Texas A&M University-Commerce  
Gee Library  
Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
e-mail: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

- **Academic Honesty:** *Plagiarism* is borrowing the work of others and not giving credit where credit is due. It is unethical and reflects very poorly on a person's character. Copying someone else's work, or asking a friend or tutor to write your compositions constitutes a violation of academic honesty policy. Likewise, the use of electronic media to translate your work to Spanish is also unacceptable. Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]) Students who engage in plagiarism and copying acts that deserve official disciplinary actions are subject to academic sanctions.

**Finally, a piece of information:** Learning Spanish is actually good for your health!

Research indicates that knowing and using two languages reduces your chances of developing dementia, including Alzheimer's disease. These scientists were motivated by earlier studies which showed that bilingualism enhances mental abilities in both children and older adults. Other studies show that studying languages can improve your memory and slow age-related decline in mental acuity. And studying another language makes you smarter! Your critical thinking skills will be improved as you learn to view things through a different lens. Learning a second language stimulates creativity!

FECHA	ACTIVIDADES DE CLASE Y TAREAS	
<b>1ª semana</b>		
lunes 2	First class day: Course and textbook presentation. Presentations, pronunciación 18 <b>Capítulo 1:</b> “Ante todo” 2-11: Greetings and common expressions, the alphabet, cognates, expressing what you are like, and “nota cultural.” <b>(Wednesday the 4<sup>th</sup> is the deadline for tutoring session no. 1)</b>	
martes 3	12-15: Pronunciation, numbers 0-30, expressing “there is, there are,” expressing likes. ¿Qué hora es? (What time is it?), pgs. 16-17. Reading. 20-21 <b>Quiz 1:</b> “Ante todo”.	
miércoles 4	<b>Capítulo 2:</b> “En la universidad” Vocabulary, question words, pronunciation, pgs. 26-31. Singular and plural of nouns, gender, articles, pgs. 32-37. <b>Quiz 2:</b> vocabulary. <b>TODAY IS THE DEADLINE FOR 1<sup>ST</sup> TUTORING INTERVIEW</b>	1st tutoring due
jueves 5	Subject pronouns, present tense of –AR verbs, expressing negative declarations, the verb ESTAR, expressing the time of day: - por vs. –de, pgs. 38-44. Yes/no questions, rising intonation, subject/verb inversion in questions. <b>Quiz 3</b> – lectura cultural, pg. 52.	
<b>2ª semana</b>		
lunes 9	Review for Exam 1 over chapters 1 and 2. <b>(Wednesday, the 14<sup>th</sup> is the deadline for tutoring interview no. 2)</b>	
martes 10	<b>Exam 1 – capítulos 1 y 2.</b> <b>Connect exercises for chapters 1 and 2 are due today before midnight.</b>	
Miércoles 11	<b>Capítulo 3:</b> “La familia” Vocabulary practice, pgs. 60-64. Numbers to 100, pg. 62. <b>Accent marks, pg. 65.</b> Forms and placement of adjectives, forms of this-these, pgs. 66-69. <b>Quiz 4:</b> Vocabulary <b>TODAY IS THE DEADLINE FOR 2<sup>ND</sup> TUTORING INTERVIEW</b>	2nd tutoring due
Jueves 12	The verb SER, -porque vs. –para, pgs. 72-75. The possessive adjectives, pgs. 77-78. Present tense of –ER and IR verbs, pgs. 80-83. <b>Quiz 5:</b> Lectura cultural, pg. 90.	
<b>3ª semana</b>		
lunes 16	<b>Capítulo 4:</b> “De compras” Vocabulary practice, pgs. 98-101. Numbers to 2 million <b>Accent marks, pg. 105.</b> Pronunciation (pg. 105), demonstrative adjectives and pronouns, pgs. 107-109. <b>Quiz 6:</b> Vocabulary <b>(Wednesday, the 18<sup>th</sup> is the deadline for tutoring interview no. 3)</b>	
martes 17	The verbs TENER, VENIR, PREFERIR, QUERER, PODER, pgs. 111-113. Expressing destination and future actions, the verb IR, pgs. 116-118. <b>Quiz 7:</b> Lectura cultural, pg. 122. Review for oral exam.	
miércoles 18	<b>Oral Exam – conducted in pairs.</b> <b>TODAY IS THE DEADLINE FOR 3<sup>RD</sup> TUTORING INTERVIEW</b>	3rd tutoring due
jueves 19	Review for Exam 2 over chapters 3 and 4.	
<b>4ª semana</b>		
lunes 23	<b>EXAM 2 OVER CHAPTERS 3 AND 4</b> <b>Connect exercises over chapters 3 and 4 are due today before midnight.</b> <b>(Wednesday, the 25<sup>th</sup> is the deadline for tutoring interview no. 4)</b>	
martes 24	<b>Capítulo 5:</b> “En casa”	

	<p>Vocabulary practice, pgs. 130-133.  Preposiciones I, pgs. 134-135.  Pronunciation.  The verbs HACER, OÍR, PONER, SALIR, TRAER, VER, pgs. 136-138.  <b>Quiz 8: Vocabulary</b></p>	
miércoles 25	<p>The verbs PENSAR, VOLVER, PEDIR, pg. 142.  Other Stem-changing verbs, pg. 143-145.  Reflexive pronouns, pgs. 147-149.  <b>TODAY IS THE DEADLINE FOR 4<sup>th</sup> TUTORING INTERVIEW</b></p>	4th tutoring due
jueves 26	<p><b>Quiz 9:</b> Lectura cultural, pg. 156.  <b>Capítulo 6:</b> “Las estaciones y el tiempo”  Práctica de vocabulario, pgs. 164-166.  Preposiciones, pg. 168  Vocabulario.</p>	
5 <sup>a</sup> semana (julio)		
lunes 30	<p><b>Quiz 10:</b> Vocabulary  The present progressive, pgs. 170-171.  SER vs. ESTAR, pgs. 175-177.  Expressing comparisons, pgs. 182-185.  Lectura cultural, pg. 192.  <b>Quiz 11:</b> Reading Comprehension.  (Wednesday, the 2<sup>nd</sup> of July is the deadline for tutoring interview no. 5)</p>	
martes 1	<b>Oral Exam 2</b>	
miércoles 2	<p>Review for Final Exam over chapters 5 and 6.  <b>TODAY IS THE DEADLINE FOR 5<sup>th</sup> TUTORING INTERVIEW</b></p>	5th tutoring due
jueves 3	<b>FINAL EXAM</b>	