

# Cedar Crest College

## Spanish 101: Introduction to Spanish I Monday & Wednesday 11:00 am – 12:15 pm Blaney Hall 11 Fall 2009

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Office Hours: Tuesday and Wednesday 1:00-2:00 pm & by appointment.

### Prerequisites:

There are no prerequisites for this course. Introductory Spanish is designed for students who have not had any previous academic experience with Spanish.

### Required Texts:

**Textbook:** Dawson. Dicho y Hecho: Beginning Spanish 8<sup>th</sup>. Edition

**Activities Manual:** QUIA ELECTRONIC ACTIVITIES MANUAL

↳ (Book key number to access the Workbook and Lab Manual online)

- **Suggested:** Dicho y Hecho: Student companion Web site  
Spanish / English Dictionary

### A. Course description:

This course introduces students to the essentials of Spanish with emphasis on learning to speak and to understand practical, conversational Spanish. This class prepares students for basic communication in Spanish. ¡**Bienvenidos!**

### B. Course objectives:

Upon successful completion of this course, students will be able to:

- **Speaking:** Recognize and reproduce the basic sound and rhythm of the language. Develop an elementary vocabulary. Ask and respond to simple questions involving the learned material.
- **Listening:** Comprehend short, learned utterances and sentence-long utterances. Comprehend words and phrases from simple questions, statements, high frequency commands, and courtesy expressions.
- **Reading:** Understand readings containing learned vocabulary and grammar structures as well as simple unfamiliar segments with cognates.
- **Writing:** Construct phrases and sentences and write brief compositions.
- **Cross-cultural knowledge:** Exhibit knowledge of the customs, lifestyles and environments of Spanish-speaking countries.

## C. Required work:

### I. Attendance

Attendance is **mandatory**. Missing classes will adversely affect the student's grade as well as their ability to keep up with the class. Students should remember that any absences from class might also adversely affect the class participation grade used in determining their final grade.

✍ If you need to miss class due to health, personal, or athletic reasons, **please notify me** in advance (*if possible*) or on the day of class. If an emergency arises, the Dean's Office can assist you by providing an official excuse note. And remember, if you miss a class for any reason, you are responsible for staying current regarding assignments and announcements.

### II. Participation in class and preparation

Because learning a language is a time-consuming process which requires a lot of memorization and practice, it is essential that students **study** and read **assigned material** outside of class, **complete assigned exercises**, **attend class**, and **participate** actively in all classroom activities.

✍ The following descriptions are designed to help you understand what is expected of you as well as how this component of your performance is assessed:

- **A:** Studies and reads assigned materials and completes assignments prior to class; attends entire class period; listens attentively to instructor and classmates; participates actively and enthusiastically in pair work and small group activities; attempts to communicate exclusively in Spanish; offers information and/or answers but also allows other students the opportunity to answer.

- **B:** Performs a majority, but not all, of the behaviors and activities described above, or performs all of them to a lesser degree.

- **C:** Attends class having read assigned materials and/or prepared exercises but does not pay attention in class; does not stay on-task in small group work, or makes little attempt to communicate in Spanish; or attends class and listens attentively but has not read or prepared exercises.

- **D:** Attends all or part of the class (e.g. arrives late), has not read assigned materials or prepared exercises; does not pay attention during most class activities and/or PowerPoint presentations; interrupts classmates; speaks largely in English; and/or does not stay 'on-task' during small group work.

- **F:** Is absent from class and thus does not participate or demonstrate participation; or attends class but is not prepared and does not participate, does not pay attention to class activities, and does not complete group activities.

### III. Assignments

- **Homework** will consist of written and listening comprehension exercises from *Cuaderno de Actividades* \* & *Manual de Laboratorio* \* **both online**, as well as textbook exercises. Please refer to the calendar for details.

- **Films and cultural activities.** These activities are assigned to help you expand your knowledge of customs, traditions and lifestyles in Spanish speaking countries.

→ Films are on **reserve** in the **Library**, and you are required to see them outside the classroom and afterwards to hand in a brief report in class by the due date.

TITLE: “*Real Women Have Curves*” → must be seen by **Sep. 28th**

TITLE: “*Celebrating the Day of the Dead*” → must be seen by **Oct. 28th**

CULTURAL ACTIVITY: “*Building an Altar de Muertos*” → **Date TBA**

- Any work that will receive a grade must be individual and independent work.

**IMPORTANT** ► Homework and other assignments are due the day specified in the calendar. **No credit for late work.**

#### ***IV. Oral presentation***

The oral presentation will consist in a 4-5 minute conversation completely in Spanish between a classmate and you. Students will be expected to prepare and to practice before performing in class. Guideline cards in English/Spanish are allowed. (But not reading from a script!) This conversation will be based on situations and themes covered in class.

Aspects to be graded are organization, vocabulary, correctness of the language, and performance.

- Due Date to choose a partner: → **Nov. 18th**
- Oral Presentation Date: → **Dec. 7th**

#### ***V. Quizzes & Grammar Exam***

There will be six short quizzes (one per chapter, 7-10 minutes in length) which will assess your reading, writing, and listening skills of the material covered during each chapter.

- Quizzes Dates: → **Sep. 14th Sep. 28th Oct. 19th Nov. 2nd Nov. 16th Dec. 2nd**

There will a Final exam based upon the main Spanish grammar structures studied.

- Exam Date: → **Date and location will be announced by the Registrar’s Office**

☑ As previously mentioned, if you have an unexcused absence on the day of a quiz/exam, you will automatically receive a zero for the quiz as well as for any other graded assignment due on that day not handed in advance.

**IMPORTANT** ► Recommended study aids for quizzes and exam:

1. “Vocabulario” & “Autoprueba y Repaso” section of each chapter in the textbook.
2. “Flashcards & Self-Tests” in the *Dicho y Hecho*: Student companion Web site

## D. Grading Criteria

### I. The CCC grading scale is as follows:

93-100% A	80-82% B-	69-60% D
90-92% A-	77-79% C+	Below 60% F
86-89% B+	72-76% C	
83-85% B	70-71% C-	

### II. Final grade is determined as follows:

In-class participation and preparation	10%
Homework	25%
Films and cultural activities	10%
Chapter quizzes (5% each)	30%
Oral presentation	10%
Final exam	15%

## E. Class Policies

### I. Make up

There will be **no make-up assignments**. Assignments must be completed and turned in on days specified by the instructor. There will be **no make-up exams/quizzes** unless there is an excused absence. If there is an excused absence with written proof, the exam has to be taken the same day the student returns to class (otherwise the student will receive a 0).

### II. Plagiarism

Copying from other students during an exam or providing other classmates with answers to homework exercises, all constitute plagiarism and will result in an immediate 'F' for the course. Second offenses are dealt with in the CCC student handbook and usually involve suspension.

### III. Classroom Protocol

Besides completing the mandatory workbook exercises, the student is required to read the assigned pages and to prepare the material for the class in advance. I strongly recommend completing additional textbook exercises after class.

I encourage the use of Spanish forms of courtesy to interact with other students and with the instructor. In class students are required to maintain polite behavior at every moment. In order to preserve an environment free of distractions, **please avoid late arrivals or early departures. No food in the classroom.**

#### IV. Disabilities












Students with documented learning disabilities who may need academic accommodation should discuss these needs with their professor during the class. Students with disabilities who wish to request accommodations should contact the Academic Services office.












#### V. Honor Code


I fully support the Cedar Crest College Honor Code and the Classroom Protocol code as stated in the Customs Book.

#### F. Tentative Calendar (Note: This calendar is subject to change depending on class needs.)

<i>Date</i>	<i>Main topics</i>	<i>Homework (due before the following class)</i>
Aug. 24	Course introduction  Cap. 1 Las presentaciones	<ul style="list-style-type: none"><li>• QUIA account</li><li>• C.A: 1-1, 1-3</li><li>• M.L:1-1, 1-2, 1-4</li><li>• Read: pp. 9-12</li></ul>
Aug. 26	Cap. 1 Los cognados Subject pronouns and the verb SER	<ul style="list-style-type: none"><li>• C.A: 1-4, 1-5, 1-6</li><li>• M.L:1-5, 1-6, 1-7, 1-8</li><li>• Read: pp. 13-17</li></ul>
Aug. 31	Cap. 1 Expressions of courtesy Numbers from 0 to 99 The alphabet	<ul style="list-style-type: none"><li>• C.A: 1-7, 1-8, 1-9</li><li>• M.L: 1-10, 1-11, 1-14, 1-16</li><li>• Read: pp. 18-22</li></ul>
Sep. 02	Cap. 1 Days and months Dates and birthdays	<ul style="list-style-type: none"><li>• C.A: 1-10, 1-11, 1-12</li><li>• M.L: 1-17, 1-18, 1-19</li><li>• Read: pp. 23-27</li></ul>
Sep 07	* No class LABOR DAY *	
Sep. 09	Cap. 1 Telling time Nationalities	<ul style="list-style-type: none"><li>• C.A: 1-14, 1-15</li><li>• M.L: 1-20, 1-21</li><li>• Read: pp. 34-39</li></ul>
Sep. 14	📖 QUIZ "CAPÍTULO 1"  Cap. 2 La vida universitaria 📖 <i>Cultura: Puerto Rico</i>	<ul style="list-style-type: none"><li>• C.A: 2-2, 2-4</li><li>• M.L: 2-1, 2-2,</li><li>• Read: pp. 40-42</li><li>• Answer "Después de leer" pp. 50</li></ul>

Sep. 16	<p>Cap. 2 Nouns: gender and number Definite and indefinite articles  <i>Cultura: La vida universitaria</i></p>	<ul style="list-style-type: none"> <li>• C.A: 2-5, 2-6</li> <li>• M.L: 2-4, 2-5, 2-6</li> <li>• Read: pp.43-54</li> <li>• Answer “ Paso 3 ” pp. 48</li> </ul>
Sep. 21	<p>Cap. 2 Verb <b>IR</b> + a + destination  <i>Escenas: Un pequeño accidente</i> Present regular <b>-ar</b> verbs</p>	<ul style="list-style-type: none"> <li>• C.A: 2-7, 2-8, 2-10, 2-11, 2-12</li> <li>• M.L: 2-7, 2-9, 2-10, 2-12</li> <li>• Read: pp. 55-60</li> </ul>
Sep. 23	<p>Cap. 2 Present regular <b>-er</b> and <b>-ir</b> verbs Irregular verbs <b>Hacer</b> and <b>Salir</b>  ¡A escuchar! <i>La universidad de P.R.</i></p>	<ul style="list-style-type: none"> <li>• C.A: 2-14, 2-15, 2-17, 2-18</li> <li>• M.L: 2-13, 2-14, 2-15, 2-17</li> <li>• Read: pp. 68-73</li> </ul>  <b>FILM:</b> <i>Real Women have Curves</i>
Sep. 28	<p> <b>QUIZ “CAPÍTULO 2”</b></p> <p>Cap. 3 Así es mi familia  <i>Cultura: Los hispanos en E.U.</i></p>	<ul style="list-style-type: none"> <li>• C.A: 3-1, 3-2</li> <li>• M.L: 3-1, 3-2</li> <li>• Read pp. 74-75 &amp; 77</li> <li>• Answer “Después de leer” pp. 79</li> </ul>
Sep. 30	<p>Cap. 3 The verb <i>tener</i> Relaciones personales: <i>a</i> personal  <i>Cultura: La familia hispana</i></p>	<ul style="list-style-type: none"> <li>• C.A: 3-3, 3-4, 3-6</li> <li>• M.L: 3-3, 3-4, 3-5</li> <li>• Read pp. 80-87</li> <li>• Answer “ Paso 2 ” pp. 76</li> </ul>
Oct. 05	<p>Cap. 3  <i>Escenas: Para eso están los amigos</i> Descriptive adjectives</p>	<ul style="list-style-type: none"> <li>• C.A: 3-7, 3-8</li> <li>• M.L: 3-6, 3-7, 3-8</li> <li>• Read pp. 88-92</li> </ul>
Oct. 07	<p>Cap. 3 Possessive adjectives Possession with <i>de</i> The verb <i>estar</i>: Indicating location</p>	<ul style="list-style-type: none"> <li>• C.A: 3-9, 3-10, 3-11, 3-12</li> <li>• M.L: 3-9, 3-10, 3-12, 3-13</li> <li>• Read pp. 93-97</li> <li>• Answer ¡A escuchar! pp. 96</li> </ul>
Oct. 12	* No class FALL BREAK *	
Oct. 14	<p>Cap. 3 The verb <i>estar</i>: describing conditions  ¡A escuchar! <i>Linda conversa con ...</i>  <i>Artes populares: Los murales</i></p>	<ul style="list-style-type: none"> <li>• C.A: 3-13, 3-15, 3-16, 3-17, 3-18</li> <li>• M.L: 3-14, 3-15, 3-16</li> <li>• Read pp. 102-111</li> </ul>
Oct. 19	<p> <b>QUIZ “CAPÍTULO 3”</b></p> <p>Cap. 4 ¡A la mesa!</p>	<ul style="list-style-type: none"> <li>• C.A: 4-1, 4-2</li> <li>• M.L: 4-1, 4-2</li> <li>• Read pp. 112-114</li> <li>• Answer “ Paso 3 ” pp.116</li> </ul>

	 <i>Cultura: México</i>	
Oct. 21	Cap. 4 The verb <i>gustar</i>  <i>Escenas: ¿Qué hay para cenar?</i>	<ul style="list-style-type: none"> <li>• C.A: 4-4, 4-5</li> <li>• M.L: 4-3, 4-4</li> <li>• Read pp. 117-124</li> <li>• Answer “Después de leer” pp. 126</li> </ul>
Oct. 26	Cap. 4 Present: stem-changing verbs Las comidas y las bebidas  <i>Cultura: Las comidas en el mundo ..</i>	<ul style="list-style-type: none"> <li>• C.A: 4-6, 4-8, 4-9, 4-10</li> <li>• M.L: 4-5, 4-6, 4-8, 4-9</li> <li>• Read pp. 127-133</li> <li>• Answer ¡A escuchar! pp. 135</li> </ul>  <b>FILM: Celebrating Day of the Death</b>
Oct. 28	Cap. 4 Counting from 100 / indicating the year Interrogative words  <i>¡A escuchar! Un mensaje telefónico</i>	<ul style="list-style-type: none"> <li>• C.A: 4-11, 4-12, 4-14, 4-15</li> <li>• M.L: 4-10, 4-11, 4-12, 4-13</li> <li>• Read pp. 142-149</li> <li>• Answer “Después de leer” pp. 151</li> </ul>
Nov. 02	 <b>QUIZ “CAPÍTULO 4”</b>  Cap. 5 Recreaciones y pasatiempos Los colores Frecuencia  <i>Cultura: Cuba y La Rep. Dominica..</i>	<ul style="list-style-type: none"> <li>• C.A: 5-2, 5-3</li> <li>• M.L: 5-1, 5-3, 5-4, 5-5</li> <li>• Read pp. 152-157</li> <li>• Answer “Paso 3” pp. 158</li> </ul>
Nov. 04	Cap. 5 Additional <i>yo</i> -irregular verb  <i>Escenas: un deportista muy serio</i>	<ul style="list-style-type: none"> <li>• C.A: 5-5, 5-6,</li> <li>• M.L: 5-6, 5-7, 5-8</li> <li>• Read pp. 159-166</li> </ul>
Nov. 09	Cap. 5 Preferencia, obligación, intención <i>Ir + a + infinitive</i> El clima y las estaciones	<ul style="list-style-type: none"> <li>• C.A: 5-7, 5-8, 5-9, 5-10</li> <li>• M.L: 5-9, 5-10, 5-11</li> <li>• Read pp. 167-170</li> <li>• Answer “A escuchar” pp. 172</li> </ul>
Nov. 11	Cap. 5 The present progressive <i>Ser and estar</i> (A summary)  <i>¡A escuchar! ¡Todo sobre el fútbol!</i>	<ul style="list-style-type: none"> <li>• C.A: 5-12, 5-13, 5-14, 5-15</li> <li>• M.L: 5-12, 5-13, 5-14, 5-15</li> <li>• Read pp. 178-181</li> <li>• Answer “Después de leer” pp. 185</li> </ul>
Nov. 16	 <b>QUIZ “CAPÍTULO 5”</b>  Cap. 6 La rutina diaria  <i>Cultura: España contemporánea</i>	<ul style="list-style-type: none"> <li>• C.A: 6-1</li> <li>• M.L: 6-1, 6-2, 6-3</li> <li>• Read pp. 186-193</li> <li>• Answer “ Paso 3 ” pp. 194</li> </ul>
Nov. 18	Cap. 6	<ul style="list-style-type: none"> <li>• C.A: 6-3, 6-4</li> </ul>

	Reflexive verbs 🎧 <i>Escenas: La guerra del baño</i>	<ul style="list-style-type: none"> <li>• M.L: 6-4, 6-5, 6-6</li> <li>• Read pp. 195-201</li> </ul>
Nov. 23	Cap. 6 ¿Qué acabas de hacer? Adverbs Algunas profesiones	<ul style="list-style-type: none"> <li>• C.A: 6-5, 6-6, 6-7</li> <li>• M.L: 6-7, 6-8, 6-9, 6-10</li> <li>• Read pp. 202-210</li> </ul>
Nov. 25	* No class THANKSGIVING BREAK *	
Nov. 30	Cap. 6 The Preterit of regular verbs Direct object pronoun	<ul style="list-style-type: none"> <li>• C.A: 6-10, 6-11, 6-13, 6-16, 6-17</li> <li>• M.L: 6-12, 6-13, 6-14, 6-15</li> <li>• Answer “¡A escuchar! pp. 212</li> </ul>
Dec. 02	📝 <b>QUIZ “CAPÍTULO 6”</b>  🎧 <i>¡A escuchar! ¿La hora del examen..?</i> <b>GENERAL REVIEW</b>	➤ Prepare oral presentation: We'll meet at Hartzel Hall 221
Dec. 07	 <b>ORAL PRESENTATIONS</b>	
	<b>FINAL EXAM</b> (Date to be announce)	