SPANISH 1001 – ELEMENTARY SPANISH I
Gordon College, Barnesville, GA
Spring 2016

Instructor: Dr. Darren Broome    Office: 218 Academics
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Office hours T/R: 8:00-9:30, 12:15-2:00, 3:15-3:30, 10:45-11:00, 4:45-5:00

Course Description:
Welcome to Spanish 1001! This course covers the first five lessons of the Vistas textbook. In this course, you will learn basic communication skills in Spanish, and gain an understanding of Hispanic culture of Latin America, Spain, and United States. My goal in the beginning and intermediate language courses is develop your communicative proficiency in comprehending, speaking, reading, and writing Spanish on a variety of everyday topics. Interaction is our primary means to attain our goals. As a result, there will be VERY LITTLE ENGLISH spoken in class using this interaction method. The presentation of the material is meant to make the experience of learning Spanish as close to “being there” as possible. Keep in mind that, if you really were in a Spanish-speaking country, you would most likely not understand every word you would hear. You must therefore train yourself both to listen for the gist of the language and to cope with the frustration that comes when you cannot have a translation for every word in Spanish. Therefore, pay attention to context, use your guessing skills to hypothesize about meaning, and relax! Study and review assigned sections and complete homework before coming to class: you have English explanations in the text and on supersite. Learning language is a process of accumulation. To succeed in this course, you must study every day! After the first day of class, nearly the whole course will be conducted in Spanish!

Additionally, do not expect this course to be about grammar and vocabulary learning. Although you will be learning grammar and vocabulary, they are not the focal point of this course.
If you are in Learning Support Reading or English, you are no permitted to enroll in this course until those requirements are met.

Native-Speaker Policy: If Spanish is your native language, this course is not appropriate for you. Furthermore, Gordon College does not allow native speakers to take their native language in order to receive foreign language credit.

SPANISH 1001 is designed for true beginners in Spanish. However, it is likely that there will be a mix of true beginners and false beginners (students with some high school Spanish who feel they need to go back to the basics).

For the real beginners: do not feel intimidated by the students who seem to know all the material already. Your instructor caters to the needs of the true beginners, and sooner than you might think, you will have caught up with the false beginners. Plus, saying that you did not take Spanish in high school is no excuse for not succeeding in the course.
For the false beginners: be sure to study. Unfortunately, students with some Spanish background often tend to be overly confident and end up scoring poorly. If you know everything and do not need to study, consider taking a more advanced Spanish course. Also, please try not to monopolize participation in the class and try not to shout all the answers before the true beginners get a chance to think things over: be a sport and give the others a chance!

Required Course Materials:

  - Textbook
  - Access to textbook Supersite (sold with textbook.)

If you do not purchase the textbook from the book store, you must purchase the access code separately from the publisher at www.vhldirect.com

Optional Course Material:

Spinelli, Emily. *English Grammar for Students of Spanish.* (any edition or year).

Tips for Learning Spanish

1. Study day-by-day. You cannot get by in a foreign language course by cramming at the last minute. You may be able to ‘learn’ vocabulary items that way, but you cannot teach your mouth to use them in sentences. (Can you cram for a swimming test or a piano recital?)
2. Go back and review ‘old’ topics and vocabulary. Language learning is cumulative. You learn new skills on the basis of old ones. The more you ‘recycle’ familiar information and skills, the better you will be able to integrate new ones.
3. Don’t be afraid to make mistakes. Self-consciousness can be a mighty obstacle to learning a language. Perhaps part of the reason small children readily acquire languages is that they are not afraid of making mistakes: their egos do not restrain them from acting like ‘little clowns.’
4. Don’t forget that **motivation and human interaction** are the key ingredients to learning a language; if you take a more motivated approach at the beginning of the semester, you should enjoy learning Spanish, and hopefully will want to continue learning Spanish. Try not looking at this class as a CPC deficiency, humanities elective or just a requirement for the major.
5. Approach learning Spanish in a positive way. If you don’t like Spanish, foreign languages or learning in general, do not have high expectations for a good grade, or the amount of knowledge/information you can gain from this course, and above all, do not share this information with the instructor.
6. Take notes in class. If the instructor writes something on the board, it is important. Review it outside of class.
6. Look over the schedule of assignments before class to get a quick “preview” of the lesson.
7. Avoid literal translation from English to Spanish. Try to use the grammar/vocabulary you know although it might be rather limited.
8. Keep It Simple in Spanish (KISS). This is an introductory course, so you should not venture off into the uncharted waters of the Spanish language.
9. Keep up with the Supersite exercises. Don't wait until the last minute to start on the exercises.
10. Watch the tutorials on vocabulary and grammar for each lesson on the supersite. And read/study grammar illustrations and vocabulary from textbook.
11. For extra practice, the instruction has a link on quizlet: http://quizlet.com/class/999152/ (Quizlet is a website providing learning tools for students, including flashcards, study and game modes. It also can viewed via the phone ap. Most students love the site!)

Questions to avoid asking because they might irritate the instructor:
1. Extra credit? Rarely will extra credit be given.
2. Are we doing anything important next class?
3. Do you think I will make A, B... etc. in the course?
4. Are you going to take this assignment up? You are in college, not an appropriate question to ask in college.

Classroom Decorum: You are not allowed to use the classroom printer/computer or personal laptops without permission from the instructor. Turn your cell phone off before entering class. The instructor may confiscate your phone and hold it until the next class day if it rings in class, and he may answer it; if you answer your phone, check your messages, text message, check the time on phone, or the phone rings, you will be counted absent for that day, lose 2 points from final grade and will be asked to leave the classroom. Additionally, if you do not have a textbook to use or share, or other classroom materials such as pen and paper, not actively participates in class, you will be counted absent, lose 2 points from final grade and be asked to leave the classroom.

Bathroom policy: If you need to go to the restroom, you do not need to ask for permission, but do not return to the classroom since you will be disrupting the class once again.

Attendance/Participation: Students should arrive to class prepared/on time, ready and eager to speak Spanish. A student who does not want to participate in class, is not prepared for class, or frequently misses class will most likely not succeed. Much of the time spent in class will be opportunities for you to put to practice grammar, vocabulary, etc---this will be done usually orally. Having problems speaking Spanish amongst fellow classmates could negatively be reflected in your grade; let's not be shy. There are two “free” unexcused absences allowed. For instance, a third unexcused absence after the two “free” absences will forfeit 2 points from the final grade.

Rarely, there may be extenuated circumstances. If you must be absent please notify me by e-mail within 24 hours before or after the absence occurs and explain the circumstances, in particular, if you have missed a test, quiz, etc. If difficulties arise during the semester due to work, emergencies, family obligations, etc., please explain these issues to instructor immediately after class.
Note on required work: An absence from class does not excuse you from any work that is due or quizzes given on the day of your return. It is your responsibility to obtain all assignments and information from classes missed. **There is no excuse for coming to class and saying that you didn’t know what was due!**

**Tardiness:** Students are not permitted to enter the classroom after the course is in session, so do not knock on the door. If you arrive five minutes late, you will be counted absent. Students may not leave class early without the instructor's permission. If a student has a problem arriving to class on time, he/she should discuss this matter with the instructor.

**Accommodations:** If you have a disability or any special needs and require my assistance, please do not hesitate to speak with me. All information will be kept confidential. If you need academic accommodations for a disability, you must first see Student Counselor, in the Student Center (second floor). Telephone number is 678-359-5585.

**Quizzes:** The final exam does not count for the dropped quiz. Quizzes will be taken on the supersite. There will be quizzes for each lección. Each lección has a brief "contexto quiz" (an objective quiz over vocabulary, supersite), and "prueba" (objective quiz of grammar, vocabulary-supersite), and "in class quizzes." Quizzes are graded for accuracy (grammatical, spelling, accents, etc). You can take any quiz late but the grade will be reduced by 20 points. For the contexto quizzes (supersite), you have 25 minutes to complete them while you will have 35 minutes to complete the pruebas (supersite). The quizzes, taken on supersite, are open book/open notes, but are timed and graded for accuracy. You must keep up with your own time when taking the quizzes. If you do not study in advance, you will not be able to submit the quizzes in time if you have to look up all of the answers. Also you are only allowed ONE ATTEMPT at any quiz.

**ORAL TESTS:** There will be four oral assessments.
1) Dictation exercise-you will be asked to read out loud a passage in Spanish to test Spanish pronunciation.
2) Face-to face interview with instructor.

More details of the oral tests will be presented later in the course.

**Homework:** Most of the required homework will be completed at the Vistas Supersite: http://www.vhlcentral.com. Access to site is not free.

The exercises I've assigned will be noted with a due date next to them on supersite. If you purchase the textbook from the GC Bookstore, your book has a code and the instructor will tell you the course section to enter. The course codes permits you to register for the Supersite. **NO LATE ASSIGNMENTS WILL BE ACCEPTED. THERE WILL BE NO HOMEWORK MAKE-UP OPPORTUNITY.** Personal computer failure/internet trouble is not considered a valid excuse for not having the assignments completed on time; you should not wait until the last possible opportunity to begin work.
on your assignments. On Supersite, you will receive five homework grades since we will cover lesson 1 through lesson 5; for each lesson on the supersite you will receive a grade for the average of the scores for the assigned exercises.

Film critique: Due at the beginning of class, April 7. The purpose of this assignment is to offer the student the opportunity of expanding his/her horizons of Spanish language and culture. Each student is required to watch a film in Spanish with or without subtitles. S/he will choose one film from a list that will be provided. After viewing, each student will Type a Two-page critique in English including the following (two pages):

1. A list of 75 words in Spanish with their English equivalents.
2. A summary in English explaining the following: identify the film and provide a brief plot summary (no more than ½ a page); identify why you liked or disliked the film (should be substantial); identify the character you most sympathized with and why; discuss how the film informed/expanded your knowledge about Hispanic culture; discuss how the viewing experience was different from your usual movie-watching habits or discuss elements of the films that most intrigued/inspired you; and anything else you want to add... the plot, main characters.

Compositions: There will be two in-class compositions during the semester. Your grade on the composition will be determined by combining your scores on the first and second drafts. The first draft will account for 60% of the grade, and the second draft, 40% of the grade. On the days marked in-class composition, you will be given class time to write a composition on an assigned topic. Later the instructor will grade and return the 1st draft for you to revise outside of class. You will turn in the corrected 2nd version (typed) with the first draft on a later date. Both drafts must be double-spaced. Work is to be an individual effort. Compositions that have obviously been written by a native speaker, tutor, or online translator will receive an automatic 0. If you are absent for either in-class composition, you can make up the composition within a week after (if not, the grade is 0) of the date of the composition during my office hours; however, the composition grade will be reduced by 20 points regardless if your absence is excused or not.

Important: Students who decide to leave after any graded assignment is administered—unless they ask for permission—will receive a zero. Also, the instructor will discard all graded assignments after one week.

Title IX
Gordon State College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. All faculty members at Gordon State College are mandated reporters. Any student reporting any type of sexual harassment, sexual assault, dating violence, domestic violence or stalking must be made aware that any report made to a faculty member under the provisions of Title IX will be reported to the Title IX Coordinator or a Title IX Deputy Coordinator. If you wish to speak with someone
confidentially, you must contact the Counseling and Accessibility Services office, Room 212, Student Life Center. The licensed counselors in the Counseling Office are able to provide confidential support.

Gordon State College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Students seeking accommodations on the basis of pregnancy, parenting or related conditions should contact Counseling and Accessibility Services regarding the process of documenting pregnancy related issues and being approved for accommodations, including pregnancy related absences as defined under Title IX.

**ADA and 504**
If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. The Counseling and Accessibility Services office located in the Student Center, Room 212 can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GSC programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, contact Counseling and Accessibility Services at 678-359-5585.

**Evaluation:**
The final grade in this course will be determined from the following components:
- Final Exam: 15%
- Compositions: 15%
- Contexto quizzes (supersite): 10%
- Lesson pruebas (supersite): 10%
- In class quizzes: 15%
- Supersite: 20%
- Oral Interview: (2) 10%
- Film Critique: 5%

**Horario Tentativo - Español 1001**
(Notice: This schedule is subject to change. Absences are not a valid excuse for not being aware of changes.) Refer to daily schedule link (PERSONAL WEBSITE, GORDON STATE) for a more accurate schedule.

<table>
<thead>
<tr>
<th>Semana</th>
<th>Fecha</th>
<th>En Clase</th>
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<tbody>
<tr>
<td>1</td>
<td>7 de janvier</td>
<td>- Introduction to course</td>
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<td>- Lección 1: Spanish alphabet/pronunciation</td>
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<td>- Vocabulario</td>
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<td>2</td>
<td>12 de janvier</td>
<td>- Fotonovela</td>
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<td>- Nouns and articles</td>
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<td>- Numbers 0-30</td>
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<td>14 de janvier</td>
<td>- Context quiz, lesson 1</td>
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<td>Week</td>
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<td>3</td>
<td>19 de janvier</td>
<td>Present tense of ser, Telling time, Recapitulación, Lesson 1 prueba</td>
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<td>21 de janvier</td>
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<td>4</td>
<td>26 de janvier</td>
<td>Quiz 1 Lección 1, Lección 2: vocabulario, Fotonovela, Present tense of -ar verbs</td>
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<td>28 de janvier</td>
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<td>5</td>
<td>2 de febrero</td>
<td>ORAL TEST 1, Forming questions, Present tense of estar, Numbers 31 and higher, Contexto quiz, lesson 2, Lesson 2 prueba</td>
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<td>4 de febrero</td>
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<td>6</td>
<td>9 de febrero</td>
<td>Recapitulación, Quiz 2, lección 2, Lección 3: vocabulario, Descriptive adjectives</td>
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<td>11 de febrero</td>
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<td>7</td>
<td>16 de febrero</td>
<td>Possessive adjectives, Present tense of -er and -ir verbs, Contexto quiz, lesson 3</td>
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<td>18 de febrero</td>
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<td>23 de febrero</td>
<td>Tener and venir, Recapitulación, Prueba lesson 3, Quiz 3, lesson 3</td>
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<td>25 de febrero</td>
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<td>9</td>
<td>1 de marzo</td>
<td>Composition 1, Lección 4: vocabulario, The verb ir</td>
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<td>3 de marzo</td>
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<td>10</td>
<td>7-13 de marzo</td>
<td>Spring Break</td>
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<tr>
<td>11</td>
<td>15 de marzo</td>
<td>Contexto quiz, lesson 4, Stem-changing verbs: e-i, Stem-changing verbs: e-ie, o-ue</td>
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<td>17 de marzo</td>
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<td>13</td>
<td>22 de marzo</td>
<td>Verbs with irregular &quot;yo&quot; form, Lesson 4 prueba</td>
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<td>24 de marzo</td>
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Withdrawals after February 29 will be an automatic WF except in cases of hardship as documented and approved by processing a Student Petition.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
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| 14   | 29 de marzo | ○ Quiz 4, lesson 4  
          ○ Leccion 5: vocabulario  
          ○ Estar with conditions and emotions |
|      | 31 de marzo|                                                                      |
| 15   | 5 de abril  | ○ Contexto quiz 5  
          ○ Present progressive  
          ○ Ser and estar  
          ○ Film Critique due, April 7 |
|      | 7 de abril  |                                                                      |
| 16   | 12 de abril | ○ Direct object nouns and pronouns  
          ○ Composition 2  
          ○ Prueba, lesson 5  
          ○ Recapitulación |
|      | 14 de abril |                                                                      |
| 15   | 19 de abril | ○ Final Exam Review  
          ○ ORAL TEST 2 |
|      | 21 de abril|                                                                      |
| 16   | 26 de abril | ○ ORAL TEST 2 |

Please be aware of the fact that this is a flexible syllabus, and due to pedagogical considerations, it may be necessary to modify it during the course of the semester. Any changes will be minimal.

Final exam:  Monday, May 2, 1:30