South Carolina State University
Department of English and Modern Languages
Spanish 101-Elementary Spanish- Fall 2013
School: Education, Humanities and Social Sciences

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Office Hours: M,W,F 10-10:50; T,R 1-3 p.m.; also by appointment


Textbook Requirement: In an effort to create the best learning environment, Modern Languages has adopted a policy requiring the students to bring Hoy Día textbooks to class every day. This set of books is required in Spanish 101, 102, 201 and 202; keep them until you have finished all Spanish classes required by your major. Students who have not purchased books or do not bring the required texts to class will NOT be allowed to remain in the classroom. Our experience makes it clear that students without textbooks do poorly on tests, lose homework credit and are wasting their time in the course.

I. Course Description
Spanish 101: Elementary Spanish, 3 credits
Catalog Description: A course designed to give students basic comprehension, speaking, reading and writing skills in Spanish and the foundations of Spanish grammar.
Prerequisite: None

II. Course Rationale
Elementary Spanish 101 is the first of two foundation courses in Spanish. The ability to communicate in Spanish is an increasingly important asset to students in the areas of education, business, the social sciences and international affairs in the 21st century. Students learn the basics of communication in Spanish and begin a study of Hispanic cultures. They develop awareness of the importance of Spanish in connection to their
own culture as well as other disciplines, and develop interests that make them lifelong learners and ambassadors of Spanish in their communities.

III. Course Objectives

A. Communication: Communicate successfully in interpersonal, interpretive and presentational modes using verbs in the present tense and the near future, articles, negation, adjectives and agreement, formation of questions, basic vocabulary for greetings, places, activities, numbers, family and time.

B. Cultures: Know basic geography, basic historical and cultural aspects and perspectives of Spanish and the Hispanic world.

C. Connections: Find connections with other disciplines or facets in everyday life, for example, Spanish expressions in English usage, the metric system, and official time and develop a knowledge of distinguished Spanish speaking persons in other disciplines. For example Pablo Picasso in art and history.

D. Comparisons: Develop a worldview and appreciation for and tolerance of differences in language and culture; examples gestures, school systems, family values, food, meals, holidays, leisure activities, sports and cinema.

E. Communities: Use Spanish for personal enjoyment and enrichment for enhancing career opportunities, for international business, for teaching primary school children, as an ambassador of Spanish in the community.

IV. Course Competencies

Verbal and Written Communication--Novice Low, Mid, High. In Foreign Languages, the Association of College Teachers of Foreign Languages (ACTFL) is widely regarded as the standard setter to determine a person’s oral proficiency in a language. In the ACTFL Proficiency Guidelines Speaking (revised 1999), they state that their guidelines are a “metric against which to measure learners’ functional competency, that is, their ability to accomplish linguistic tasks representing a variety of levels.” A student completing Spanish 101 should be at the Novice proficiency level, a standardized metric which can be understood by Graduate Schools, and employers alike.

In Spanish 101, through both verbal and written communication, students begin to exchange greetings, give their identity, name a number of familiar objects from their immediate environment, describe their likes and dislikes and describe themselves and their family.

V. Expected Measurable Outcomes
Learning Objectives and Outcomes

1. Students in Spanish 101 will be able to write out or speak the SUBJECT PRONOUN CHART with 100% accuracy on demand and compare it to the ENGLISH SUBJECT PRONOUN CHART.

2. Students in Spanish 101 will conjugate in the present tense ANY verb I give them whose conjugations are “regular”; conjugate in the present tense the irregular verbs “ser, estar, ir, tener” and conjugate the present tense of the reflexive verb “llamarse” correctly in 28 of 30 forms aloud or in writing or in sentences they can write or say aloud from memory.

3. Spanish 101 students will demonstrate their ability to describe themselves and others, give and ask for basic information in the present tense, use nouns, adjectives, articles and other parts of speech in Spanish with at least 70% accuracy in an oral presentation and/or written examination format.

4. Spanish 101 students will explore practices, beliefs, ideas produced by Spanish speaking cultures through research from the internet or through media for an in class presentation about religious practices, foods, music or any aspects of a Spanish speaking country, meeting 75% of the presentation guidelines. This is the Writing Across the Curriculum (WAC) project.

VI. Students with Disabilities

The Office of Disabled Student Service (ODS) of South Carolina State University offers a variety of services to students with documented disabilities including but not limited to students with learning disabilities, those who are deaf or hard of hearing, those who are visual or mobility impaired and/or those who are diagnosed with a psychiatric or medical disorder(s).

South Carolina State University complies with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disability Act of 1990 (ADA). According to Section 504 and ADA, “a person with a disability is someone who has a disability that impairs a major life function, who has a history of having a disability, and or who is regarded as having a disability.”

The university requests that students notify the Office of Student Disability Services (located in the Counseling and Self Development Center adjacent to Brooks Center) of any special accommodations or needs prior to the first day of class. Notification is needed in writing from the Office of Student Disability Services. Confidentiality will be maintained.
VII. **Special Course Requirements**

1. Each student is required to have daily the textbook and an unused work/lab manual.
2. Students are required to complete all assigned workbook exercises and other homework outside of class. All assignments are due at the **BEGINNING** of class.
3. Students are required to complete a 3-5 typed pages Writing Across the Curriculum (WAC) project. Follow the guidelines of the English composition classes. The WAC assignment will be evaluated based on content, organization, transitions, grammar, spelling, and style. Failure to cite sources (a mixture of Internet and non-Internet) in this assignment will automatically give the student a grade of “50” on this aspect of his grade.
4. Students are required to make an in-class short oral presentation on the WAC project. This is a part of the cultural grade for this course.
5. Good skills and comprehension can only be attained with a minimum of absences. You are allowed **THREE** unexcused absences. (There is no limit on excused absences.) More than three unexcused absences will result in a three point deduction per absence in the final percentage of the final grade. **A student with SIX or more unexcused absences will automatically fail the course.** Three times tardy or an early departure from class NOT approved by the instructor will be considered an unexcused absence.
6. Students assume full responsibility for all missed work due to absences. Students with an **excused absence (a letter from a third party on official letterhead)** can make up any homework, quiz or exam within one week after returning to class. All makeup quizzes and/or exams will be done in my office by appointment only.
7. **CELL PHONES MUST BE TURNED OFF AND THEY MUST NOT BE VISIBLE DURING CLASS.** The use of cell phones in class is PROHIBITED. Students displaying their cell phones in class or caught texting during class will be marked with an **UNEXCUSED absence** for the day and will not be allowed to leave class. **SIX UNEXCUSED ABSENCES MEAN A FAILING GRADE IN THE COURSE;** do not allow your cell phone to create this situation for you.
8. **Water is the only drink allowed in class;** no food is allowed.
9. **All work must be done in blue or black ink.** Five points will be deducted for writing in any other color ink or in pencil. All work must also be neat. Every student must **buy his own bottle of White Out** to insure tidy work. Any scratch outs will mean a deduction of 5 points from the work.
10. **A professional atmosphere will be maintained in the classroom.** Ladies, please cover up; no beach wear or club wear is appropriate for class. Young men should
not wear hats/caps/"do rags" to class and no underwear may be visible above the waistband of pants. Students failing to comply will be asked to leave and return dressed for class even if it means arriving late and being marked tardy.

VIII. Methods of Evaluation

The grading scale is: 100-90/A; 89-80/B; 79/70/C; 69/60/D and below 60 is F

**THERE IS NO CURVING OF GRADES IN THIS COURSE.**

In this course, there will be three chapter tests, five quizzes, a cultural project (WAC Assignment), daily participation, numerous homework and classroom assignments, an oral final and a written final. There will NOT be any extra work to boost your grade at the end of the semester. Students can follow their grades on the Blackboard System and should strive for a “C” in the course. **Students should check grades weekly on Blackboard to make sure they are accurate.**

A. The three chapter tests will be announced in advance and they will last the first 50 minutes of class. An oral/aural part will be given at the beginning of class. It is important to arrive on time because this part will NOT be repeated.

B. The five quizzes will be announced and they will be given at the beginning of class. They will last only twenty minutes; it is important to arrive on time so you will have the full twenty minutes to do the quiz.

C. The Writing Across the Curriculum (WAC) assignment will be due around the Midterm point of the semester. This is a cultural project in which students must prepare a poster and give an oral presentation in class. Specific guidelines will be passed out later.

D. Students are expected to answer questions daily and participate in oral exercises. Students will receive credit for correct answers only. An absent student cannot receive a daily participation grade and a tardy student may lower his grade. Students will receive notification on their participation grade when the Chapter tests are returned.

E. Homework and classroom assignments can be made up if an **excused absence is presented to the instructor on the day the student returns to class.** The student will have one week to make up the work.

F. An Oral Final will be given during class time in Dr. Morris’ office during week 15. Students will be assigned a partner and make an appointment to hold a conversation on material taught this semester. Guidelines will be passed out later.
G. The Written Final Exam will be given according to the schedule set by the university. All students are expected to take the final and it will be comprehensive. Your grade in this course will be calculated in the following manner:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Chapter Tests</td>
<td>15%</td>
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<tr>
<td>Cultural Project</td>
<td>15%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Homework</td>
<td>25%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Oral Final</td>
<td>10%</td>
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<tr>
<td>Written Final</td>
<td>15%</td>
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IX. **TENTATIVE CLASS SCHEDULE: DISCLAIMER**: The instructor has the right to adjust the course outline according to the pace of the class.

Week 1-Discuss the syllabus, Spanish alphabet and syllabication

Week 2-Chapter 1: vocabulary, tú and usted differences, p. 6

Week 3-Geography on Hispanic countries; ser and estar, vocabulary, p. 10

Week 4-Gender and number of nouns, vocabulary, p. 22

Week 5-**Test #1 on Chapter 1**; vocabulary of Chapter 2, estar, p. 40

Week 6-Conjugation of –ar verbs; interrogative words, ir, ir + a+ infinitive

Week 7-Vocabulary, p. 54; **Test #2 on Chapter 2**

Week 8-WAC Project; vocabulary Chapter 3; possessive adjectives

Week 9-Conjugation of –er and –ir verbs, tener and venir

Week 10-Tener expressions, verbs with irregular “yo” form

Week 11-Vocabulary, p. 86; **Test #3 on Chapter 3**

Week 12-Vocabulary of Chapter 4; numbers above 100

Week 13- indefinite and negative words; ser versus estar

Week 14-Stem changing verbs; comparisons

Week 15-comparisons; Oral Final
Week 16-Review of Chapters 1, 2, 3 and 4 for Written Final

X. Bibliography