

Department of Modern Languages
SYLLABUS

COURSE: SPN 1130, SPANISH I FOR NON-HERITAGE LEARNERS
TERM: Summer A, 2017
DAYS: Monday, Wednesday, Friday
MODALITY: Partly-web course
CREDIT: 5
PREREQUISITE: None

INSTRUCTOR:

E-MAIL ADDRESS:

DEPT. OF MODERN LANGUAGES: MMC (305)348-2851

LANGUAGE LABS: MMC, SIPA 240, (305)348-5744
BBC, AC II 214 (305)919-5872

REQUIRED MATERIALS

TEXTBOOK: *Dicho y hecho*, 10th Ed. Potowsky et al., 2015
ACCESS CODE: ACCESS CODE: WileyPlus Registration Code can be bought through your Spanish course on Blackboard or at the FIU bookstore. Registration must be done through your course on Blackboard.

COURSE DESCRIPTION

Spanish 1130 is the first course of a four semester sequence which focuses on the acquisition of communicative language competence. Attention is paid to the functional use of the structures presented in class. Spanish language knowledge and skills are developed through varied learning activities and extensive exposure to high frequency spoken and written forms. The student will act as the main agent of her/his own learning with the instructor as the facilitator.

EXPECTED OUTCOMES

The objective of this course is to provide a framework for the development of the four language skills in activities that focus on meaningful and achievable communication. Students will be able to:

- Meet and greet each other
- Describe people and things
- Talk about their university life, family, eating habits, hobbies, and activities
- Buy and order food
- Indicate possession and location
- Describe mental and physical conditions
- Express likes and dislikes
- Ask for specific information
- Talk about weather and seasons
- Express future actions
- Express their daily routine

By the end of the course, students should have developed a beginning level of fluency and accuracy of:

- Communicative competence focused on meaning and authentic communication with language in context.
- Listening comprehension skills.
- Grammatical and written capabilities.
- Culturally appropriate language skills.

POLICY ON HERITAGE LEARNERS

SPN 1130 is not designed for heritage learners who are able to comprehend to a great extent the spoken language even if they lack adequate knowledge of the written, reading, and the communicative aspects of the language. Heritage learners should sign up for either SPN 2340 or SPN 2341 depending on their level of speaking and writing proficiency in Spanish. A placement test will be administered on the first day of classes. Any heritage learner who enrolls in a course for non-heritage learners will be obligated to switch to a heritage language course during the first week of class.

Any student who does not attend the first day of class will be administratively dropped.

COURSE EVALUATION

ATTENDANCE AND PARTICIPATION	20%
HOMEWORK (WILEYPLUS)	20%
PARTIAL EXAMS (2)	20%
COMPOSITIONS (3)	10%
VIDEO PROJECT	10%
FINAL EXAM	20%

GRADE SCALE

A	93.0 - 100	C +	77.0 - 79.9
A -	90.0 - 92.9	C	70.0 - 76.9
B +	87.0 - 89.9	D	60.0 - 69.9
B	83.0 - 86.9	F	59.9 - BELOW
B -	80.0 - 82.9		

ATTENDANCE AND PARTICIPATION ARE MANDATORY (20%): Each week, your instructor will evaluate your attendance and participation levels. A student will have the opportunity to earn 5 points for every class if he/she:

- Attends class regularly.
- Arrives on time.
- Comes to class prepared (prior to class, students are responsible for reading the textbook pages containing the explanations of the grammatical points or the vocabulary to be used during the in-class activities, as well as completing any homework assigned by the instructor.) Failure to come prepared to class will have a negative impact on the participation grade since 4 out of 5

points will be deducted. In this case, the student will only receive 1 point for attendance if he/she arrives on time.

- Participates actively and enthusiastically.
- Almost never uses English in class activities.
- Has a positive and respectful attitude towards the instructor and their peers.
- No electronic device on (no texting or browsing.)

IMPORTANT:

Tardiness is disruptive to the class; therefore, students should be on time for class. Attendance will be taken at the beginning of each class period. At least 2 points may be deducted if the student is not present when his/her name is called. The instructor has the prerogative to deny admission to those who arrive more than 5 minutes late. Two late arrivals will be counted as one unexcused absence.

Students are allowed up to three unexcused (3) absences this semester. A student will receive one lower grade (i.e. from B to B-) for the course if he/she has four (4) unexcused absences. One full-letter grade will be deducted (i.e. from B to C) if a student has five (5) unexcused absences. A student with more than five (5) unexcused absences will automatically get an F in the course. Absences will only be excused by showing a documented and valid proof.

If the student is absent, it is his/her responsibility to find out if an assignment is due for the following class by emailing the instructor, or contacting another student. Exchange numbers with a couple of classmates ASAP.

SMART DEVICES: In order to maintain an environment conducive to learning, students are asked to turn off or silence all electronic devices before entering the classroom. Instructors reserve the right to ask the student to leave the classroom if they disturb the class with any of these devices. **Students will receive zero points if they are texting or browsing the Internet during the class period.**

HOMEWORK (20%): Students are responsible for reading, prior to class, the textbook pages containing the explanations of the grammatical points to be used and practiced during the in-class activities. Students will complete the homework exercises (listening, reading, grammar) on Blackboard/WileyPlus by the due date.

PARTIAL EXAMS (20%): There will be two partial exams (1 exam on-line and 1 in-class exam). The PE 1 will cover chapters 1, 2 and the PE 2 will cover 3, 4. These exams will consist of the following sections: listening comprehension, vocabulary, grammar, writing (in-class exam), and culture. The dates of the exams are indicated in the course calendar below. **No make-ups will be given without a documented and valid reason.**

COMPOSITIONS (10%): You will be required to write in class a total of 3 compositions in Spanish on a topic assigned by your instructor on the date indicated by him/her.

VIDEO PROJECT (10%): Each group (of 3 or 4) will do a video (no more than 5 minutes) **in Spanish** about a topic such as Hispanic food, Hispanic customs and traditions or other related topics with instructor's permission. Topics may, for example, include autobiographical speeches, your university life or how-to demonstrations. Students should come up with creative ideas that maintain the audience's attention. Videos will be shown in class. Your instructor will provide you with more information on the project.

FINAL EXAM (20%): The final exam will be comprehensive and will be given in class during the Final Exam Week. **No make-ups will be given without a documented and valid reason.**

STUDENT RESPONSIBILITIES

INCOMPLETE GRADE: A grade of “I” is only given when there is a **valid, documented** reason, which prevents the student from completing the course. A student should have completed at least 60% of the course work in order to get an Incomplete grade. If such reason arises, please advise your instructor immediately, and make arrangements for removing the Incomplete as soon as possible.

ACADEMIC DISHONESTY: All course work must be the work of the student; otherwise, it is considered cheating. Plagiarism, cheating, and forgery are serious offenses and will not be tolerated as stated in the [Academic Misconduct](#) section of FIU’s *Academic Affairs Policies, Manuals, and Handbooks*.

STUDENTS WITH DISABILITY: It is the responsibility of any student with a disability who requests a reasonable accommodation to contact the [Disability Resource Center \(DRC\)](#). DRC will then contact the instructor so that a reasonable accommodation can be made.

EARLY ALERT: In an effort to help you succeed in your academic courses, FIU utilizes an Early Alert system. Instructors are now able to notify students’ academic advisors if there are concerns about class performance. If an alert is submitted, your academic advisor will send you a message via your Student Dashboard (accessed via your MYFIU page) to discuss ways to improve your performance. Please respond to any communication you receive from your academic advisor about an early alert. Our goal with this program is to help you to be successful by identifying any issues as early on as possible and working to address them.

IMPORTANT DATES

May 15: Last day to drop/withdraw courses without incurring a financial liability.

May 22: Last day to drop/withdraw courses with a 25% refund of tuition.

June 5: Last day to drop/withdraw courses with a DR/WI grade.

June 22: Grades available to students by web.

COURSE CALENDAR

STUDENTS WILL NEED TO STUDY VOCABULARY AND GRAMMAR AS WELL AS PREPARING ACTIVITIES ON THEIR OWN PRIOR TO COMING TO CLASS, SINCE COMMUNICATIVE ACTIVITIES WILL BE CARRIED OUT DURING EACH CLASS PERIOD.

WEEK 1: MAY 8 – 14

DAY 1: Introduction to the course: going over the syllabus and giving instructions of how to register for WileyPlus/Bb.

Lesson goals: Introducing oneself and others, greetings and goodbyes.

Las presentaciones, saludos y despedidas, expresiones de cortesía, pp. 4, 8

DAY 2: *Capítulo 1: Nuevos encuentros*

Lesson goals: Identify and describe people.

Subject pronouns and the verb SER, p. 9
Describing with adjectives, p. 10
El alfabeto, p. 15

DAY 3: *Capítulo 1: Nuevos encuentros*

Lesson goals: Learning the days of the week and the months of the year.

Los días de la semana y los meses del año, pp. 16, 18, 20

Lesson goals: Tell time

Decir la hora, p. 21

WEEK 2: MAY 15 – 21

DAY 1: *Capítulo 2: La vida universitaria*

Lesson goals: Learning about the academic life, Identifying objects and persons, gender and number:

Nouns and articles

La vida universitaria, pp, 30-31

El campus universitario, p. 36

Género y número, artículos, pp. 33-34

DAY 2: *Capítulo 2: La vida universitaria*

Lesson goals: Talking about going places.

Ir + a + destination, p. 40

Lesson goals: Talking about actions in the present.

Verbos regulares en – ar, p. 46

DAY 3: *Capítulo 2: La vida universitaria*

Lesson goals: Talking about actions in the present.

Verbos regulares en – er and - ir, p. 50

Lesson goals: Communicative and/or cultural activities

WEEK 3: MAY 22 – 28

DAY 1: *Capítulo 3: Así es mi familia*

Lesson goals: Talk about the family.

Así es mi familia, pp. 60, 62, 64

Lesson goals: Telling one's age

Tener y tener...años, p. 65

Lesson goals: Describing people and things.

Adjetivos descriptivos con SER, p. 69

DAY 2: *Capítulo 3: Así es mi familia*

Lesson goals: Indicating possession.

Adjetivos posesivos y el uso de “de”, p.74

Lesson goals: Indicating location and describing conditions.

El verbo ESTAR, p. 77

Lesson goals: Describing people, places and things.

Los verbos SER y ESTAR (resumen), p. 148

DAY 3: *Capítulo 4: ¡A la mesa!*

Lesson goals: Talking about food.

¡A la mesa!, pp. 88-89

Lesson goals: Expressing likes and dislikes.

El verbo GUSTAR, pp. 93-94

WEEK 4: MAY 29 – JUNE 4

DAY 1: MEMORIAL DAY HOLIDAY

DAY 2: *Capítulo 4: ¡A la mesa!*

Talking about actions, desires, and preferences.

Verbos irregulares, p. 102

Lesson goals: Meals and drinks.

En el restaurante, p. 105

DAY 3: *Capítulo 4: ¡A la mesa!*

Lesson goals: Numbers and indicating the year.

Los números a partir de 100 y el año, p. 107

Lesson goals: Asking for specific information.

Palabras interrogativas, p. 111

WEEK 5: JUNE 5 – 11

DAY 1: Partial Exam 2 (in class). It will cover chapters 3 and 4. (50 min.)

Capítulo 5: Recreaciones y pasatiempos

Lesson goals: Talk about hobbies, pastimes, and activities.

Nuestro tiempo libre, ¿activos o sedentarios?, pp. 122-123

Lesson goals: Making future plans.

Ir + a + infinitivo, p. 139

DAY 2: *Capítulo 5: Recreaciones y pasatiempos*

Lesson goals: Talking about activities in the present.

Verbos irregulares en YO: SABER/ CONOCER, P. 131

Verbos irregulares en YO y otros verbos irregulares, p. 134

DAY 3: *Capítulo 5: Recreaciones y pasatiempos*

Learning about the weather and the seasons.

¿Qué tiempo hace?, p. 142

Lesson goals: Emphasizing that an action is in progress.

Presente progresivo, p. 146

WEEK 6: JUNE 12 – 16

DAY 1: *Capítulo 6: La vida diaria (verbos reflexivos)*

Lesson goals: Talking about daily routines.

La vida diaria p. 159

Los verbos reflexivos p. 162

DAY 2: *Capítulo 6: La vida diaria (verbos reflexivos)*

Lesson goals: Talking about daily routines. PRACTICE

La vida diaria p. 159

Los verbos reflexivos p. 162

Review for the Final Exam

DAY 3: FINAL EXAM

SUMMARY OF DEADLINES

WILEYPLUS HOMEWORK THROUGH BLACKBOARD:

Lesson 1: MAY 15

Lesson 2: MAY 21

Lesson 3: MAY 28

Lesson 4: JUNE 4

Lesson 5 & 6 (REFLEXIVE VERBS): JUNE 15

PARTIAL EXAMS:

Partial Exam 1 (on-line): MAY 22 – 26

Partial Exam 2 (in-class): JUNE 5

FINAL EXAM: FRIDAY, JUNE 16. Study the chapters 1, 2, 3, 4, 5 & 6 (REFLEXIVE VERBS)

