



**Division of Arts, Humanities & Wellness
Department of World Languages and Cultures**

Course Syllabus

**SPANISH I
LAN 113**

Semester and Year: Fall 2014

Course and Section number: 113

Meeting Times:

Location:

INSTRUCTOR:

Office Location:

Phone:

Office hours:

Email:

Mailbox:

COURSE DESCRIPTION:

LAN 113 Elementary Spanish I is an introduction to the pronunciation, basic comprehension, and communication of Spanish through **active** class use of simple vocabulary, grammar, and syntax. This course is recommended for students who have had up to one year, including no previous study of this language. 3 lectures, 1 lab, 3 credits. General Education Course

STUDENTS LEARNING OBJECTIVES:

Upon completion of course requirements, students will be able to:

1. Sustain simple conversations on familiar topics with the professor and peers using the Present and Preterit.
2. Write complete sentences, guided dialogs, and compositions using correct grammar and syntax
3. Read and understand short dialogs and simple texts.
4. Understand spoken Spanish in social situations.
5. Compare and contrast the cultures and the people of the various Spanish-speaking countries.
6. Identify, locate and properly use credible sources in research projects related to course content using Spanish.

ASSESSMENT METHODS:

- Daily written and oral assignments: Proper sentence structure and language use.
- Written Tests: Assessment of vocabulary and grammatical concepts learned.
- Oral presentation: Ability to communicate effectively in Spanish.
- Daily Class Participation: Semester evaluation of performance in writing, reading comprehension, pronunciation and conversation skills.

COURSE TEXTS / OTHER STUDY MATERIALS:

Required:

- Blanco, Jorge and Donley, P. Panorama/ Supersite. 2013 Fourth Edition.
- English/Spanish Dictionary.

Recommended:

- Kendris, C. 501 Spanish Verbs. (Latest Edition.)
- www.studyspanish.com

PREPARATION EXPECTATIONS:

WORKLOAD FOR THIS CLASS: at least 2-3 HOURS EVERYDAY.

COURSE REQUIREMENTS

In order to successfully complete the course requirements, students must meet the following criteria:

- **Active** class participation.
- Timely completion of assignments.
- Satisfactory performance on oral and written evaluations.

PROJECT

Students are expected to complete the Final Project for this course and to meet the deadlines for such.

Late projects will not be accepted. The Final Project guidelines will be handed out to students the first week of class.

PARTICIPATION

Being prepared for and participating in class activities is one of the most important means of attaining the goals of this course. Your involvement in classroom discussions and activities will be evaluated by your professor on an on-going basis, and will be officially recorded at the conclusion of each chapter. You may consult with your professor at any time for feedback on your participation and for suggestions on how it might be improved. Refer to the “Evaluation Criteria for Class Participation” at the end of this syllabus for more details.

HOMEWORK

Regular practice of Spanish outside the classroom is key to reaching the stated objectives of this course. For this reason, you will complete exercises through the supersite as part of your coursework. All of these homework assignments (‘Tareas’) are web-based (vhlcentral.com) and can be accessed from any computer equipped with a web browser. You will receive immediate feedback on your performance as well as a grade for each exercise that you complete. You will be able to track your scores using the web-based Gradebook. Refer to the “Supersite Instructions” attached to this syllabus for complete information on accessing and using the Supersite.

Homework consists of vocabulary (*Contextos*), grammar (*Estructura*), comprehension (*Fotonovela*), culture (*Adelante*) and online exams (*Recapitulación*). The vocabulary and the grammar exercises provide practice with the structures presented in the previous lesson. The comprehension exercises evaluate reading and listening comprehension skills. The culture exercises evaluate your understanding about other cultures. The online exams provide an opportunity to practice what you have learned in every chapter.

All web-based homework assignments ***must be submitted on the specified due date, regardless of class attendance***. Since the world-wide web can be accessed from virtually any location and there is ample time to complete assignments, no extensions will be given for submission of homework. The assignments listed on the syllabus schedule correspond to the dates on which they are assigned, and must be completed before the beginning of the next class. Reminders from professors regarding due dates for the supersite assignments are provided as a courtesy, however, students are ultimately responsible for completing homework assignments in accordance with the course schedule. Late homework is not accepted for a grade, and working ahead is not permitted. No homework grades will be dropped.

Any questions for any given homework exercise must be reported to your professor ***within 24 hours of the due date***. You should receive an initial reply to your query within 24 hours during weekdays. Use these homework exercises to monitor your understanding of the material as it is covered during the semester. Late reports of any problem with an exercise or set of exercises may not necessarily be honored after the 24-hour period has elapsed.

EXAMS

There will be a written exam at the end of chapter 2, chapter 4 and chapter 6. These exams are listed in bold on the course schedule, and you should note these dates in your personal calendar. The goal of the exams is to assess how well you have assimilated what has been presented in each chapter with regard to Spanish grammar, vocabulary, language, and culture. Tests are not curved.

COURSE CONTENT AND CLASS SCHEDULE The following course schedule is subject to change, depending upon progress of the class. Changes will be announced in class.

Week	Day	Topic	Assignment
1	9/2 Learning objectives: 1, 4, 5	Course Introduction Lección 1: Hola ¿Qué tal? The Spanish Alphabet (p. 9)	Re-read syllabus. Register on the Panorama 4e Supersite. Familiarize yourself with the textbook, and Supersite components, such as “tutorials”, and “Maestro Web-SAM”, where you’ll find assignments. Study and listen to L.1 “vocabulario” online (see “tutorials.”), and in p. 34 of the textbook. Study numbers p. 16 in the textbook.
	9/4 Learning objectives: 1-5	Pronunciación: The Spanish Alphabet (p. 9) Vocabulario (p. 34) Numbers 0-30 (p. 16)	L.1 Practice activities: Contextos (p. 2-5) Estructura 1.2 (p. 16-18) Study pp. 12-14 and 19-21 in the textbook.
2	9/9 Learning objectives: 1-5	Nouns and articles (p. 12-14) Subject pronouns and the present tense of ser (p. 19-21)	L.1 Practice activities: Estructura 1.1 (p. 12-14) Estructura 1.3 (p. 19-23) Lectura (p. 30-31) Study pp. 24-25 in the textbook.
	9/11	The present tense of ser (p. 20-21)	L.1 Practice activities: Estructura 1.4 (p. 24-27)

	Learning objectives: 1-5	Telling time (p. 24-25) Saludos y besos en los países hispanos. (p. 10-11)	L.1 Fotonovela: "Bienvenida Marisa" (p. 6-8) Recapitulación (p. 28-29) Study and listen to L.2 "vocabulario" online (see "tutorials") and in p. 68 in the textbook. L.2 Practice activities: Contextos (Identificar & escuchar) (p. 37-39) Study pp.46-48 in the textbook.
Week	Day	Topic	Assignment
3	9/16 Learning objectives: 1-5	Lección 2: En la universidad Vocabulario (p. 68) Present tense of –ar verbs (p. 46-47)	L.2 Practice activities: Contextos (p. 36-39) Estructura 2.1 (p. 46-49 (1, 2, 4)) Study pp. 51-52 in the textbook.
	9/18 Learning objectives: 1-5	The verb gustar (p. 48) Forming questions in Spanish (p. 51) Questions words (p. 52)	L.2 Practice activities: Estructura 2.1 (p. 48, 49 (3), 50) Estructura 2.2 (p. 51-53) Lectura ¡Español en Madrid! (p. 64-65) Study pp. 55-56 in the textbook. Read pp. 44-45 in the textbook, and do "cultura" & "flash cultura" on the Supersite (click on "practice"). Print and bring the study guide to class.
4	9/23 Learning objectives: 1-5	Pronunciación: Spanish vowels (p. 43) Present tense of estar (p. 55-56) Numbers 31 and higher (p. 59-60)	L.2 Practice activities: Estructura 2.3 (p. 55-57) Estructura 2.4 (p. 59-61) L.2 Fotonovela: "¿Qué estudias" (p. 40-42) Recapitulación (p. 62-63). Exam Study Guide.
	9/25 Learning objectives: 1-5	Examen 1	Video: Panorama cultural (España) (p. 66-67) Study and listen to L.3 "vocabulario" online (see "tutorials."), and in p. 106 in the textbook. Contextos: Seleccionar & emparejar Study pp. 80-82 in the textbook.
5	9/30 Learning objectives: 1-5	Lección 3: La familia Vocabulario (p. 106) Descriptive adjectives (p. 80-82) Pronunciación: Diphthongs and linking (p. 77)	L.3 Practice activities: Contextos (p. 70-73) Estructura 3.1 (p. 80-83) Study pp. 85, and 88-89 in the textbook.
	10/2 Learning objectives: 1-5	Possessive adjectives (p. 85-86) Present tense of –er and –ir verbs (p. 88-90)	L.3 Practice activities: Estructura 3.2 (p. 85-87) Estructura 3.3 (p. 88-91)
	10/7 Learning objectives: 1-5	Present tense of venir and tener (p. 92-94)	L.3 Practice activities: Estructura 3.4 (p. 92-95) Recapitulación (p. 96-97) Fotonovela: Un domingo en familia (p. 74-76) Read pp. 78-79 in the textbook, and do "cultura" &

6			“flash cultura” on the Supersite (click on “practice”)
	10/09 Learning objectives: 1-5	Lectura: "Gente..." (p. 98-99) Escritura: e-mail (p. 100)	Study and listen to L.4 “vocabulario” online (see “tutorials.”), and in p. 138 in the textbook. Video: Panorama cultural: Ecuador (p. 104-105) Cortometraje: "Tears & tortillas" (p. 103)
7	10/14 Learning objectives: 1-5	Lección 4: Los pasatiempos Vocabulario (p. 138) Present tense of ir (p. 118-119) Pronunciación: Word stress and accent marks (p. 115)	L.4 Practice activities: Contextos (p. 108-111) Estructura 4.1 (p. 118-120) Fotonovela: Pronunciación Read pp. 116-117 in the textbook, and do “cultura” & “flash cultura” on the Supersite (click on “practice”). Study pp. 121-122 in the textbook.
Week	Day	Topic	Assignment
7 (cont.)	10/16 Learning objectives: 1-5	Stem changing verbs: e → ie, o → ue (p. 121-122)	L.4 Practice activities: Estructura 4.2 (p. 121-123) Fotonovela: Fútbol, cenotes y moles (p. 112-114) Study p. 125 in the textbook.
8	10/21 Learning objectives: 1-5	Stem changing e → i (p. 125-126) Lectura: "No solo el fútbol" (p. 135)	L.4 Practice activities: Estructura 4.3 (p. 125-127)
	10/23 Learning objectives: 1-5	Verbs with irregular yo forms (p. 128-130) Video: Panorama cultural: México (p. 136-137)	L.4 Practice activities: Estructura 4.4 (p. 128-131) Recapitulación (p. 132-133) Exam Study Guide
9	10/28 Learning objectives: 1-5	College closed	No hay tarea
	10/30 Learning objectives: 1-5	Exam 2	Study and listen to L. 5 “vocabulario” online (see “tutorials.”), and in p. 172 in the textbook.
10	11/4 Learning objectives: 1-5	Lección 5: Las vacaciones Vocabulario (p. 172) Estar with conditions and emotions (p. 152)	L.5 Practice activities: Contextos (p. 140-145) Estructura 5.1 (p. 152-153) Study pp. 152, and 158-159 in the textbook.
	11/6 Learning objectives: 1-5	The present progressive (p. 154-156) Las cataratas del Iguazú	L.5 Practice activities: Estructura 5.2 (p. 154-157)
11	11/11 Learning objectives: 1-5	Ser and estar (p. 158-160) Pronunciación: Spanish b & v (p. 149)	L.5 Practice activities: Estructura 5.3 (158-161) Fotonovela: ¡Vamos a la playa! (p. 146-148)
	11/13 Learning objectives: 1-5	Direct object nouns and pronouns (p. 162-164) Lectura: "Atracciones cercanas" (p. 169)	L.5 Practice activities: Estructura 5.4 (p. 162-165) Recapitulación (p. 166-167)

12	11/18 Learning objectives: 1-5	Video: Panorama cultural: Puerto Rico (p. 170-171) Lección 6: ¡De compras! Vocabulario (p. 208)	Study and listen to L.2 “vocabulario” online (see “tutorials.”), and on p. 208 in the textbook. Study pp. 184, 186-187 L.6 Practice activities: Contextos (p. 174-177)
	11/20 Learning objectives: 1-5	Saber vs. Conocer (p. 184) Indirect object pronouns (p. 186-188)	L.6 Practice activities: Estructura 6.1 (p. 184-185) Estructura 6.2 (p.186-187) Study pp. 190-191
13	11/25 Learning objectives: 1-5	Pronunciación: d and t (p.181) Preterite of regular tense (p. 190-192)	L.6 Practice activities: Estructura 6.3 (p. 190-193) Fotonovela: En el mercado (p. 178-180)
	11/27	Thanksgiving Break	Study pp. 194-195
14	12/2 Learning objectives: 1-5	Demonstrative adjectives and pronouns (p. 194-196) Lectura: "Corona" (p. 200-201)	L.6 Practice activities: Estructura 6.4 (p. 194-196)
	12/4 Learning objectives: 1-5	Escritura (p. 202) Cortometraje: "Parking lot" (p. 205)	Read pp. 182-183 in the textbook, and do “cultura” & “flash cultura” on the Supersite (click on “practice”).
Week	Day	Topic	Assignment
15	12/9 Learning objectives: 1-5	Final review	Exam Study Guide
	12/11 Learning objectives: 1-5	Exam 3	No hay tarea
16	12/16 Learning objectives: 1-6	Project Presentations	No hay tarea
	12/18 Learning objectives: 1-6	Project Presentations	No hay tarea

GRADING:

The final grade in this course will be determined by a student’s overall mastery of the subject matter as evidenced on exams, in class writings, projects, homework assignments, and class participation:

- Exams 35 %
- Final Project 30 %
- Supersite 25 %
- Participation 10 %

Grade Scale:

A	90-100%	C+	75-79%	F	0-59%
B+	85-89%	C	70-74%		
B	80-84%	D	60-69%		

BERGEN COMMUNITY COLLEGE ATTENDANCE POLICY:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

ATTENDANCE POLICY IN THIS COURSE:

Due to the nature of language acquisition and practice, students are expected to attend every class meeting on time and for the full class period. Three late arrivals will equal an absence and after three absences, your professor will deduct 1 point for each day missed from your final grade. There are no make-ups of daily work. **There are no exceptions.** If all or part of a class is missed, it is the student’s responsibility to find out about the material missed. Students are expected to come prepared for the next class period. Late homework will not be accepted.

DISRUPTION OF TEACHING:

If a student disrupts class, he/she will be asked to leave. Please be advised that the student may fail the participation part of the grade.

The use of cell phones and other electronic devices are prohibited in class and students will be asked to leave class after one warning is issued for continuing to use such devices.

OTHER IMPORTANT INFORMATION REGARDING POLICIES

- Students are expected to check their BCC e-mail on a frequent and consistent basis in order to stay current with course-related communications.
- No extra credit is available for this course, and no assignments will be curved.
- Students with children are asked to make other arrangements for their care rather than bringing them to class.

WORLD LANGUAGES AND CULTURES PLACEMENT POLICY

Students interested in studying a world language at Bergen Community College may choose either, begin a new one or continue the language studied previously. Students, who have studied a world language in high school and have received a grade of B or better, should enroll in the appropriate Bergen course as follows:

Years of study

Up to one year
Two years
Three years or more

Register in

Level I course (e.g., Spanish I)
Level II courses (e.g., Spanish II)
Level III courses (e.g., Intermediate Spanish I)

*Students of Hispanic background who speak Spanish at home and/or studied this language in high school must enroll in LAN 228-Elementary Spanish for Heritage Speakers. Depending on the level of proficiency, Heritage Speakers Students may want to take the CLEP Exam and earn up to 6 credits in Spanish. For additional information on the CLEP, visit the Testing Center. Also, you may consult with the instructor or department Chair for the options.

STUDENT AND FACULTY SUPPORT SERVICES:

Services for Students with Disabilities

A wide variety of services are available to students with documented disabilities through the Office of Special Services (OSS). OSS is dedicated to serving students with physical, visual, learning, hearing and emotional disabilities. Following semester, upon request from the student, an accommodation form is filled out by OSS staff and a copy given to each instructor. When extended test time or testing in a private setting is required, a copy of the form is submitted to the Testing Center OSS liaison.

Accommodations may include the following:

- Extended testing time
- Testing in a private setting
- Use to the Adaptive Computer Lab and/or other adaptive equipment
- Use of a Note taker, Tutor, Reader, or Scribe
- Use of a tape recorder
- Use of a C-Print Operator (a computerized note-taking service)

A more detailed explanation can be found on the college website at www.bergen.edu/oss

THE SIDNEY SILVERMAN LIBRARY

The Sidney Silverman Library is an integral part of the college's educational programs. To support the curriculum, the library acquires, organizes, and provides access to a variety print, media, and electronic resources for individual and classroom use. It is open whenever classes are in session and on a reduced schedule when classes are not in session. The library is open to all students, faculty, and general public. (BCC Catalog)

The library's webpage, www.bergen.edu/library, is available for up-to-date information regarding library collections and services.

All of the required texts for the course will be made available on Reserve. Go to the library Circulation Desk for access to the reserved copies.

GENERAL

All students are subject to the rules, regulations and policies set forth in the current Bergen Community College Catalog.

SUPERSITE INSTRUCTIONS

Purchasing a supersite code

This class requires technology access. This access allows you to complete and submit assignments and tests; access all media and study tools; receive announcements; and communicate with your instructor.

Shop smart: only buy books that include the required Supersite code!

You will spend more if you purchase the textbook and code separately. New textbooks purchased at the bookstore will include this code. Most books that are sold online or used DO NOT include the access code. Always check that what you are buying includes the code.

Setting up your account

Returning Students

If you have an existing Supersite account for any Vista Higher Learning textbook, complete these steps:

- Go to vhlcentral.com
- Log in using your existing account information.
- Choose one of these options:

Already have access to the Supersite for this course? Enroll in the course by clicking the "Enroll in a course" link. Then complete "Step 5 - Select a Course/Class" below.

OR

Don't yet have access to the Supersite for this course? Redeem your new Supersite code by clicking the "Redeem a code" link. Then complete "Step 3 - Activate Code" below.

New Students

If you are **new** to Vista Higher Learning, complete these steps:

Step 1 - Go to vhlcentral.com

Step 2 - Choose one of these options:

- **Did you buy your code at the online Store?** If you created a student account on the store, use the same login information. If you can see your course book on the home page after logging in, go to "Step 5 -Select a Course/Class." If no book appears, go to "Step 3 - Activate Code."
- OR
- **Create an Account**
 - In the "Login Information" section of the account creation page, enter a username of your choice.
 - Enter the email address you would like to associate with your account.
 - Enter and confirm a password of your choice.
 - In the "Personal Profile" section, enter your first and last name as you wish them to appear in your Instructor's roster.
 - Select the year of your birth from the drop down list.
 - Enter a student ID (optional).
 - In the "Security Information" section, provide the answer to a secret question, which may later be used to help you access your account if you forget your password.
 - After you enter all of the information, click "create an account."
 - Click "agree." (Before your account is created, you must agree to the terms and conditions of use policy.)

Step 3 - Activate Code

- On the code activation screen, enter your Supersite code.
- Click "activate code" to continue.

- Look for a message at the top of the screen confirming that the code was successfully redeemed.

Step 4 - Select a School

- Locate your school by typing your school's name, Bergen Cmty College. To narrow the search results, add the city and state, Paramus, NJ , (include the country, if outside of the USA.) in which your school is located.
- Click "find." If the terms you entered did not result in a successful search, follow the on-screen tips to revise your search.
- Select your school from the list by clicking on its name.
- Click "select school" to add the school to your account.
- Look for a message at the top of the screen confirming you successfully added the school.

Step 5 - Select a Course/Class

- From the list of available classes at your school for your textbook's Supersite, look for Instructor "Vinas" and the course "Lan 113" taught between 01/22/2014 and 05/12/2014. It should look like this:

Course Name:Lan 113

Section Name: 003

Instructor: Vinas

Lan 113 003 

Vinas

- Click the radio button for the course section "003." If more than one class is listed for your instructor, click the information icons in the class listings until you locate the section.
- Click Save. You should see a confirmation that you successfully enrolled in your instructor's course.

Evaluation Criteria for Class Participation

Outstanding = 90-100 (A) The student:

- is well prepared for class, arriving with significant mastery of newly studied material
- is consistent, enthusiastic about learning, and always has a positive impact on class atmosphere
- participates actively in Spanish in all aspects of classroom activities, including volunteering to answer questions, sharing ideas, and responding to classmates' ideas
- contributes actively during small-group activities; shows leadership and is crucial to getting the given tasks accomplished; listens attentively when others speak
- successfully achieves the objectives of each lesson
- is always on task and uses practice time wisely
- does not revert to use of English to ask questions or after completing group activities; develops ideas in group activities and relates them to other topics or elaborates on topics to maximize use of Spanish if his/her group finishes before others in the class

Very good = 80-89 (B) The student:

- is well prepared for class, and is often able to actively use new material
- shows a positive attitude toward learning and has a positive impact on class atmosphere
- participates regularly in Spanish including asking questions and initiating conversations with instructor and/or classmates; volunteers and shares ideas regularly
- contributes positively during small-group activities and is a valued team member; listens when others speak
- makes a concerted effort to achieve the objectives of each lesson
- stays mostly on task and uses practice time wisely
- does not easily revert to use of English in small-group activities or after finishing assigned tasks

Satisfactory = 70-79 (C) The student:

- is somewhat prepared for class, though sometimes not able to apply new material
- seems somewhat indifferent toward learning or is often distracted during class activities, thus does not positively impact class atmosphere on a regular basis
- shows more passive than active participation; sometimes contributes and is at least aware of what is going on, but mostly just answers instructor's questions when called upon
- sometimes contributes during small-group activities; usually listens when others speak
- makes an effort to achieve lesson objectives, although there is room for improvement
- could stay more focused; and could make better use of practice time
- resorts too easily to English to ask questions of instructor or to converse with classmates after finishing small-group activities

Improvement Needed = 69 and below (D, F) The student:

- is not well prepared for class, and often is not able to apply new material
- shows a negative attitude toward learning or is completely inattentive during class activities; is disrespectful to instructor or to classmates; talks out of turn or about unrelated topics; has a negative impact on class atmosphere for any number of reasons
- is a passive participant or a non-participant in class activities; is barely engaged and depends on others to carry the load
- rarely contributes during small-group activities; often does not listen when others speak
- makes little or no effort toward achieving lesson objectives; there is significant room for improvement
- is easily distracted and off-task; often wastes practice time
- lapses into English frequently to ask questions of instructor or to converse with classmates; rarely speaks Spanish