



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: SPAN 101 Elementary Spanish I

Course CRN # and Section: 20524 Section 01

Semester Taught: Spring 2019

Professor: Carmen M. Durrani

Credit Hours: 3

Office Location: Admin. # 318

Prerequisites: n/a

**Office Hours: MWF 2:00 - 2:50 P.M.
TR 1:00 - 1:50 P.M.**

Course Time: MWF 11:00 - 11:50 A.M.

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Course Description/Rationale: General education requirement

Course Management System: (VHL) Vista Higher Learning Supersite

Hardware/Software Needed: VHL access code

Text requirements: ¡VIVA! 4t ed. Vista Higher Learning: Boston, MA. 2019

Paperback student textbook with Supersite Code (w/WebSAM + vtext)

Available at the Concord University library. Please do not open the package until told to do so because you may not be able to return the purchased materials.

Part 2

Course Description/Rationale:

This is the first course of a two-semester sequence of Elementary Spanish. The interactive course is designed to develop listening, writing, reading and speaking skills. Students will take advantage of an enhanced on-line Supersite by doing a great variety of activities and video segments for practice of new vocabulary and basic grammatical and syntactical concepts. Emphasis will be placed on communicating in the target language, as well as learning about cultural practices and significant historical events.

This sequence course is listed under the General Education Program.

Concord University Educational Goals

ALIGNMENT BETWEEN COURSE GOALS FOR ELEMENTARY SPANISH 101-102 AND CONCORD UNIVERSITY EDUCATIONAL GOALS.

SKILLS

Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse: (a) listening and (b) speaking, (c) reading and (d) writing, (e) media and (f) technological literacy, and (g) non-verbal communication.

Beginning students of Spanish learn interpersonal and intercultural communication skills at first progressively and over time simultaneously through questions and answers, comparisons, role playing of dialogues, online video segments and chat activities. Students complete an average of fifty different assignments, including review and assessment activities of grammar, vocabulary and idiomatic expressions and basic syntax, which promote the four basic learning skills through a large variety of activities on the publisher's online Supersite.

Students observe the verbal and non-verbal idiosyncrasies exhibited by native Spanish speakers in the online dialogue and practice them in the classroom. These mannerisms underscore facial and hand gestures, eye contact, distance between speakers, clear enunciation and tone of voice.

KNOWLEDGE

1 An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.

In Elementary Spanish 101-102 classes, students will be introduced to various cultural beliefs, traditions and attitudes. In addition to this introduction, students at the intermediate level, will learn some basic facts about ecological systems, ekistics, and societal institutions and practices in the Hispanic countries.

4 Acquaintance with principles underlying languages-for example, linguistic, mathematical, and computer language skills.

By applying linguistic principles underlying Spanish grammatical and syntactical constructions, students will employ appropriate editing strategies.

7 Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning style(s).

By receiving feedback from their instructor and peer reviewers, students will internalize appropriate evaluation criteria so that they can develop metacognitive awareness of their own writing competencies and deficiencies.

There are lots of different ways that students can benefit from: by giving class presentations and learning from the reactions of their peers and by self-explanation, which helps them make all the connections themselves and not repeat the same mistakes.

ATTITUDES

1 Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.

By writing text-based short essays and/or compositions, students will demonstrate competency in recognizing and evaluating underlying assumptions based on ethical or moral values, aesthetic principles, or utilitarian function.

3 Respectful attentiveness to differing perspectives and willingness to engage in a dialogue, in order to seek mutual understanding and equitable conflict resolution.

By analyzing texts that present varying opinions on issues and/or various possible interpretations of events, the students will develop a capacity for respectful attentiveness to differing perspectives and thus avoid displaying prejudices, arrogance and intolerance.

#5 Appreciation for the creative process

Imaginative play has been given a lot of importance in foreign language learning because of the social interaction that increases the executive function in maintaining focus and impetus. Reading stories on cultural topics in the target language motivates students to create their own.

6 Commitment to social responsibility, including community service and civic engagement and # 7 Motivation to pursue lifelong learning and ongoing intellectual growth.

Purposeful internships, civic engagement and commitment to service in Hispanic communities and migrant worker camps in the U.S. build character and leadership traits.

Students will have empathy for others, be a kinder and a more generous human being and overall, a well-educated and enthusiastic global learner.

National Standards: Reference: www.actfl.org

ACTFL (The American Council on the Teaching of Foreign Languages)

Summary of the World-Readiness Standards for Learning Languages. The five “C” areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting in their future careers and experiences.

Learning Outcomes:

Based on the ACTFL proposed proficiency guidelines. Students will be able to

1. Communicate thoughts, ideas, and opinions a) orally and b) in writing in the target language at the Novice-High level minimum.
2. Recognize distinctive products and practices of the target culture and establish relationships between these and the perspectives (attitudes, values and beliefs) of the target culture.

Course Requirements:

1. Students need to obtain the required Supersite Code with textbook in the first week of class. Inform your instructor immediately, if there is any problem. Please note that your status in this class cannot be changed to audit.
2. While using a laptop computer, an iPad or cell phone in class to access the virtual text on the VHL Supersite, students are supposed to stay on task and not navigate the Internet. During testing, cell phones need to be turned off and put away. Disruptive behavior will not be tolerated.
3. Students are expected to come to class prepared for the day’s lesson so that they can effectively participate in various classroom activities. They should also check the due dates of the required in-class and Supersite assignments. Paper quizzes and lesson tests will be administered in class, not on-line.

Grading Policy and Scale, Make-up Policy, Late Work:

1. **Attendance:** No penalty will be assessed for **three absences** over the course of the semester **excluding the announced testing dates** to cover any personal or family related problems. However, one point will be deducted for each undocumented absence. Students, who can duly document their absence due to an emergency, severe illness, etc., and those, who must attend any officially sanctioned activities by Concord University, will be exempted from any penalty. In such cases, the instructor should be notified within 48 hours, and missed assignments and tests/quizzes made up as soon as possible.
2. **Late work:** The Supersite assignments are machine graded and thus indicate any late or incomplete assignments.
3. **Grading scale: A (90-100), B (80-89), C (70-79), D (60-69), F (0-59)**
 Grades are based on regular attendance, frequency and effort of participation, completion of assignments and satisfactory progress. It is recommended that students complete this course with a C letter grade or better.
 There will be a minimum of five scheduled lesson tests and a final comprehensive exam covering the main contents of five lessons: Spanish grammar, syntax, vocabulary, cultural notes, oral quiz and listening comprehension.

Daily written/aural/oral assignments & class participation	10 %
Supersite Plus assignments	15 %
Quizzes/lesson tests	60 %
Final comprehensive exam: Lessons 1-5	15 %
Scheduled on Monday, May 6, 2019 11:30 AM – 1:45 PM	

Please note that grades will not be discussed in an e-mail at any time except upon request and that the instructor reserves the right to make any changes as needed.

Course Timeline (Schedule of Assignments & Assessments)

ENERO 2019

Lunes el 14	Lección 1: ¡Hola! ¿Qué tal? Introduction to the course and the Spanish language. Introduction to basic expressions of courtesy and greetings in textbook and handouts.
Miércoles el 16	Práctica con el vocabulario y diálogos (vocab & dialogues)
Viernes el 18	Diálogos, el alfabeto, la pronunciación y ejercicios. Fotonovela: todos a bordo, pp. 6-7
Lunes el 21	No hay clase
Miércoles el 23	Los sustantivos y artículos, pp. 10-11 Los números 0-30, pp. 12-13
Viernes el 25	Los pronombres de sujeto + el presente y usos de ser, pp. 14-15
Lunes el 28	Decir la hora (telling time), pp. 16-18
Miércoles el 30	Repaso para la primera prueba (review for the first lesson test)

FEBRERO

Viernes el 1

LECCION 1: PRUEBA

Tarea: completar las actividades del Supersitio.

Lunes el 4	Lección 2: En la universidad - vocabulario, pp. 24-27 Ejercicios y fotonovela, pp. 28-29
Miércoles el 6	El presente de unos verbos regulares que terminan en –AR, pp. 32-33
Viernes el 8	Repaso y ¿cómo hacer preguntas? Pp. 34-35

Lunes el 11	El presente de estar y usos, pp. 36-37 Los números 31-100, pp. 38-39
Miércoles el 13	Ejercicios de ampliación, pp. 42-43
Viernes el 15	Cultura: Los hispanos en los Estados Unidos y en Canadá LECCIÓN 2: PRUEBA Tarea: completar las actividades del Supersitio.
Lunes el 18	Lección 3: La familia - vocabulario, pp. 50-52 y pronunciación, p. 53
Miércoles el 20	Fotonovela, pp. 54-55 y ¿Cómo te llamas? pp. 56-57
Viernes el 22	Introducción a los adjetivos descriptivos, pp. 58-59 y posesivos, pp. 60-61 3.3. Verbos que terminan en -ER/-IR, pp. 62-63
Lunes el 25	Repaso de los verbos
Miércoles el 27	3.4. Introducción al presente de venir y tener + expresiones, pp. 64-65
MARZO	Actividades de ampliación y recapitulación, pp. 68-69
Viernes el 1	LECCION 3: PRUEBA Tarea: completar las actividades del Supersitio.
Lunes el 4	Lección 4: Los pasatiempos - vocabulario, pp. 72-74 y pronunciación, p. 75;
Miércoles el 6	Repaso y fotonovela, pp. 76-77
Viernes el 8	El presente de IR, pp. 80-81 y mini-diálogos
MARZO 11-15	DESCANSO. NO HAY CLASE
Lunes el 18	El presente de verbos con cambios de la raíz, (e>ie, o>ue), pp. 82-83
Miércoles el 20	El presente de verbos con cambios de la raíz (e>i), pp. 84-85
Viernes el 22	El presente de verbos con formas irregulares de yo, pp. 86-87
Lunes el 25	Cultura: México , pp. 94-95 y repaso de los verbos
Miércoles el 27	Mini-pruebas de la lección 4
Viernes el 29	LECCION 4: PRUEBA Tarea: completar las actividades del Supersitio
ABRIL	
Lunes el 8	Lección 5: Las vacaciones - vocabulario, pp. 98-99 y pronunciación, p. 101
Miércoles el 10	Fotonovela, pp. 102-103 y repaso del vocabulario
Viernes el 12	El camino inca: unas notas culturales 5.1 ESTAR con condiciones y emociones, pp. 106-107
Lunes el 15	5.2 ESTAR con el gerundio (the present progressive tense), pp. 108-109
Miércoles el 17	5.3 Comparar los usos de SER y ESTAR, pp. 110-111
Viernes el 19	5.4 Pronombres de objeto directo, pp. 112-113
Lunes el 22	Actividades de ampliación y recapitulación, pp. 114-115
Miércoles el 24	Repaso y mini prueba
Viernes el 26	LECCION 5: PRUEBA Tarea: completar las actividades del Supersitio

Lunes el 29	Pruebita oral
MAYO	
Miércoles el 1	Pruebita oral
Viernes el 3	Repaso para el examen: lecciones 1-5

Part 3:

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

