

Course Information

Spanish 101

First Semester Spanish

Credit Hours: 4

Mondays through Thursdays from 11:00 to 11:50

Room: North/South 220

Recommended for students with no or few previous knowledge of Spanish

Basic Information about the Professor

Name: Eduardo Gregori, Ph.D.

Office Hours: Tuesdays and Thursdays 10-11

Office location: 320.

E-mail: egregori@uwsp.edu

Background Information about the Professor

I was born and raised in Valencia, Spain. I attended Universidad de Valencia, where I graduated with a major in English in 2001. The following year, I enrolled as a graduate student at the University of Nebraska-Lincoln, where I completed my M.A. in Spanish in 2005. Between 2005 and 2009 I completed my Ph.D. in Spanish at Penn State University. I have been an Assistant Professor of Spanish at UW-Stevens Point at Wausau since August 2009.

Textbook

Blanco, José A. and Philip R. Donley. *Vistas: Introducción a la lengua española*. 5th ed.

Boston: Vista Higher Learning, 2012.

I've used *Vistas* for 101 and 105 (first and second-semester Spanish) during the last three or four years. No textbook is perfect, but I think *Vistas* combines just the right amount of grammatical instruction and interactive content. I might change it in the near future for another beginner textbook from Vista Higher Learning. Simply put, VHL is the best publisher of foreign language learning materials in the U.S. They do a terrific job integrating online accessibility with their written texts. We'll make use of this textbook throughout the

academic year, covering approximately the first half for 101, during the Fall Semester, and the second half for 105, during the Spring semester.

Access this site and follow the steps: www.vhlcentral.com/help/student-startup

Course Description

Spanish 101 is the starting course in the basic sequence of foreign-language instruction. It forms the first half of the beginning Spanish level (completed with Spanish 105 in the Spring), preparing students to enroll successfully in the intermediate, 200-level courses (Spanish 201 and Spanish 205). Some of you come with no previous experience in a Spanish class, many of you come with at least one semester of experience. During the summer, in cooperation with Student Affairs, I have reviewed your high school Spanish grades, number of semesters you've taken Spanish, and placement exam grades. Based on that information, I have decided to place you in this class. You might be bored for the first couple of weeks, but—believe me—you will not be bored after that. If, however, you honestly believe your level is clearly higher than 101, talk to me during my office hours, and we'll discuss it together.

In terms of the flow of the course, we'll go rather fast. As you can see in the class-by-class course schedule below, we'll cover one chapter every week and a half, roughly. That takes commitment, focus and hard work on everyone. We'll always begin with the "Contextos" section (vocabulary), and then move on to "Fotonovela" (an audiovisual integration of the chapter's main contents). After that, we'll devote—in most cases—a couple of days to the "Estructura" section (grammar) with a very student-oriented and communicative approach. The last sections of every chapter would be "Lectura/Escuchar" (short readings and listening activities) and "Flash cultura" (a cultural overview of some interesting aspect of a particular Spanish-speaking country or region). In doing this, you'll be exposed to all the components of foreign-language instruction (listening, speaking, reading, and writing. Plus a very conscious cultural emphasis throughout the course).

Major grammatical topics included in the course will be: Present and preterite verbal tenses, major verbal irregularities in the present and preterite verbs (stem-changes, irregular "yo" forms, etc.), nouns, articles, numbers, demonstrative and possessive

adjectives, direct and indirect object pronouns, reflexivity, IOP verbs (a.k.a. “verbs like *gustar*”) and more.

Major communicational topics included in the course will be: How to ask questions, how to tell the time, how to talk about likes and dislikes, how to describe oneself and others, and how to hold short and basic conversations. As pertains to a foreign-language introductory course, we will assess accuracy of pronunciation throughout the semester, in order to minimize potential comprehension problems later on.

Student Learning Outcomes

SLO are the set of skills that students will acquire at the end of the course. They are typically divided, from more specific to more general, into foundational, mediating, and ultimate outcomes.

Foundational outcomes: reading, writing, listening, and speaking.

Mediating outcomes: ability to work in short-term groups and (potentially) long-term groups as well. Ability to speak in public, both individually and in groups.

Ultimate outcomes: Good basic understanding of the Spanish verbal system (present and preterite), including major irregularities. Good pronunciation of the language. Good understanding of basic linguistic and cultural interactions. Good basic vocabulary range.

SLO Disclaimer

(1) Students may vary in their competency levels of these outcomes, and (2) they can expect to achieve these outcomes *only if* they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Graded Course Requirements

Attendance and in-class participation (throughout the course)

8 Vocabulary Quizzes

8 Chapter Homeworks

- 8 Oral Activities
- 8 Compositions
- 1 Midterm Exam
- 1 Final Oral Exam
- 1 Final Written Exam

Grading Criteria

8 Vocabulary Quizzes:

The last day of every chapter, we'll do a vocabulary quiz on all the new words, phrases, and expressions we've learned in that chapter. 30 words/short sentences in Spanish to be translated into English. Each quiz will be worth 15 points (half a point per right answer) for a total of 120 points.

8 Voice Recordings:

You will have to record short monologues in Spanish. Every oral activity will deal with a particular aspect studied throughout the lesson (greetings and introductions, family, items of clothing, daily routines...). Obviously enough, the degree of difficulty will progressively increase. This is not a reading activity, but rather a semi-spontaneous output of L1. If you read (and, believe me, it's very easy for me to know if you're reading or not) you will only be able to get a C at best. 25 points each for a total of 200 points.

8 Compositions:

At the end of every chapter, you will have to write a composition. All compositions must be typed, double spaced, with 1-inch margins, and using a 12-point font. Accent marks and special Spanish characters need to be typed too. All compositions must be written by the student without assistance. The use of online translation programs is not allowed either. I will consider the use of online translation programs as plagiarism, and consequently grade the composition with zero points. 25 points for every composition, 200 points in total.

Midterm Written Exam:

Comprising, roughly, half of the course. Listening, reading, writing, and grammatical competence. 230 points.

Final Written Exam:

Cumulative; it includes all the course. Listening, reading, writing, and grammatical competence. 250 points.

Grading Scale (of 1,000 possible points)

A= 930-1000

A-= 900-920

B+= 870-890

B= 830-860

B-= 800-820

C+= 770-790

C= 730-760

C-= 700-720

D= Below 700

F= Below 600

Late work policy

Compositions will never be accepted late. For everything else, as a general rule, nothing will be accepted after the deadline, unless there's a good reason for it. Discuss it with me privately—either in person or e-mail, and we'll go from there.

Academic integrity and classroom decorum

There are two golden rules that every member of a learning community must uphold:

1. Do not cheat
2. Do not plagiarize somebody else's work and make it pass as your own.

If you're caught in the act, you will get an F for the assignment.

Classroom decorum involves minor, but nevertheless, relevant infractions that might also entail academic punishment (failing grades, reporting to the Dean, etc.). Classroom decorum is more subject-specific than academic dishonesty. These are my rules for the course:

1. Do not read your oral activities. Rehearse and practice all you want, but do not read. I can totally tell if you're reading. You learn something, but you learn so much more if you don't. And it's much more fun.
2. Do not write your compositions in English and have them translated by an online translator (or a Spanish-speaking friend, for that matter). I can also totally tell. And, to top it off, you learn absolutely nothing doing it and—more often than not—the translations are simply hideous.
3. Respect your classmates: do not belittle their answers, chuckle, roll your eyes, or otherwise make them feel bad about their foreign-language skills. Support and collegiality is always expected in my class.
4. Respect me: if you feel I have mistreated you in any way, shape or form talk to me after class in private, either in person or through e-mail. I will do the same.

Course Schedule

Week One

4 September: Introduction to the course

5 September: Lesson 1. Contextos

6 September: Lesson 1. Fotonovela

Week Two

10 September: Lesson 1. Estructura

11 September: Lesson 1. Estructura

12 September: Lesson 1. Adelante. Lectura/Escuchar

13 September: Lesson 1. Adelante. En pantalla/Flash cultura.

Chapter 1 Vocabulary Quiz

Submit your Voice Recording Chapter 1 (deadline before class starts)

Submit your Composition Chapter 1

Week Three

17 September: Lesson 2. Contextos.

18 September: Lesson 2. Fotonovela.

19 September: Lesson 2. Estructura.

20 September: Lesson 2. Estructura.

Week Four

24 September: Lesson 2. Adelante. Lectura/Escuchar

25 September: Lesson 2. Adelante. En pantalla/Flash cultura.

Chapter 2 Vocabulary Quiz

Submit your Composition Chapter 2

Submit your Voice Recording Chapter 2 (deadline before class starts)

26 September: Lesson 3. Contextos.

27 September: Lesson 3. Fotonovela.

Week Five

1 October: Lesson 3. Estructura.

2 October: Lesson 3. Estructura.

3 October: Lesson 3. Adelante. Lectura/Escuchar.

4 October: Lesson 3. Adelante: En pantalla/Flash cultura.

Chapter 3 Vocabulary Quiz

Submit your Composition Chapter 3

Submit your Voice Recording Chapter 3 (deadline before class starts)

Week Six

8 October: Lesson 4. Contextos.

9 October: Lesson 4. Fotonovela.

10 October: Lesson 4. Estructura.

11 October: Lesson 4. Estructura.

Week Seven

15 October: Lesson 4. Adelante. Lectura/Escuchar.

16 October: Lesson 4. Adelante. En pantalla/Flash cultura.

Chapter 4 Vocabulary Quiz

Submit your Composition Chapter 4

Submit your Voice Recording Chapter 4 (deadline before class starts)

17 October: Review of lessons 1-2-3-4 (in preparation for the midterm exam).

18 October: **MIDTERM EXAM (Chapters 1-2-3-4)**

Week Eight

22 October: Lesson 5. Contextos.

23 October: Lesson 5. Fotonovela.

24 October: Lesson 5. Estructura.

25 October: Lesson 5. Estructura.

Week Nine

29 October: Lesson 5. Adelante. Lectura/Escuchar.

30 October: Lesson 5. Adelante. En pantalla/Flash cultura.

Chapter 5 Vocabulary Quiz

Submit your Composition Chapter 5

Submit your Voice Recording Chapter 5 (deadline before class starts)

31 October: Lesson 6. Contextos.

1 November: Lesson 6. Fotonovela

Week Ten

5 November: Lesson 6. Estructura.

6 November: Lesson 6. Estructura.

7 November: Lesson 6. Adelante. Lectura/Escuchar.

8 November: Lesson 6. Adelante. En pantalla/Flash cultura.

Chapter 6 Vocabulary Quiz.

Submit your Composition Chapter 6

Submit your Voice Recording Chapter 6 (deadline before class starts)

Week Eleven

12 November: Lesson 7. Contextos.

13 November: Lesson 7. Fotonovela.

14 November: Lesson 7. Estructura.

15 November: Lesson 7. Estructura.

Week Twelve

19 November: Lesson 7. Adelante. Lectura/Escuchar.

20 November: Lesson 7. Adelante. En pantalla/Flash cultura.

Chapter 7 Vocabulary Quiz

Submit your Composition Chapter 7

Submit your Voice Recording Chapter 7 (deadline before class starts)

21 November: Lesson 8. Contextos.

22 November: Lesson 8. Contextos.

Week Thirteen

26 November: Lesson 8. Fotonovela.

27 November: Lesson 8. Fotonovela.

28 November: Lesson 8. Estructura.

29 November: Lesson 8. Estructura.

Week Fourteen

3 December: Lesson 8. Adelante. Lectura/Escuchar.

4 December: Lesson 8. Adelante. En pantalla/Flash cultura.

Chapter 8 Vocabulary Quiz.

Submit your Composition Chapter 8

Submit your Voice Recording Chapter 8 (deadline before class starts)

5 December: SPANISH MOVIE (to be determined)

6 December: SPANISH MOVIE (to be determined)

Week Fifteen

10 December: SPANISH MOVIE (to be determined)

11 December: General Review (chapters 1-2-3)

Extra credit (25 points): Submit a composition (in Spanish!) talking about the movie.

OPTIONAL.

12 December: General Review (chapters 4-5-6)

13 December: General Review (chapters 7-8)

FINAL WRITTEN EXAM: TBA

COMPOSITION RUBRIC

CONTENT (5 points)

- [5] EXCELLENT: very complete information; no more can be said; thorough; relevant; on target
- [4] GOOD: adequate information; some development of ideas; some ideas lack supporting detail or evidence
- [3] FAIR: limited information; ideas present but not developed; lack of supporting detail or evidence
- [2] POOR: minimal information; information lacks substance (is superficial); inappropriate or irrelevant information
- [1] UNSATISFACTORY: not enough information to evaluate

ORGANIZATION (5 points)

- [5] EXCELLENT: required format (letter, essay, e-mail, etc.) and length; logically and effectively ordered; main points and details are connected; fluent; not choppy whatsoever; appropriate use of connectors
- [4] GOOD: correct format and length; an apparent order to the content is intended; somewhat choppy; loosely organized but main points do stand out although sequencing of ideas is not complete; missing some connectors
- [3] FAIR: format acceptable; required length; limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy; disjointed; lack of connectors
- [2] POOR: format acceptable; short essay; series of separate sentences with no transitions; disconnected ideas; no apparent order to the content
- [1] UNSATISFACTORY: format not acceptable; short essay; not enough information to evaluate

VOCABULARY (5 points)

- [5] EXCELLENT: broad; impressive; precise and effective word use and choice; extensive use of words studied

[4] GOOD: adequate but not impressive; some erroneous word usage or choice, but meaning is not confused or obscured; some use of words studied

[3] FAIR: erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied

[2] POOR: inadequate; repetitive; incorrect use or non-use of words studied; literal translations; abundance of invented words

[1] UNSATISFACTORY: not enough information to evaluate

GRAMMAR (5 points)

[5] EXCELLENT: no errors in the grammar presented in lesson; very few errors in subject/verb or adjective/noun agreement; work was well edited for language

[4] GOOD: no errors in the grammar presented in lesson; occasional errors in subject/verb or adjective/noun agreement; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete

[3] FAIR: no errors in the grammar presented in lesson; some errors in subject/verb agreement; some errors in adjective/noun agreement; erroneous use of language often impedes comprehensibility; work was poorly edited for language

[2] POOR: one or more errors in use and form of the grammar presented in lesson; frequent errors in subject/verb agreement; non-Spanish sentence structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language

[1] UNSATISFACTORY: not enough information to evaluate

MECHANICS (5 points)

[5] EXCELLENT: almost no errors in spelling, punctuation, or capitalization

[4] GOOD: very few errors in spelling, punctuation, or capitalization

[3] FAIR: few errors in punctuation, spelling, or capitalization

[2] POOR: frequent errors in punctuation, spelling, or capitalization

[1] UNSATISFACTORY: very frequent errors in punctuation, spelling, or capitalization

VOICE RECORDING RUBRIC

CONTENT (5 points)

- [5] EXCELLENT: very complete information; no more can be said; thorough; relevant; on target
- [4] GOOD: adequate information; some development of ideas; some ideas lack supporting detail or evidence
- [3] FAIR: limited information; ideas present but not developed; lack of supporting detail or evidence
- [2] POOR: minimal information; information lacks substance (is superficial); inappropriate or irrelevant information
- [1] UNSATISFACTORY: not enough information to evaluate

FLUENCY (5 points)

- [5] EXCELLENT: Normal to high speed.
- [4] GOOD: Normal speed.
- [3] FAIR: Rather slow and choppy speech, but understandable throughout.
- [2] POOR: Slow and choppy speech, listener's understanding requires effort.
- [1] UNSATISFACTORY: Very slow and choppy speech; to the point where listener's understanding is compromised.

VOCABULARY (5 points)

- [5] EXCELLENT: broad; impressive; precise and effective word use and choice; extensive use of words studied
- [4] GOOD: adequate but not impressive; some erroneous word usage or choice, but meaning is not confused or obscured; some use of words studied
- [3] FAIR: erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied
- [2] POOR: inadequate; repetitive; incorrect use or non-use of words studied; literal

translations; abundance of invented words

[1] UNSATISFACTORY: not enough information to evaluate

GRAMMAR (5 points)

[5] EXCELLENT: no errors in the grammar presented in lesson; very few errors in subject/verb or adjective/noun agreement; work was well edited for language

[4] GOOD: no errors in the grammar presented in lesson; occasional errors in subject/verb or adjective/noun agreement; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete

[3] FAIR: no errors in the grammar presented in lesson; some errors in subject/verb agreement; some errors in adjective/noun agreement; erroneous use of language often impedes comprehensibility; work was poorly edited for language

[2] POOR: one or more errors in use and form of the grammar presented in lesson; frequent errors in subject/verb agreement; non-Spanish sentence structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language

[1] UNSATISFACTORY: not enough information to evaluate

PRONUNCIATION (5 points)

[5] EXCELLENT: Very light accent, perfectly understandable by a native speaker.

[4] GOOD: Light accent, easily understandable by a native speaker.

[3] FAIR: Strong accent, but overall understandable by a native speaker.

[2] POOR: Thick accent, to the point where a native speaker might have difficulty understanding at times.

[1] UNSATISFACTORY: Very thick accent, to the point where a native speaker might not understand.