University of Wisconsin-Stevens Point

Department of World Languages and Literatures

Spanish 101	First Semester
Spanish	Summer 2019

Dr. Eduardo Gregori

Office Hours [via CANVAS Online Room]:
Fridays from 10:00-12:00 [please, email me and let me know what time you can chat]

Read me first

My name is Eduardo Gregori. I was born and raised in Valencia (Spain) and have been teaching at UW-Stevens Point for 10 years (first based on the Wausau branch, now based directly in Point). I have a PhD in Spanish from Penn State University (2009) and have published widely on Spanish modernist and avant-garde literature. I have co-edited a book on the Spanish avant-garde (Brill, 2016) and I am currently working on a monograph on contemporary Spanish poetry and secular mysticism. I have also published a book of poetry in Spain (Ediciones en Huida, 2017) and continue to write and publish poetry in addition to my scholarly pursuits. I have taught beginning, intermediate, and advanced Spanish language classes; as well as courses on Latinos in the US, Latina writers, Spanish culture and civilization, and surveys of Spanish literature. My hobbies include reading, writing, jazz, and all things soccer.

Course description

Online Spanish 101 is your entry point at Spanish. We'll learn the basic vocabulary and grammatical tools that will allow you to begin to express yourself and understand the language.

Spanish 101 presupposes no previous knowledge with the language.

Instructional materials

Our textbook will be IMAGENES, 3rd Edition

You can get the physical book if you want; but the online textbook will be just enough.

In addition to that, the course will include explanatory Powerpoints and videos by the instructor.

Technology

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. https://www.wisconsin.edu/dle/external-application-integration-requests/

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.
· Use different usernames and passwords for each service you use
· Do not use your UWSP username and password for any other services
· Use secure versions of websites whenever possible (HTTPS instead of HTTP)
· Have updated antivirus software installed on your devices

This course requires posting of work on line that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for on line programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you. [UWSP Handbook Chapter 9 Section 5]

Assessment and Grading
At the end of every week module you will have to hand in your homework, composition, video/voice recording, and you'll have to take an exam.

CATEGORY	@ WORTH	NUMBER OF MODULES	TOTAL POINTS
Homework	10	6	60
Compositions	25	6	150
Voice/Video Recordings	25	6	150
Exams	20	6	120
Interviews	5, 10	2	15
Peer Review	5	1	5
E-book Exercises	5	1	5
TOTAL			505

We will not have a final exam.

The course will start at a very basic level, as is expected in a 101 course, but we will advance in complexity as the course progresses.

Homework verify that learners have learned the material; compositions show that learners can write in Spanish at an appropriate level; video/voice recordings show that learners can speak Spanish.

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/VIDEO 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.

Feedback

The instructor will reply to all e-mail communication with students within 24 hours.

Instructor/Student Interaction

Students might contact the instructor through e-mail. You may call me Eduardo or Professor Gregori.

Course Learning Outcomes

Upon completion of this class, students will be able to:

- Express basic greetings and introductions
- Tell time and express questions
- Express days of the week and class schedules
- Express cardinal and ordinal numbers
- Negotiate a price and express their buying wishes
- Identify their family members

Module Level Learning Objectives

Upon completion of module 1, students will be able to:

- express greetings and farewells
- identify themselves and others
- articulate expressions of courtesy
- use nouns and articles
- use numbers 0-30
- use the present tense of the verb SER
- use the present tense of the verb TENER

Upon completion of module 2, students will be able to:

- express classroom and academic life vocabulary
- express fields of study and academic subject vocabulary
- express days of the week
- express their own class schedules and ask for their classmates'
- use the Present Tense of -AR verbs
- form questions in a grammatically correct fashion
- express the Present Tense of ESTAR
- express numbers 31 and higher

Upon completion of module 3, students will be able to:

- express vocabulary of the family
- Identify people
- describe professions and occupations
- use descriptive adjectives
- use possessive adjectives
- use present Tense of -ER and -IR verbs
- use present Tense of TENER and VENIR

Upon completion of module 4, students will be able to:

- express pastimes
- express sports
- express places in the city
- use present tense of IR
- use stem-changing verbs: e>ie/o>ue
- use stem-changing verbs: e>i
- use verbs with irregular "yo" forms

Upon completion of module 5, students will be able to:

- express travel and vacation
- express months of the year
- express seasons and weather
- express ordinal numbers
- use the verb ESTAR with conditions and emotions
- use the present progressive
- distinguish the use of SER and ESTAR
- use Direct Object nouns and pronouns

Upon completion of module 6, students will be able to:

- express Clothing and shopping vocabulary
- Negotiate a price and buying
- express colors
- expand their adjective vocabulary
- distinguish the use of SABER and CONOCER
- use Indirect Object Pronouns
- use Preterit Tense of regular verbs
- use Demonstrative Adjectives and Pronouns

Course Expectations

Technology: In order to succeed in this class, students will need

- To have daily access to a computer
- To be able to use Canvas, the learning management system of UWSP.
- To have an Internet connection.
- To use e-mail to communicate with the instructor.

Communication: In order to succeed in this class, students will need

- To log in daily to Canvas for announcements
- To read all e-mails sent by the instructor
- To be respectful and polite in all e-mail and discussion posts, to fellow learners and the instructor.

Course Outline

Week 1 Module: Capítulo preliminar [Bienvenidos al mundo hispano] and Capítulo 1 [¿Quién es?]	- Presentaciones - Saludos y despedidas - Los números del cero al cien - Las nacionalidades - Subject Pronouns - Asking and Giving One's Name - Stating Origin - Indicating One's Age	Assessment: · Homework · Composition · Voice Recording · Exam
Week 2 Module: Capítulo 2 [¿Te gusta?]	- Gender - Plural formation - Expressing likes and dislikes - Expressing possession: possessive adjectives - Expressing obligation: tener que - Expressing plans: ir a	Assessment: · Homework · Composition · Voice Recording · Exam
Week 3 Module: Capítulo 3 [¿Qué haces hoy?]	- Indicating location: estar en - The present indicative of regular verbs	Assessment: · Homework

	• The present indicative of verbs with irregular yo forms • describing yourself and others • discussing actions in progress: present indicative and present progressive	· Composition · Voice Recording · Exam
Week 4 Module: Capítulo 4 [Un día típico]	• Las partes del cuerpo • Acciones reflexivas • Describing daily routine: reflexive verbs • The personal a • Weather, seasons, and dates • Talking about who and what you know: saber and conocer • Demonstrative Adjectives and Pronouns	Assessment: · Homework · Composition · Voice Recording · Exam
Week 5 Module: Capítulo 5 [Los planes y las compras]	• La hora, los minutos y los segundos • Las sensaciones • Stem-changing verbs • Indicating purpose, destination, and duration: para and por • Estar en (location of person or thing) and Ser en (location of event)	Assessment: · Homework · Composition · Voice Recording · Exam
Week 6 Module: Capítulo 6 [Ayer y hoy]	• Los números del cien al millón • Preposiciones • Talking about the past: the preterit	Assessment: · Homework · Composition

	· Indirect-Object Pronouns · Affirmative and Negative Words	· Voice Recording · Exam

University Policies: In order to succeed in this class, students will need to comply with the university guidelines on academic conduct posted in UWSP Community Bill of Rights and Responsibilities:

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to:

http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf.

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf.

If you have a disability and accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here:

http://www4.uwsp.edu/special/disability/.

You may access UW-Stevens Point policy on student data privacy here:

https://www.uwsp.edu/regrec/Pages/ferpaProtectedDataPolicy.aspx

You may access UW-Stevens Point's technical support here.

https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx

You may access UW-Stevens Point academic support services and resources here.

https://www.uwsp.edu/tlc/Pages/default.aspx

You may access UW-Stevens Point student services and resources here.

https://www.uwsp.edu/admissions/Pages/campus-life/student-services.aspx

Syllabus Quiz and Student Introductions (ALSO AVAILABLE IN START MODULE)

Provide the correct answers before the end of the first week. You will get 1 extra-credit point.

1. How many chapters will we cover in the course?
2. How many weeks will we devote to every chapter?
3. How will you be assessed at the end of every chapter?
4. Name three course learning outcomes
5. Name three course expectations
6. What is the ADA?

Introduce yourself to the rest of the class, stating your name, your age, your educational/professional background, why you are taking the course, what concerns you have, and what you expect to learn in this course. You may do this writing a short text on CANVAS, or recording and uploading a voice recording or a video.