



Spa 1101-02

Dr. William Keeth
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[Class Schedule](#)
[Office Hours](#)

Required material:

Texts:

Zayas-Bazan, Eduardo et al. *¡Arriba!: Comunicación y cultura, 6E*. Upper Saddle River, NJ: Prentice Hall, 2011.

Other Resources:

[My Spanish Lab](#) (Course ID: **CRSKLBT-6032327**)

[Desire2Learn](#)

[Spaleon](#)

[Conjuguemos.com](#) (Class ID = 9274)

Suggested Material:

Miscellaneous:

A spiral notebook (class journal)
Flashcards (verb and vocabulary drill)

Texts:

Castillo, Carlos, et. al. *The University of Chicago Spanish Dictionary*. Chicago: U of Chicago P, 2002.

Lacasa, Jaime. *The Complete Handbook of Spanish Verbs*. Lincolnwood, Ill.: Passport Books, 1984.

Spinelli, Emily. *English Grammar for Students of Spanish*. Ann Arbor, Mich.: Olivia and Hill Press, 1998.

Butt, John. *Spanish Grammar*. New York : Oxford UP, 1996.

Overview of course:

This course is designed for students who have little to no experience studying Spanish (two or less years of High School Spanish). In this *college-paced* course students will develop fundamental communicative skills in Spanish (speaking, listening, reading, and writing). Every student is expected to practice these skills daily (both in class, online, and at home). During the course, students will encounter a variety of activities with a *cultural focus*. The format of class evaluations will assess student *performative* communication skills and *cultural awareness*. Daily homework and laboratory work will be assigned.

Student Learning Outcomes:

Every Spanish course is designed to help students meet the Modern Language Program Outcomes, the New General Education Learning Outcomes for Global Perspectives Option 1, and the Pennsylvania Department of Education’s Standards for Foreign Language study. The Specific Course Learning Outcomes mentioned below represent only one segment in a sequence of language courses that is designed ultimately to enable non-majors to fulfill General Education requirements and majors/minors meet program goals.

During their studies in the Spanish Program, students will progressively develop their level of skill in speaking, reading, writing, and listening in the target language, while at the same time begin to explore literary texts, their genres, literary devices, historical and cultural background, and significance for readers today. Although many of these literary skills and analytical tools will only be honed in courses designed with a specific literary focus, all of the Spanish courses foment the principal skills needed for this higher skill development. Intense and in depth literary comprehension is impossible without the fundamental reading skills and cultural recognition skills that are provided in each Spanish language course. In order to receive credit for completing the New GE Outcomes, students in 1000 or 2000 level language courses may not take the course as “pass/fail”.

At the professor’s discretion, certain assignments may be anonymously collected during this course and used to assess student completion of any of the SLOs mentioned below. Collected items may include: (1) written exams, (2) reading assignments, (3) writing assignments, and even (4) video-taped oral presentations.

Spa 1101 Student Learning Outcomes (SLOs)		Concomitant SLOs								
		Program Level SLO	General Education	PDE Standards						
Listening	L1 Recognize and understand short, learned utterances.	All of the Listening, Speaking, Reading, and Writing SLOs in Spa 1101 course represent one step in a tiered course structure that is designed to help BA majors reach the ADVANCED level of the target language consistent with the National Standards for Foreign Language Education (NCATE) by the end of their program of study. Upon completing this course students will not fulfill in their entirety any of the Program Level SLOs related to listening, speaking, reading, writing, or phonology.	Global Perspectives: Option 1 requires students to reach the ACTFL proficiency level NOVICE HIGH in the areas of listening, speaking, reading, and writing after completing two sequential language courses. After completing this course, students should reach NOVICE-LOW in all these areas.	None						
	L2 Understand simple questions, statements, high-frequency commands and courtesy statements									
Speaking	S1 Reproduce learned phrases.			Global Perspectives: Option 1 requires students to reach the ACTFL proficiency level NOVICE HIGH in the areas of listening, speaking, reading, and writing after completing two sequential language courses. After completing this course, students should reach NOVICE-LOW in all these areas.	Global Perspectives: Option 1 requires students to reach the ACTFL proficiency level NOVICE HIGH in the areas of listening, speaking, reading, and writing after completing two sequential language courses. After completing this course, students should reach NOVICE-LOW in all these areas.	1A				
	S 2 Use vocabulary that allows you to meet simple, elementary needs and express basic courtesies.									
	S3 Return simple conversation in casual talks, classroom discussions, dialogues, group work and questions.									
Reading	R1 Recognize the alphabet and syllabic writing system.					Global Perspectives: Option 1 requires students to reach the ACTFL proficiency level NOVICE HIGH in the areas of listening, speaking, reading, and writing after completing two sequential language courses. After completing this course, students should reach NOVICE-LOW in all these areas.	Global Perspectives: Option 1 requires students to reach the ACTFL proficiency level NOVICE HIGH in the areas of listening, speaking, reading, and writing after completing two sequential language courses. After completing this course, students should reach NOVICE-LOW in all these areas.	None		
	R2 Use guessing/prediction strategies.									
	R3 Recognize grammatical forms learned in class									
	R4 Identify contextualized words and cognates.									
Writing	R5 Read with understanding shorts texts.							Global Perspectives: Option 1 requires students to reach the ACTFL proficiency level NOVICE HIGH in the areas of listening, speaking, reading, and writing after completing two sequential language courses. After completing this course, students should reach NOVICE-LOW in all these areas.	Global Perspectives: Option 1 requires students to reach the ACTFL proficiency level NOVICE HIGH in the areas of listening, speaking, reading, and writing after completing two sequential language courses. After completing this course, students should reach NOVICE-LOW in all these areas.	1A
	W1 Reproduce familiar words or phrases from memory.									
Writing	W2 Build written or verbal messages in Spanish that reflect class activities and the fundamental skills of communication that are introduced in class.	Global Perspectives: Option 1 requires students to reach the ACTFL proficiency level NOVICE HIGH in the areas of listening, speaking, reading, and writing after completing two sequential language courses. After completing this course, students should reach NOVICE-LOW in all these areas.	Global Perspectives: Option 1 requires students to reach the ACTFL proficiency level NOVICE HIGH in the areas of listening, speaking, reading, and writing after completing two sequential language courses. After completing this course, students should reach NOVICE-LOW in all these areas.							1A
	W2 Build written or verbal messages in Spanish that reflect class activities and the fundamental skills of communication that are introduced in class.									
Culture	C1 Recognize and reproduce culturally relevant information and demeanor.			Although students will acquire and demonstrate basic skills necessary to analyze and compare cultures and practices of the target cultures	Meets Global Perspectives Option 1 Goal > identifying prominent cultural traits and concepts.					1E
	C1 Recognize and reproduce culturally relevant information and demeanor.									

	C2 Recognize and understand cultural overviews of the Hispanic world presented in short reading texts.	with their own culture, they will not fulfill any Program Level SLOs related to situating a culture in its historical framework or understanding literary texts in a cultural framework.	Meets Global Perspectives Option 1 Goal > demonstrate sufficient reading comprehension in the language of the target culture	1F
	C3 Identify the basic characteristics that distinguish the Spanish speaking cultures.		Meets Global Perspectives Option 1 Goal > identifying prominent cultural traits and concepts.	
	C4 Identify mayor cultural and socio-historical aspects of the Hispanic world (countries, capitals and geographical location, costumes, food, art and music).			
Technology	T1 Utilize technology and information sources to access news and other historical or cultural information	Students will be encouraged to read news headlines and use cultural information to prepare their homework, Wiki Journal, and oral presentations; nevertheless, this represents only a beginning step towards meeting the Program Level SLO related to Technology and Language Acquisition.	None	None

System of Evaluation					
Standards of Measurement			Criteria and Weight	SLO Relationship	
Performance Description	Grade	Percentage	Class Participation	5%	L1-2, S1-3, C1, C4
	Excellent	A	93 > 100 %	Homework	10%
Good	A-	90 > 92 %	D2L Discussion	5%	T1, W1-2, C1-4
	B+	87 > 89 %	3 Quizzes	20%	L1-2, R1-5, W1-2, C1-4
	B	83 > 86 %	Midterm	25%	L1-2, R1-5, W1-2, C1-4
Satisfactory	B-	80 > 82 %	Oral Presentation	5%	S1-2, C1, C4
	C+	77 > 79%	Final Listening Exam	5%	L1-2, C1, C4
	C	73 > 76 %	Final Exam	25%	L1-2, R1-5, W1-2, C1-4
Marginal	C-	70 > 72 %	Total	100%	
	D+	67 > 69 %			
	D	63 > 66 %			
Failing	D-	60 > 62 %			
	F	0 > 59 %			

Important Dates	
February 7 th , 2014– Quiz 1	February 28 th , 2014– Quiz 2
March 14 th , 2014– Midterm	April 11 th , 2014– Quiz 3
April 30 th and May 2 nd 2014– Oral Presentations	May 5 th , 2014 – Final Listening Exam
May 9 th —Final Exam	

Quizzes, Midterm, Final Exam:

Students MUST take each quiz, Midterm, and Final Exam on the day scheduled for examination. If a student is absent from any quiz, Midterm, or Final Exam, then s/he will receive a zero (unless the student has made a **prior** arrangement with the professor or can provide the professor with a copy of the signed excuse from a physician, coach or other authority **no later than** the first class period after the excused

absence). *The Midterm Exam and Final Exam will be comprehensive and accumulative in content.* Students with a 93.1% or higher cumulative course grade (following the Final Listening Exam), will excused from taking the Final Exam (written portion). The idea of “dropping of low exam or quiz scores” does NOT exist in this course nor does extra credit.

Homework and Lab Activities:

It is the student’s responsibility to complete and maintain a record for each homework or lab activity assigned in class or electronically through the [MySpanishLab](#) site. Any homework assignment or lab activity should be submitted in a timely manner allowing the professor and students to track student progress and give/receive feedback. Any assignment that is turned-in late will not count for homework credit. *If you have problems using the electronic media, please consult with the instructor ASAP.* Not knowing how to use the media or incorrectly registering the media will not be accepted as an excuse for late homework.

D2L Discussion Board:

Please, refer to Dr. Keeth’s Discussion Board in [D2L](#) for a description and example of the weekly Discussion Board entries that each student must turn in. Each weekly assignment is graded “Pass” or “Fail” where “Pass” equals 1pt and “Fail” equals 0pts. For instance, in a ten week semester there would be ten points possible. At his discretion, the professor may assign extra points for exceptional entries.

Oral Presentations:

Please, refer to the Oral Presentations Guide: [Part 1](#) / [Part 2](#). Students need to make their Oral Presentations on the day scheduled for this examination. (Please refer to the [MU Attendance Policy](#) regarding the legitimate conditions for a make-up).

Class Participation:

Regular and punctual class attendance is expected. In order for an absence to be considered “excused” a student must document any illness, serious mitigating circumstances, or official university representation. Any “unexcused” absence will result in a 15% reduction in the student’s final Participation grade at the end of the semester.

Class participation to be evaluated in accordance with the [General Guidelines for Class Participation](#) and in accordance with the system of [Peer Scoring of Class Participation](#). Students will receive participation scores from their peers as well as the professor (60% professor, 40% peers). Any partial absence (over 15 minutes) will result in a maximum score of 2.5 for the day.

Academic Integrity:

Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Any form of cheating may result in failure of the course. (For more information concerning academic honesty and university policy, please, consult the MU [Academic Integrity Policy](#)).

The Syllabus:

This syllabus serves as a contractual agreement between you and Dr. William P. Keeth, the Instructor of Record for this course. *Only the Instructor of Record may issue your course grade.* Presence in this class means that you agree to the items stipulated in the syllabus and are aware of any modifications made throughout the semester. One should periodically check the course web site for any updates to the syllabus and/or class calendar.

Class records and Grades:

Oversee your grade by monitoring your progress and maintaining contact with your instructor. Any student material or record that has been returned to the student becomes the student's responsibility to maintain as a permanent record for the course. Students are responsible for picking up any materials that are made available to them or are returned in class. If a student loses these records and the professor does not have a copy of the material available, the student will receive a failing grade for the particular activity.

Students Requesting Academic or Access Accommodations

Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the University's Disability Advisor in the Department of Academic and Human Development (141 South Hall, Phone: 662-4436) as soon as possible. After meeting with the Disability Advisor, s/he will send a letter identifying appropriate interventions. If you have a disability that requires classroom or testing accommodations, the advisor will also clarify appropriate arrangements in this letter.