

**SPN 141 13 ELEMENTARY SPANISH I**  
**4 CREDIT HOURS: 3 CLASS HOURS, 2 LAB HOURS WEEKLY**  
**FALL 2007**  
**EVANS 358**  
**TT 8-9:20 AM**

**DR. DEBRA D. ANDRIST**

Evans 310

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Office hrs.: TT 9:30-11 AM; many TT 11 AM-12 PM

Other days & times by appt.; PLEASE EMAIL FOR APPOINTMENT

**DESCRIPTION OF COURSE:**

A class for students with no previous instruction in Spanish and who are non-native and non-heritage speakers. (Native speakers and heritage speakers should take the CLEP or register for 264.) Intro to pronunciation, vocabulary and basic language codes stressing an oral approach. Special emphasis on conversation & oral drill. Two one-hour lab periods required weekly. No pre-requisites.

**STYLE**

This course has two delivery methods: an on-line BLACKBOARD for information outside class meetings and a SEMINAR-STYLE, student-centered, format in class meetings with a minimum of professor lecture. Spanish will be the preferred language in both in the majority of cases but code-switching will be practiced when necessary. Since language is a social skill and activity, this is the only way to effectively learn. In either language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

**GENERAL GOALS (Optimal results)**

1. increased **AWARENESS** of and **APPRECIATION** for Hispanic language and culture
2. more than minimal **VOCABULARY** in Spanish, especially of cognates (and false cognates) and the ability make educated guesses about unknown words based on context as well as to identify unknown cognates
3. ability to **CONJUGATE** regular, stem-changing, and many irregular verbs in present indicative, present subjunctive, preterite, imperfect indicative, imperfect subjunctive, future, conditional, progressives and perfects in both indicative and subjunctive
4. ability to carry on more than minimal **LIFE-SUPPORT CONVERSATIONS** related to visiting/living in a Spanish-speaking country, e.g., arrange and execute transportation, accommodations, meals, etc.
5. ability to carry on more than minimal **SOCIAL CONVERSATIONS**, adapting to unexpected questions or responses

**COURSE OBJECTIVES (Optimal activities)**

1. To **LISTEN** to and comprehend a more than survival percentage of standard Spanish spoken at average native speed by concentrating on major words known (with the help of cognates) and by making educated guesses at the rest

2. To **SPEAK** without notes (or read aloud) a more than survival percentage of standard Spanish with few enough pronunciation errors (speed secondary) to be comprehended by a native speaker
3. To **READ** and comprehend a more than survival percentage of standard Spanish by concentrating on major words known (with the help of cognates) and by making educated guesses at the rest. With the further help of a dictionary, to be able to comprehend a high percentage of standard Spanish
4. To **WRITE** at a more than survival level in standard Spanish with few enough grammar errors to be comprehended by a native speaker

## **CLASSROOM RULES OF CONDUCT**

Please refer to <https://www.shsu.edu/students/guide/dean/codeofconduct.html>

## **ACADEMIC DISHONESTY**

Please refer to Academic Policy Statement 810213.

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of f resource materials.

**YOUR ENROLLMENT IN THIS CLASS CONSTITUTES YOUR LEGAL AND MORAL OBLIGATION TO THE HONOR CODE.** Because this course is a listening, speaking, reading, and writing one, I encourage you to work together. **HOWEVER,** plagiarism--copying others' work with out crediting them for it--is legally and ethically unacceptable--AND GROUNDS FOR FAILURE, NOT JUST IN THE ASSIGNMENT, BUT IN THE CLASS. Paraphrases, as well quotes, must be documented. See the article, *Plagiarism*, posted in documents in Blackboard.

**I use *Turn-It-In*; so should you! Avoid any misunderstandings, send your papers through *Turn-It-In* before you turn it in! If you don't know how to do this, make an appointment and I'll show you how.**

## **PHILOSOPHY**

This is an UNIVERSITY-LEVEL ACADEMIC COURSE WITH APPROPRIATE ACADEMIC REQUIREMENTS. You earn your grade on that basis. You do not receive university credit for "ethnic consciousness" or language ability per se. Academic credit is based upon your intellectual and academic efforts, willingness and ability to reflect upon and respond to requirements of the class.

## **INTERACTION**

RESPECT FOR OTHERS' VIEWS AND SPACE, not necessarily in agreement with one's own, is required on the part of every participant, including what is expressed, shared, etc., in the course of class interaction.

### **CELL PHONES & PAGERS**

Please refer to Section 5.2.22 of the Code of Conduct.

CELL PHONES AND PAGERS must be on vibrate during class time except in pre-arranged-with-the-professor possibility of medical emergency to avoid grade sanctions.

### **GENERAL STUDENT RESPONSIBILITIES**

YOU ARE RESPONSIBLE FOR ALL MATERIAL, in books, presented in class, etc., whether you are listening or not.

YOU ARE PERSONALLY & SOLELY RESPONSIBLE FOR YOUR ACTIVITIES (ASKING QUESTIONS OR DOING HOMEWORK) IN ORDER TO MEET YOUR PERSONAL EXPECTATIONS AND DESIRE FOR SUCCESS/GRADE. Probable daily time needed for homework outside class will be a minimum of one to two hours per hour spent in class (3-6 hours per week). "Homework" is largely left to your discretion--you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, book or said in class. You are expected to highlight reading and take notes in class. You are expected to keep in contact with the professor and other students as personally needed.

### **All papers must include a heading in this format:**

(sample)

Student name: Debra D. Andrist

Class: SPN 141, fall 07

Assignment: Exam Chapter 1

If essay, Word count: # (10% variation under/over the assigned is acceptable)

### **GENERAL FACULTY RESPONSABILITIES**

I INTEND TO BE AVAILABLE TO DISCUSS, ADVISE, ETC., DURING AND OUTSIDE OF CLASS AS MUCH AS POSSIBLE. Please set prior appointment times. Once in a while I may not be available. If so, I will leave a note as to my return. Please also either honor your appointment or call to cancel. I will afford you the same courtesy if I have an unavoidable conflict. Email is always better than telephoning.

I INTEND TO RETURN ASSIGNMENTS WITH COMMENTARY AND/OR GRADES AS SOON AS POSSIBLE, usually within a week.

RESOURCES FOR THIS CLASS

### **INSTRUCTOR EVALUATIONS**

Students will be asked to

-complete a short anonymous informal course/instructor evaluation to questions after the first and second thirds of the semester

-complete an anonymous formal course/instructor evaluation form towards the end of the semester.

### **AMERICANS WITH DISABILITIES ACT**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. The students should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. **NOTE: No accommodation can be made until the student registers with the counseling Center.**

### **RELIGIOUS HOLIDAYS**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

### **VISITORS IN THE CLASSROOM**

Unannounced visitors to class must present a current official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

### **ATTENDANCE POLICY: BE IN CLASS!!!**

**ATTENDANCE IS REQUIRED** for every SINGLE class meeting. If you are absent without making arrangements, with justification, before or during with the professor, your grade will be lowered. Student is encouraged to “buddy” with another student to get class notes. It is the student’s responsibility to request make-up work and normally must complete it within one week after returning. Permitting make-up work, granting full or partial credit, etc. are at the discretion of the professor according to university guidelines.

### **DEADLINES**

Syllabus assignments will be performed or handed in at the corresponding class. Daily grades will be assigned at the professor's discretion. In case of serious illness or death in the family, advance or concurrent notice of your absence is required. Call or email and leave a message and, if possible, send your corresponding assignment with another student.

**NO LATE PAPERS OR EXAMS WITHOUT WRITTEN EXCUSE (DOCTOR, HOUSEMOTHER, MORTICIAN, ETC.) AND USUALLY MUST BE MADE UP AS SOON AS POSSIBLE AFTER ABSENCE.**

### **REQUIRED TEXTS AND REFERENCE/READING LIST**

Zayas-Bazán, et al. *Arriba* and ancillaries as posted in the Bookstore. 5<sup>th</sup> Ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2008.

### **REQUIRED SUPPLIES**

- something with pockets for class materials (handouts, notes, etc.) with lined notebook paper for your own use plus journal entries
- pencil or pen for taking notes in class
- personal skills and attitudes: enthusiasm and interest; listening skills, willingness to speak and open-mindedness; time every day outside of class for reading and reflection, awareness that this class is an academic experience which requires intellectual efforts and results

### **OPTIONAL TEXTS, REFERENCES OR SUPPLIES**

- English/Spanish/Spanish/English dictionary
- one three-ring notebook binder
- colored highlighters for marking passages

### **GRADES**

UNDERGRADUATE = 1000 PTS.

(1000-934=A, 933-900=A-, 899-867=B+, 866-834=B, 833-800=B-, 799-767=C+, 766-734=C, 733-700=C-, 699-667=D+, 666-600=D)

Attendance=100

Homework=100

Lab=100

5 Oral Exams@40=200

5 Written Exams@40=200

Final exam=190  
5 cultural activities@5=10=50  
3 service learning experiences@20=60

**EXTRA CREDIT:** up to 25 points per cultural experience for up to 5 extra such experiences (5 are required; see above). You may visit sites or have other experiences pre-approved by professor.

Present a 5-sentence description (who, what, why, where, when) in class.

**COMPONENTS OF WRITTEN GRADE** (in order of importance)

1. Mechanics (grammar & spelling)
2. Vocabulary & style
3. Content
4. Organization
5. Investigation/research

**COMPONENTS OF ORAL GRADE/PRESENTATION:** (in order of importance)

1. Pronunciation
2. Style of presentation (eye contact, intonation, etc.)

**KEEP THE RUNNING TOTAL SECTION OF THIS SYLLABUS CURRENT IN ORDER TO KNOW YOUR GRADE STANDING PRIOR TO FINAL EXAMS, AND FINAL GRADE CALCULATION. CHECK BLACKBOARD.**

## **ASSIGNMENTS**

**COMPONENTS/EXPLANATIONS OF ASSIGNMENTS/GRADES AS APPLICABLE TO UNDERGRADUATE**

**PRESENCE & PARTICIPATION IN CLASS:** Be present in class, having previously prepared each assignment on the schedule portion of the syllabus before coming to the class when that assignment will be discussed. You may study the assignments as much as you wish or have time for, incidentally. Suggestions: Reflect afterwards and make notes of questions/observations.

**HOMEWORK** may include

Workbook

Worksheets: Perform activity, either on own or in group during class, fill out sheet, turn in on due date

Finding Internet sources: find one on the topic, write down the address and a synopsis of what the site contains

Other unspecified assignments

You may work together or alone on homework. **DO NOT COPY.**

## **LAB**

.On a separate document with lab outline/schedule

Graded on attempts/completion rather than corrections

## **TESTING GUIDELINES**

Exams will test all five skills (some suggested techniques following) :

### 1. LISTENING

DICTATION

DICTATED COMPREHENSION WITH DICTATED QUESTIONS

OTHER

### 2.SPEAKING

READING, SHOW-AND-TELL, NEWS BITE, INTERVIEWS

(STUDENT/PROFESSOR, INTRA-STUDENT, ETC.), SITUATIONS

### 3. READING

WRITTEN COMPREHENSION WITH QUESTIONS

OTHER

### 4. WRITING

ESSAY

GRAMMAR

OTHER

### 5. CULTURE

TRUE/FALSE

MULTIPLE CHOICE

OTHER

## **ORAL EXAM FORMATS**

Reading aloud (pronunciation): You will be given reading selections ahead of time for the reading exam. You will read the selection aloud for the professor on the date on the syllabus.

Show and tell: You will choose an object somehow related to the Hispanic world (e.g., a Mexican dress, a banana, a map, etc.) and prepare a memorized ten-sentence, 100-word "show and tell" presentation for the class on the day on the syllabus. Include "who, what, why, where, when, and how."

New bite: You will find a current news story related to the Hispanic world and prepare a memorized ten-sentence, 100-word presentation for the class on the day on the syllabus. Include "who, what, why, where, when and how."

Interview: You will be asked elementary questions in Spanish and you must answer in Spanish. Repetitions and errors cost points. You will also be given a description of a survival situation in English, along with items of related information which you must ask the professor for in Spanish. Errors cost points (no help from the professor).

Situations: You will be given a series of potential situations ahead of time for this exam. You will deal with the situation verbally in Spanish.

## **WRITTEN EXAM FORMAT**

- Dictation (write what you hear, in the language you hear it)
- Spanish/English translation
- English/Spanish translation
- Short answers to questions about separate dictated information
- Vocabulary selections by various methods: translations, synonyms, antonyms, usage, fill-in blank, transformation, question/answer, multiple choice, true/false, etc.
- Grammar points by various methods: fill-in blank, transformation, question/answer, multiple choice, true/false, etc.
- Culture points: visuals, including maps, by various methods: fill-in blank, transformation, question/answer, multiple choice, true/false, etc.
- Directed (themed) essay paragraph
- other to be announced/explained

**ACTIVITIES**

Attend an approved cultural activity outside of class. If you would like immediate feedback, write a maximum 5-sentence, 25-word summary of who, what, why, when, where and how, which you will hand to the professor immediately before presenting your synopsis to the class. However, your only grade will be on the oral presentation. **DO NOT READ WHAT YOU HAVE WRITTEN ALOUD.**

MAXIMUM 1 MINUTE.

MAY NOT BE “MADE-UP” IF YOU ARE ABSENT OR FORGET

**SERVICE LEARNING/CIVIC ENGAGEMENT**

Charla/Chat

Other on an individually-negotiated basis

**EXTRA CREDIT**

You may earn up to 5 points per additional experience. You may have 5 experiences (beyond the five required). You may see videos, visit museums or have other experiences pre-approved by professor such as concerts, theatre, dance, etc. Write a 5-sentence description (who, what, why, where, when), typed and double-spaced to discussion board; be prepared to present in class.

**COURSE OUTLINE/SCHEDULE**

**SUBJECT TO ADAPTATION FOR INSTRUCTIONAL PURPOSES**

**¡Arriba! 5e**

Integrated Syllabus D: Three-semester program: 5 chapters per semester (15 chapters, total). Two 75-minute class meetings per week. (6 days per chapter; 31 days per semester).

Semester 1

Day	Objective	Textbook	Student Activities Manual



8-21	Meeting and greeting others in Spanish	<b>Chapter 1:</b> <i>Saludos y despedidas</i> , pp. 4–5	1-1 through 1-8
8-23	Spelling your name Performing simple math problems	Vowels and Alphabet pp.7–9 Numbers 0–100 pp. 10–11	1-9 through 1-20
	Talking about the calendar and dates Responding to classroom instructions	Days of the week, months, and seasons, pp. 13–16 <i>En la clase</i> , pp. 18–21	1-21 through 1-27
8-28	Describing your classroom Identifying colors	<i>En la clase</i> , pp. 18–21	1-32 through 1-39
	Talking about yourself and others	Nouns and articles, pp. 22–24 Adjective form, position, and agreement, pp. pp. 24–25	1-40 through 1-53
8-30	Talking about yourself and others	Subject pronouns and the present tense of <i>ser</i> , pp. 26–28	1-54 through 1-60
9-4	Reviewing for the test	Review of material from <i>Primera Parte</i>	1-28 through 1-31
	Reviewing for the test Pronunciation test/ reading aloud	Review of material from <i>Segunda Parte</i>	1-61 through 1-64
9-6	Chapter 1 Test		
9-11	Describing yourself, other people, and things	Chapter 2: Adjetivos descriptivos y adjetivos de nacionalidad, pp. XX–XX	2-1 through 2-7
	Asking for and telling time	Telling time, pp. XX–XX	2-8 through 2-11
9-13	Asking and responding to simple questions;  Asking and responding to simple questions	Formation of yes/no questions and negation, pp. XX–XX Interrogative words, pp. XX–XX	2-12 through 2-16  2-17 through 2-22
	Talking about what you like to do	¿Qué haces? ¿Qué te gusta hacer?, pp. XX–XX  More on vowels, pp. XX–XX	2-27 through 2-33  2-34 through 2-35

9-18	Talking about what you like to do	The present tense of regular –ar verbs, pp. XX–XX The present tense of regular –er and –ir verbs, pp. XX–XX	2-36 through 2-40 2-41 through 2-45
9-20	Talking about what you have and what you have to do	The present tense of tener, pp. XX–XX Tener que + infinitive, pp. XX–XX	2-46 through 2-48 2-49 through 2-50
9-25	Reviewing for the test	Review of material from Primera Parte	2-23 through 2-26
	Reviewing for the test Show & tell oral exam	Review of material from Segunda Parte	2-51 through 2-54
9-27	Chapter 2 Test		
10-2	Exchanging information about classes	Chapter 3: Materias académicas y la vida estudiantil, pp. XX–XX	3-1 through 3-7
	Exchanging information about classes	The numbers 101–3,000,000, pp. XX–XX	3-8 through 3-12
10-4	Talking about things that belong to you; Talking about how you and others feel	Possessive Adjectives, pp. XX–XX Other expressions with tener, pp. XX–XX	3-13 through 3-17 3-18 through 3-20
10-9	Describing yourself and others	Actividades y edificios, pp. XX–XX Syllabification, pp. XX–XX	3-25 through 3-30 3-31 through 3-32
10-11	Asking for and giving simple directions	The present tense of ir and hacer, pp. XX–XX	3-33 through 3-41
	Asking for and giving simple directions Describing yourself and others	The present tense of estar, pp. XX–XX Summary of uses of ser and estar, pp. XX–XX	3-42 through 3-46 3-47 through 3-52
10-16	Reviewing for the test	Review of material from Primera Parte	3-21 through 3-24
	Reviewing for the test News bite oral exam	Review of material from Segunda Parte	3-53 through 3-56
10-18	Chapter 3 Test		

10-23	Talking about your family	Chapter 4: Miembros de la familia, pp. XX–XX	4-1 through 4-6
10-25	Expressing desires and preferences	The present tense of stem-changing verbs: e:ie, o:ue, e:i, pp. XX–XX	4-7 through 4-15
	Planning activities	Direct objects, the personal a, and direct object pronouns, pp. XX–XX	4-16 through 4-24
10-30	Planning activities	The present tense of poner, salir, and traer, pp. XX–XX	4-25 through 4-29
	Extending invitations	Lugares de ocio, pp. XX–XX Word stress and written accent marks, pp. XX–XX	4-34 through 4-38 4-39 through 4-40
11-1	Making spatial references	Demonstrative adjectives and pronouns, pp. XX–XX	4-41 through 4-46
	Discussing things you know	Saber and conocer, pp. XX–XX	4-47 through 4-51
11-6	Reviewing for the test	Review of material from Primera Parte	4-30 through 4-33
	Reviewing for the test Question & answer oral test	Review of material from Segunda Parte	4-52 through 4-55
11-8	Chapter 4 Test		
11-13	Describing your daily routine and habits Reviewing the syllabus	<b>Chapter 5: Las actividades diarias</b> , pp. 156–159	5-1 through 5-8
	Describing your daily routine and habits Expressing needs related to personal care	Reflexive constructions, pp. 159–162	5-9 through 5-12, 5-14 and 5-15, 5-18 and 5-19
11-15	Expressing emotional states	Reflexive constructions, pp. 159–162;	
	Describing your daily routine and habits	Reciprocal constructions, pp. 161–162	5-13, 5-16 and 5-17
11-20	Comparing objects and people	Comparisons of equality and inequality, pp. 163–166	5-20 through 5-26

11-27	Talking about what you do around the house	<i>Los quehaceres domésticos</i> , pp. 168–173 Consonants <i>h, ch</i> , p. 170	5-31 through 5-39 5-40 through 5-41
11-29	Describing people or things using superlatives Describing what is happening at the moment	The superlative, pp. 173–176; The Present progressive, pp. 176–178	5-42 through 5-44 5-45 through 5-48
12-4	Reviewing for the test	Review of material from <i>Primera Parte</i>	5-27 through 5-30
	Reviewing for the test Situation oral test	Review of material from <i>Segunda Parte</i>	5-49 through 5-52
12-6	Chapter 5 Test		

## FINAL EXAM

**THURS., DEC 13, 8-10 AM, EVANS 358**

### STUDY TIPS

MODERN LANGUAGE LEARNING STRATEGIES: SPANISH

GENERAL RULE OF THUMB: TRY TO INCORPORATE SPANISH INTO YOUR REGULAR, EVERYDAY LIFE AS MUCH AS POSSIBLE.

Practice listening and speaking:

- make a friend who speaks Spanish (either as a student or as a native: attend Charla or Tertulia (to be scheduled)
- attend Spanish Club

Practice listening:

- watch television: news reports on SIN, anything on SIN
- listen to the radio
- go to movies or rent videos in Spanish: children's level

Practice reading:

Buy or borrow books or articles in Spanish: children's level, your particular interest: cookbooks, medical studies, etc.

Subscribe to, buy or borrow a newspaper or magazine: AMERICAS, VANIDADES, BUEN HOGAR, COSMO

Practice writing:

- find a pen pal: write and receive letters in Spanish

keep a journal/diary in Spanish  
write your notes in Spanish  
write creatively (stories) in Spanish

Use computer programs

## SPECIFIC STUDY STRATEGIES

Study with other students  
get a tutor

Buy or borrow a workbook or a text by another author:  
write out exercises

Review your text:  
table of contents (write all you know and check)  
exercises (redo)

Make note cards:  
use ink colors to indicate gender of nouns, etc.  
make visualization/collage cards

Listen to your text tapes extra times or get other tapes  
repeat  
do exercises in accompanying workbooks

Use computer programs:  
Language Lab  
Library  
Personal software available

## USE YOUR RESOURCES:

WRITING CENTER (tutoring)

SAM CENTER

LIBRARY: live chat, website, research database, workshops, tours, research services