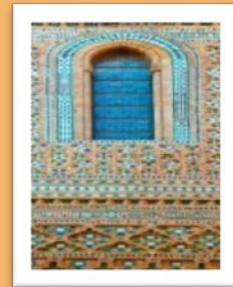


**SHSU Department of World Languages and Cultures**  
**SPAN 1412.05 (82834)**  
**ELEMENTARY SPANISH I – Fall 2017**  
**Silvia A. Huntsman**



**IMPORTANT!** Students must register for a SHSU SPAN 1412 lab section separately and concurrently with the lecture section. The prerequisite for enrolling in SPAN 2311 is the completion of this course with a grade of C or better.



¡Hola! My name is Silvia Alemany Huntsman and I am your instructor. As you get to know me, you will learn that I am passionate about teaching and I love what I do. I work hard to make your experience meaningful and pertinent to everyday life. Please take time to read this syllabus carefully and contact me right away if you have questions or concerns. I intend to be available as much as possible remotely or in person. Please set prior appointment times via email. I will respond to emails within 24 hours, usually sooner.

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Office hours:  
Tuesdays and Thursdays  
2-4pm, and by appointment.  
Please email.

## **COURSE DESCRIPTION**

¡Bienvenidos a SPAN 1412! This semester will be an exciting journey as you develop your basic skills to speak, write, listen, read in Spanish, and learn about the Spanish language and culture.

This class is for students with minimal instruction in Spanish (equivalent of 1411, one semester), and who are non-native or non-heritage speakers. Native speakers and heritage speakers should take the CLE). Emphasis on pronunciation, vocabulary, and basic language codes stressing an oral approach with special focus on conversation and oral skills.

**GENERAL UNIVERSITY AND COLLEGE POLICIES:** Please see <http://www.shsu.edu/syllabus/>

## **STYLE**

The course has a lecture component, and two online delivery methods: SHSU Online Blackboard and McGraw-Hill Education Connect. In Blackboard, you can find general and specific information about this course: Course Information and Course Content. Information about all course assignments will be available under the SHSU Online Blackboard course and Connect. Students will submit some assignments in class or Blackboard, and follow daily activity assignments in Connect.

## **REQUIRED TEXT**

Dorwick, Perez-Girones, and Becher. *Puntos de Partida* 10<sup>th</sup> ed. New York, NY: McGraw-Hill Education, 2017. ISBN: 9781259964787. Access to online platform for textbook in Connect is also required.

**Our course in Blackboard has been paired with Connect. Please access your Connect assignments via the Blackboard course according to the course schedule.** Note that instructions and submission of all oral assignments for this course will be in Blackboard.

## **REQUIRED SUPPLIES**

- ◆ **Internet Access to online materials in Connect: e-text and interactive materials, and SHSU Online/Blackboard.**
- ◆ Microphone and camera required. Headset optional, if needed.
- ◆ Personal skills and attitudes: enthusiasm and interest; listening skills, willingness to speak and open-mindedness; time every day outside of class work for reading and reflection, awareness that this class is an academic experience which requires intellectual efforts and results.



## COURSE OBJECTIVES (Optimal results)

Students who successfully complete this course will

- ◆ **LISTEN** to and comprehend basic descriptions and narration 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.
- ◆ **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.
- ◆ **READ** and comprehend 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.
- ◆ **WRITE** about basic topics at a survival level in standard Spanish with few enough grammar errors to be comprehended by a native speaker
- ◆ **DEVELOP AWARENESS AND APPRECIATION** of the target language and culture to make connections and comparisons to the first language and culture.

ALIGNMENT OF NATIONAL ACTFL Standards with course Activities and Assessments		
ACTFL – American Council for the Teaching of Foreign Languages		
ACTFL GOAL AREAS	Standard Description	Sample course activities/Assessments
<b>Communication</b>	Presentational mode (writing and speaking)	Writing assignments, Oral Presentations, and Connect Activities requiring writing, and speaking
	Interpretive mode (listening and reading)	Video activities, Reading and listening comprehension activities
	Interpersonal mode (listening and speaking)	Written and oral dialogues/situations (role-plays)
<b>Cultures</b>	Explain and reflect the relationships between the products, practices and perspectives of the target culture (art, music, food, history, traditions, etc.)	Readings and cultural activities (Lectura and Salu2).
<b>Connections</b>	Make connections to other disciplines to acquire information using the target language (art, history, music, food, geography, celebrations, traditions, etc.)	Readings, videos, and cultural activities
<b>Comparisons</b>	Cultural and linguistic comparisons	Pronunciation activities, Country specific vocabulary and expressions, Cultural expansion video activities with reflection
<b>Communities</b>	Cultural experiences beyond the classroom. Cultural enjoyment and enrichment	Cultural experiences (Communities) in course and lab section.

See full ACTFL World-Readiness Standards for Learning Languages (fourth ed., 2015, NSFLEP).

<http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>

### OFFICIAL COURSE IDEA EVALUATION OBJECTIVES

Students will complete an official IDEA survey evaluation of the course and instructor. The three essential and important objectives for this course are:

- Developing skill in expressing oneself orally or in writing (in the target language)
- Gaining a broader understanding and appreciation of intellectual/cultural activity
- Learning to apply course materials



## COURSE GRADE COMPONENTS

### UNDERGRADUATE final grade scale = 100%

100-89.6% = A                      79.5-69.6%=C  
89.5-79.6% = B                      69.6-59.6% = D

### CONNECT DAILY HOMEWORK 16%

Complete the assigned daily homework activities for review unit and chapters 6-10 concurrently with the course calendar/schedule. See Connect course and daily calendar schedule.

### LEARN-SMART (CONNECT) 4%

### TAREA AND OTHER CLASS HOMEWORK 5%

### ORAL ACTIVITIES 10%

There will be three oral activities (role-plays). All role-plays are described and will be submitted via the **Blackboard** course or in class. See rubric for Oral assessments in this syllabus, and Blackboard.

### WRITING ASSIGNMENTS 10%

In **Connect-Puntos Personales** or other writing work at the end of each unit. See rubric for written assignments.

### QUIZZES (PROGRESS CHECKS) 20%

Connect. One at the end of each unit Chapter 6-9. Final exam at the end of 10. Quiz content guides will be posted in Blackboard.

### CULTURE ACTIVITIES 10%

The objective of this component is to develop cultural competence and to reflect about the products, practices and perspectives of the target language and culture. It will involve readings, video comprehension: **Connect Salu2** (5%), and **Lectura** (5%) assignments.

### ORAL PRESENTATION 5%

One oral video presentation describing a person due at midterm. Please see specific instructions and submit in Blackboard. Rubric for Oral Assignments.

### FINAL EXAM (WRITTEN) 5%

### FINAL ORAL GRADE 5%

### LAB GRADE 10%

### COURSE ORAL OUTCOMES

By the end of this course, optimally, you should be able to

- Communicate information about familiar topics (family, work, studies, pass times, etc.).
- Give basic descriptions of people, places, things, and routines.
- Talking about likes and dislikes, preferences and opinions. Your favorite sport or pastime, book, film, etc.
- Talking about past events
- Taking about what you used to do as a kid/in high school.
- Talking about your plans.
- Making comparisons. Compare two places, friends, classes, activities, cultures, etc.

### DEADLINES

Permitting make-up work, granting full or partial credit, etc., are at the discretion of the professor, according to university guidelines. It is the student's responsibility to request and turn in make-up work, which normally must be completed within one week. Always refer to your syllabus on Blackboard.

Please follow the Course Schedule and Content Unit sequence in SHSU Online-Blackboard and Connect-LearnSmart for optimal results.

### OTHER RESOURCES

- ◆ **TUTORING.** Department of World Languages and Cultures free tutoring. Our tutors can help with specific areas, or to practice your oral skills.
- ◆ **SPANISH CONVERSATION CLUB** Student organization.
- ◆ **McGraw-Hill Customer Experience Support** (Connect). 1-800-331-5094, mhhe.com/support

**Grades:** Track your points in the MyGrades Blackboard area. You should always know how you are doing in this class.

## TENTATIVE COURSE CALENDAR SCHEDULE (Subject to change for instructional purposes)

For a detailed **Daily Calendar Schedule** see posted file in Blackboard under Course Information: Syllabus and Schedule. See also Course Content Units/Capítulo overview in Blackboard for unit objectives, assignments, and specific due dates. Connect/LearnSmart, **Bb** = Blackboard

DATES and OBJECTIVES	Content units and major assignments
<b>Aug 24-31</b> <ul style="list-style-type: none"> <li>• Getting to know others</li> <li>• Describing people places and things</li> <li>• Talking about likes and dislikes, activities, and routines</li> </ul>	<b>REPASO (Review)</b> <ul style="list-style-type: none"> <li>➤ Daily Homework for unit</li> <li>➤ Tarea 1 – descripción</li> <li>➤ Tarea 2 – información personal</li> <li>➤ Prueba 1 (quiz)</li> </ul>
<b>Sep 5-19</b> <ul style="list-style-type: none"> <li>• Talk about the weather, and seasons</li> <li>• Use preposition to locate</li> <li>• Expressing ongoing actions</li> <li>• Using Ser and Estar with adjectives</li> <li>• Compare people, places, and actions</li> <li>• Culture: Costa Rican cultures</li> </ul>	<b>Capítulo 6 – Las estaciones y el tiempo</b> <ul style="list-style-type: none"> <li>➤ Daily Homework for chapter</li> <li>➤ Lectura 1</li> <li>➤ Salu2</li> <li>➤ A escribir 1</li> <li>➤ Prueba 2</li> </ul>
<b>Sep 21-Oct 10</b> <ul style="list-style-type: none"> <li>• Talking about food and meals</li> <li>• Expressing what you know</li> <li>• Avoiding repetition with direct object pronouns</li> <li>• Using negative and indefinite words</li> <li>• Influencing people you address with 'usted'</li> <li>• Culture: Panamanian cultures</li> </ul>	<b>Capítulo 7 – ¡A comer!</b> <ul style="list-style-type: none"> <li>➤ <b>Oral Activity Role-Play 1 (Bb)</b></li> <li>➤ Daily HW for chapter</li> <li>➤ Lectura 2</li> <li>➤ Salu2</li> <li>➤ Prueba 3</li> </ul>
<b>Oct 12-26</b> <ul style="list-style-type: none"> <li>• Talk about travel and transportation</li> <li>• Understand the use of indirect object pronouns</li> <li>• Use Gustar and other verbs to talk about likes</li> <li>• Talk about actions in the past</li> <li>• Culture: Dominican cultures</li> </ul>	<b>Capítulo 8 – De viaje</b> <ul style="list-style-type: none"> <li>➤ Daily HW for chapter</li> <li>➤ Lectura 3</li> <li>➤ Salu2</li> <li>➤ Puntos Personales (Cap 4)</li> <li>➤ Prueba 4</li> <li>➤ <b>Oral Presentation 1 (Bb) – Oct. 26</b></li> </ul>
<b>Oct 31-Nov 9</b> <ul style="list-style-type: none"> <li>• Talk about holidays</li> <li>• Expressing feelings and emotions</li> <li>• More expressing actions in the past</li> <li>• Understand double object pronouns</li> <li>• Cultures: Cuban cultures</li> </ul>	<b>Capítulo 9 – Los días festivos</b> <ul style="list-style-type: none"> <li>➤ Daily HW for chapter</li> <li>➤ Lectura 4</li> <li>➤ Salu2</li> <li>➤ Puntos Personales</li> <li>➤ <b>Oral Activity 2 (Bb) – Nov 9</b></li> <li>➤ Prueba 5</li> </ul>
<b>Nov 14-30</b> <ul style="list-style-type: none"> <li>• Talk about sports and pastimes</li> <li>• Using the Imperfect to describe past actions</li> <li>• Using interrogative words</li> <li>• Expressing superlatives</li> <li>• Culture: Puerto Rican cultures</li> </ul>	<b>Capítulo 10 – El tiempo libre</b> <ul style="list-style-type: none"> <li>➤ Daily HW for chapter</li> <li>➤ Lectura 5</li> <li>➤ Salu2</li> <li>➤ Puntos Personales</li> <li>➤ <b>Final oral grade – Nov. 28 and 30</b></li> <li>➤ Final exam – Dec 4-7</li> </ul>

### RUBRIC FOR ORAL ASSIGNMENTS (see rubrics posted on Blackboard)

	Strong Performance 10 9	Meets expectations 8	Approaches expectations 7
<b>ORGANIZATION and CONTENT</b>	The content of the presentation is thoughtfully selected with the audience and purpose in mind. The information is accurate and appropriate for the specific task.	The content of the presentation is selected with the audience and purpose in mind. The information is accurate and appropriate for the specific task	The content of the presentation is selected according to instructions but needs more careful thought in terms of what information is interesting and informative for the audience of peers.
<b>VOCABULARY</b>	Wide variety of familiar vocabulary is used correctly and appropriately incorporating many new expressions from the current unit of study	Variety of familiar vocabulary is used correctly and appropriately, incorporating several new expressions from the current unit of study.	Simple, familiar vocabulary is used correctly, incorporating a few new expressions from the current unit of study.
<b>COMMUNICATION STRATEGIES</b>  How well did you prepare the presentation?	Visuals and sound and design are used effectively to emphasize key ideas in the presentation, to help the audience follow the sequence of information in the presentation, and to maintain the audience's attention.	Visuals and/or sound and design in the presentation help the audience focus on the key ideas and follow the sequence of information.	Visuals and/or sound and design are used in the presentation. Key ideas are sometimes difficult to identify because there might be too many/few visuals or design elements.
<b>COMPREHENSIBILITY</b>  How well are you understood?	Your spoke clearly. Any errors in pronunciation do not interfere with understanding. Speech is smooth and natural with few hesitations.	Errors in pronunciation rarely interfere with understanding. Speech sounds like a script is being read at times, and/or may be delivered too quickly.	Errors in pronunciation may occasionally interfere with understanding. Speech sounds like a script is being read and delivery lacks natural intonation.
<b>If applicable CULTURAL AWARENESS</b>	Information about the target culture is accurately presented. The relationships among products, practices, and perspectives are included and justified within the presentation.	Information about the target culture is accurately presented; products, practices and perspectives are identified and some relationships are included within the presentation.	Information about the target culture is presented; products, practices, and perspectives are identified.

### RUBRIC FOR WRITING ASSIGNMENTS (See Rubrics in Blackboard for Role-Play rubric)

	Strong Performance 10 9	Meets expectations 8	Approaches expectations 7
<b>ORGANIZATION</b>	My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.
<b>CONTENT</b>	I complete each part of the task adding some details.	I complete each part of the task.	I complete most of the task.
<b>VOCABULARY</b>	I use a wide variety of familiar vocabulary correctly and appropriately. I incorporate new expressions from the current unit of study.	I use a variety of familiar vocabulary correctly and appropriately. I incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary correctly. I may use a few new expressions from the current unit of study.
<b>COMPREHENSIBILITY</b>	My writing is clearly understood, the reader understands the writer's intent without extra effort. Errors do not interfere with message.	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message.	My writing is generally understood but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader.
<b>If applicable CULTURAL AWARENESS</b>	Comparisons between Spanish and American culture are accurately presented.	Information about the target culture is accurately presented.	Information about the target culture is presented, but may or may not be accurate.

#### THE GOOD FOREIGN LANGUAGE STUDENT

- Is ready to communicate and learn in communicative situations,
- Pays attention to the context to understand the meaning of what is being heard or read,
- Tries to discover by him/herself the rules of the language studied,
- Is not afraid to make mistakes when practicing, and knows that without mistakes there is no learning,
- Knows and applies different techniques to learn, to memorize vocabulary, to understand and use grammatical structures, to perfect pronunciation, to fix mistakes, and
- Knows that a language is used in different ways, each appropriate to different circumstances and situations: oral, written, between friends and people you don't know.



## TARGET LANGUAGE FUNCTIONS AND CAN-DO STATEMENTS

TARGET LANGUAGE FUNCTIONS	
Asking and responding questions	Telling or retelling stories
Describing people, places, and things	Interpreting authentic written texts
Expressing feelings and emotions	Presenting information orally
Expressing preferences and opinions	Presenting information in writing
Maintain a very basic conversation or discussion in person or virtually	

## NCSSFL-ACTFL Global Can-Do Benchmarks NM → NH

Mode of Communication	Novice Low (NL)	Novice Mid (NM)	Novice High (NH)
<b>Interpersonal Communication</b>	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases, and simple sentences. I can usually handle short social interactions in everyday situations by asking and answering simple questions.
<b>Presentational Speaking</b>	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.
<b>Presentational Writing</b>	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.
<b>Interpretive Listening</b>	I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.
<b>Interpretive Reading</b>	I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	I can recognize some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts. I can sometimes understand the main idea of what I have read.

See full Can-Do Benchmarks: [http://www.actfl.org/sites/default/files/pdfs/Can-Do\\_Statements\\_2015.pdf](http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf)



**Blooms Taxonomy of Thinking and Learning (revised Anderson 2000)**