

SPNS 101: Elementary Spanish I, Fall 2019

Instructor: Micaela Downey

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Office: LA 440

Office hours: M, W 11 am – 12 pm, and by appointment

Course Description: The purpose of this course is to begin developing proficiency in Spanish in all four skills (listening, speaking, reading, and writing). While grammatical topics are covered, the importance of using language for communicative purposes is emphasized. Since acquisition cannot take place without input in the target language, instructors use Spanish almost exclusively.

Learning Outcomes: The successful student will be able to:

1. Understand spoken and written Spanish in the context of common situations and in a basic range of grammatical structures and expressions, specifically, those emphasized in the *Plazas* textbook, Chapters P - 5.
2. Produce comprehensible spoken and written Spanish, including short paragraphs and brief verbal responses to a range of communication topics, also specified by *Plazas*.
3. Acquire knowledge of the geography, culture and people of regions where Spanish is spoken, as indicated by the cultural units provided in *Plazas*.

REQUIRED Class Materials:

- **Textbook:** Hershberger...[et al.] *Plazas, Lugar de encuentros, 5th edition*, Student Edition. MindTap Online Access. Available at the bookstore. Your textbook/access is good for SPNS 101 and 102.
- 5 narrow red scantrons (available at Bookstore, Market, and Corner Store), a #2 pencil
- A three-ring binder with dividers to organize class papers – may be subject to periodic checks
- Standard 10.5" x 8" lined loose-leaf notebook paper without fringe for handing in class work

Recommended Materials:

- A Spanish-English Dictionary
- *501 Spanish Verbs*
- Any content in Spanish of interest to you such as music, news, movies, TV, radio, podcasts....

Grading:

- Exams: 50% (Ch P-1, 2, 3, 4, Final = 10% each)
- MindTap: 30% (Assignments 18%, Quiz assignments 12%)
- Written Assignments: 10%
- Daily Preparation and Participation: 5%
- Attendance: 5%

* Please be advised that late arrivals and early departures as well as engaging in non-class activities such as cell phone use are grounds for a lowered attendance score. Four absences or fewer will be considered perfect attendance (100%). See chart below for score equivalencies for five absences or more:

ATTENDANCE CALCULATOR

Absences:	Attendance grade %:	Absences:	Attendance grade %:
0-4	100	9	50
5	90	10	40
6	80	11	30
7	70	12	20
8	60	13 or more	0

Exam Policy: You will need a narrow red scantron and pencil for each exam. Only one missed exam is allowed if you contact the instructor prior to the exam with an acceptable excuse. The final exam grade will be used to replace the excused exam at the end of the semester. There will be no makeup exams. Please note; the final exam is

cumulative. All electronic devices must be packed away for the duration of the exam. Baseball caps or hats with visors cannot be worn for any of the exams. Once graded, exams will be available for viewing and review during office hours. **Students will not keep their exams.**

Testing Anxiety: There are many strategies for coping with testing anxiety. Some resources on campus include [Curry Health Center's Testing Anxiety workshops and courses in meditation](#), and [Campus Recreation's Yoga classes](#).

Homework: You will have homework to complete every week in MindTap. Be aware of the weekly deadlines. Your instructor will check your completion and comprehension of the material in a number of different ways in class. In addition to spending time on new material, you should incorporate review on a regular basis. Please note that University guidelines state that for every one hour spent in class, you should expect to spend two hours on homework. This course is 4-credits and fast-paced, and your success in it will depend on your consistent dedication to your work, both in and outside of class. It is important that you **plan to spend at least 12 hrs./wk. on this course.**

Quiz assignments: Also in MindTap, you will have some activities under the section *¡A repasar!* which will be timed. You will have two attempts to complete them. Once begun, quizzes must be completed as students cannot exit and re-enter the quiz. It is the students' responsibility to utilize a reliable internet connection. If you experience technical difficulties, please contact me as soon as possible. Please try to troubleshoot your computer problems way before the deadline. Do not wait until the last minute to find out your computer is not working properly. For IT and Moodle questions, please call 243-4999.

Written assignments: In addition to exercises from the text and MindTap, you will be asked to write a few short paragraphs or compositions to turn in. These will be started in class, and handed in at the beginning of class the following day. They should be neatly hand-written, double-spaced with minimal cross-outs, on loose leaf paper (no spiral fringe). Please note that you may not submit these via email. You will be expected to use only vocabulary and grammatical structures that you have learned by the time of the assignment to complete these. Take on the challenge and be creative in expressing yourself with the language you know. Ultimately, you will have much more success in a second language if you are able to engage in this process. Please note that the use of online translators is prohibited. You are permitted to use a dictionary or your book's glossary. Wordreference.com is an excellent online dictionary.

Participation and in-class assessments: There will be frequent in-class assessments of your progress over the course of the semester. No makeups will be permitted and each missed assessment is a loss of points, unless you have an excused absence. These may be pop quizzes or other in-class work to ensure that you study at home and prepare for class, and will count toward your class participation. All electronic devices must be packed away for the duration of the assessment.

1. **Attendance:** Arrive for class on time, and plan to take care of bathroom visits before or after class. Attendance will be recorded daily at the beginning of class. More than four absences will result in a lower participation grade, as will unexcused late arrivals or early departures. If you do miss a class, it is your responsibility to find out what written work or other activities you missed to get caught up. Lessons, interactions, conversations and discussions in class are impossible to make up, which is why it is crucial to be in class every day. Find an accountability partner now. Exchange contact information with at least two other classmates for this purpose. _____
2. Make a strong effort to speak Spanish exclusively in class, even after finishing assigned activities.
3. Volunteer often to respond to the instructor's questions or to offer ideas and opinions to the entire class.
4. Participate actively in small group and pair discussions by presenting ideas and opinions.
5. Demonstrate an attentive, alert, and engaged attitude during class as well as respect for others by contributing to a classroom atmosphere conducive to learning. Come prepared so that you are able to comfortably participate in partner and class practice in a manner befitting a university-level student.

6. **Electronics: Please mute your cell phone and keep it packed away during class. The use of cell phones or other electronic devices during class without prior arrangement with your instructor is unacceptable, and will result in a participation grade reduction.** If you have only purchased access to your textbook via an online platform, you may have your computer open to access your book. Other use of the computer during class, such as emails, social media, or completing work for other classes is also unacceptable.

Tutoring:

- Talk with your instructor right away if you feel like you need extra help. If you earn a C or lower on any exam, you should work with a tutor. A list of private tutors is posted on Moodle.
- [Study Jam Sessions](#) are **free**. More info on this once classes start.
- [TRIO](#) has **free** tutoring for those eligible. [Visit their website](#) for more information, or go to their office in Lommasson Center, 180.
- The UM app. has a Tutoring Board where you can search for tutors in various disciplines. Look under “Languages” to find help in Spanish.
- Private tutors post on the MCLL bulletin board, southwest stairway, between the 3rd and 4th office floors.

Academic honesty: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

Grading scale * Be sure you know what grade you need for your major

Letter grade	Number grade	Letter grade	Number grade
A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

***For CR/NCR grading option, you must earn a D- or above to receive credit.**

___ Please note that your instructor is not permitted to share grading information with you via email.

___ Please arrange an appointment with your instructor if you would like to discuss your grade.

___ Also, all email communication with your instructor must take place through official UM email addresses.

Course withdrawal: Monday, Sept. 16, 2019 is the last day to withdraw from the course with a partial refund. For a detailed listing of important University dates and deadlines, please see the [Registrar’s Calendar links online](#).

Students with disabilities: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students \(DSS\)](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with [DSS](#), please contact [DSS](#) in Lommasson 154. I will work with you and [DSS](#) to provide an appropriate accommodation.

Elementary Spanish I – Fall 2019 – Calendar
Plazas

Week	Day	Pages	Topic
Semana 1	1. 8/26	2-3	Intro to course. Capítulo Preliminar. Greeting and meeting people.
	2. 8/27	2-5,8-11	Greeting and meeting people. Subject pronouns and the verb <i>SER</i> . Spanish in the world.
	3. 8/28	10-15	Subject pronouns and the verb <i>SER</i> . Hay and numbers 0-30. Question words.
	4. 8/29	14-17	Question words. The alphabet.
Semana 2	5. 9/2		No class - Labor Day
	6. 9/3	22-25	Capítulo 1. Classroom vocabulary.
	7. 9/4	26-27	Definite and indefinite articles. Gender and number.
	8. 9/5	30-33	Campus vocabulary.
Semana 3	9. 9/9	34-37	Present tense of regular –ar verbs.
	10. 9/10	34-41	Present tense of regular –ar verbs. La hora y los días de la semana.
	11. 9/11	38-41	La hora y los días de la semana.
	12. 9/12	46	¡A escribir!
Semana 4	13. 9/16	48-49	Review
	14. 9/17		Examen Capítulo Preliminar y Capítulo 1
	15. 9/18	54-57	Capítulo 2. Family vocabulary
	16. 9/19	58-59	Possessive adjectives.
Semana 5	17. 9/23	58-61	Possessive adjectives. Common uses of the verb <i>SER</i> .
	18. 9/24	62-65	Noun-adjective agreement.
	19. 9/25	62-65,68-69	Noun-adjective agreement. Nationalities vocabulary.
	20. 9/26	70-71	Present tense of –er and –ir verbs.
Semana 6	21. 9/30	70-71	Present tense of –er and –ir verbs.
	22. 10/1	72-73	Common uses of the verb <i>TENER</i> .
	23. 10/2	74-75	Numbers 30-100.
	24. 10/3	80	¡A escribir!
Semana 7	25. 10/7	82-83	Review
	26. 10/8		Examen Capítulo 2
	27. 10/9	88-91	Capítulo 3. Passtimes and sports vocabulary.
	28. 10/10	92-93	The verb <i>GUSTAR</i> .
Semana 8	29. 10/14	92-93,96-97	The verb <i>GUSTAR</i> . Town and city vocabulary.
	30. 10/15	98-101	The verb <i>IR</i> . Verbs with irregular <i>yo</i> forms.
	31. 10/16	100-103	Verbs with irregular <i>yo</i> forms. <i>SABER</i> , <i>CONOCER</i> , and the personal <i>a</i> .
	32. 10/17	101-105	<i>SABER</i> , <i>CONOCER</i> , and the personal <i>a</i> . Dates and weather vocabulary.
Semana 9	33. 10/21	104-105	Dates and weather vocabulary.
	34. 10/22	110	¡A escribir!
	35. 10/23	112-113	Review
	36. 10/24		Examen Capítulo 3
Semana 10	37. 10/28	118-121	Capítulo 4. House vocabulary.
	38. 10/29	122-125	Present tense of stem-changing verbs.
	39. 10/30	122-125	Present tense of stem-changing verbs.
	40. 10/31	128-129	Chores vocabulary.
Semana 11	41. 11/4	130-131	Affirmative informal commands (<i>tú</i>).
	42. 11/5	130-135	Affirmative informal commands (<i>tú</i>). The verb <i>ESTAR</i> .
	43. 11/6	132-135	The verb <i>ESTAR</i> .
	44. 11/7	136-137	Numbers 100-1,000,000.

Semana 12	45. 11/11		No class - Veterans Day
	46. 11/12	141	¡A escribir!
	47. 11/13	144-145	Review
	48. 11/14		Examen Capítulo 4
Semana 13	49. 11/18	150-153	Capítulo 5. Body vocabulary.
	50. 11/19	154-157	Reflexive verbs.
	51. 11/20	154-157	Reflexive verbs.
	52. 11/21	158-159	<i>Acabar de</i> + infinitive.
Semana 14	53. 11/25	162-165	Doctor's office vocabulary.
	54. 11/26	166-169	<i>SER</i> vs. <i>ESTAR</i> .
	55. 11/27		No class – Thanksgiving Break
	56. 11/28		No class – Thanksgiving Break
Semana 15	57. 12/2	166-169	<i>SER</i> vs. <i>ESTAR</i> .
	58. 12/3	170-171	Demonstrative adjectives and pronouns.
	59. 12/4	176	¡A escribir!
	60. 12/5	178-179	Review. Evaluations.

Final exam (Cummulative): TBA

Did you know that...?

- Spanish is the third most widely-spoken language in the world after English and Mandarin. Being able to speak Spanish allows you to communicate with the over 400 million Spanish speakers sharing our planet!
- The United States has the second largest Spanish-speaking population in the world after Mexico. In the US there are over 50 million Spanish speakers (41 million native speakers, 11 million fluent 2nd language speakers).
- Spanish is the official language in twenty-one countries.
- Hispanics are the largest minority in the US, and Spanish is the second most spoken language in the US. In fact, Spanish is currently spoken by 16% of the US population.
- Experts predict that by the year 2050, there will be 530 million Spanish speakers, of which 100 million will be living in the US.
- Latin American countries are some of the US's most important trading partners.
- Being able to speak Spanish greatly enhances your resume, no matter your major. If you are bilingual, you are more competitive in the workplace, are more valuable and relevant to the world community, and are simply more able to connect with more people in general.

SPNS 101 Student Survey Fall 2019:

Please print, answer, and return; ALL information will remain confidential.

Last Name _____ First Name _____

Name you wish to be called (if different from above) _____

Preferred gender pronoun: She/He/They/Other:

major _____ year _____

e-mail _____

phone # _____

1. Is this your first Spanish class? If not, please tell me how much Spanish you have taken, and where and when you studied it.

2. Have you ever traveled to or lived in a Spanish speaking country or region? Where? For how long?

3. What other languages have you studied? What other languages do you speak?

4. Why would you like to learn Spanish?

5. What grade do you plan to earn in this class? Do you have the study skills, time and attitude to accomplish that goal? (If not, do you know how to seek help if you need it?)

6. Please share any expectations /needs / hopes / fears for this class.

7. Is there any information that you would like to share that would help me support you in your success?

8. What else would you like me to know about you? What are some of your interests/hobbies/skills?

9. Some of my responsibilities are to conduct my professional affairs with integrity; share my knowledge and expertise as I assist your learning to the best of my abilities; follow best practices; contribute to the success of our group as a whole; model responsible behavior; nurture a love for learning and an appreciation for education in general; spread kindness; and be patient, reasonable, positive, and thoughtful. What do you consider to be your responsibilities?