

Department Of Modern Languages - Spanish Program

SPN 101 Information for Students

PLACEMENT: For students with **no prior Spanish language study, less than one year of high school Spanish language study or less than one semester of university level Spanish language study**, or for those students with **one year of Spanish who studied it more than three years before entering the university** and have not used it since then.

Students are advised to work at the level for which they are prepared; retroactive credit is available for students earning a **B** grade or better in a Spanish skills course, like SPN 102 (Beginning Spanish II) or 111 (First year review) when it is their first class in the sequence.

FINAL EXAM:

The final exam is **mandatory**. You must take it at the time scheduled unless you have a medical emergency or unless you already have two final exams scheduled for this day. In this case, you must contact your instructor for a possible alternate arrangement. You may drop **one** regular chapter test grade—either your lowest grade or a missed test.

GRADING POLICY:

You must earn a grade of **C** or better in SPN 101 at the university level to enroll in SPN 102. Further, this grade must reflect your proficiency in language use (attendance alone will not give you a passing grade). Your instructor will provide details regarding this process.

Grades will be based on the following percentages for your work, including the final exam.

<u>Grade</u>	<u>Percentage</u>	<u>Quality points</u>
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	60-69	1.0
F	0-59	0.0

PROBLEMS OR CONCERNS:

You may discuss any questions, concerns or problems with your instructor or with Dr. Wilberschied. She can be reached by phone at 687-4648 or sign up for an appointment by stopping at RT 1610.

Class Schedule Overview

WK # / beginning Monday...	Monday	Wednesday
1 / 1-19	NO HAY CLASE	Course and Lab Introduction <i>Bienvenidos</i> , p. 2-3 Alphabet, numbers Ch 1, p. 4-8: vocabulary, Culture, introductions
2 / 1-26	Ch 1, p. 9-15 Formal + informal introductions, culture, nouns + articles	Ch 1 p. 16-27 Nouns, subject pronouns, <i>ser, hay</i>
3 / 2-2	Ch 1, p. 28-33 <i>Tener</i> (to express possession, age, + obligation), months, culture, reading, writing, review, pre-test	Review; Test on 1 Begin Ch 2
4 / 2-9	Ch 2	Ch 2
5 / 2-16	NO HAY CLASE	Ch 2 <i>Pronunciation: Tape 1 due</i>
6 / 2-23	Test on 2 Begin Ch 3	Ch 3
7 / 3-2	Ch 3	Test on 3 Begin Ch 4
8 / 3-9	Ch 4	Ch 4 + <i>mid-term pronunciation tape due (Ch 3-4)</i>
3-16	SPRING RECESS----->	----->
9 / 3-23	Ch 4	Review; Test on 4 Begin Ch 5
10 / 3-30	Ch 5 <i>Sign up for interviews</i>	Ch 5
11 / 4-6	Ch 5 <i>Interviews this week</i>	Review; Test on 5 Begin verb review
12 / 4-13	Verb review	Verb test Begin Ch 6
13 / 4-20	Ch 6 <i>Final presentations this week</i>	Ch 6 Begin Ch 7 preterite only
14 / 4-27	Ch 6 Begin Ch 7 preterite only	Ch 7 preterite only
15 / 5-4	Ch 7 preterite only Review for final	Review for final
FINAL EXAM Wednesday May 13 6-7:50 p.m. in your regular classroom (Ch 6, CH 7 Preterite + comprehensive on <i>vocabulary, structures, culture, reading, & writing</i>) Please note: No student is excused from taking the final exam, regardless of course average. All students must also complete <i>four</i> listening/speaking exams.		

Grades based on exams: 500 points (5 @ 100 points of 6 exams—lowest exam grade is dropped); final exam 150 points; listening/speaking quizzes: 100 points; homework, quizzes, participation: 250 points. Total of 1000 points

SPN 101--Beginning Spanish I & SPN 102--Beginning Spanish II

About the course:

This course will allow you to learn Spanish while moving along with a filmed story. We will do group activities and grammar presentations in class. You will be expected to be in class **each day** and to be prepared to perform. Your tasks between classes involve review of the topics presented, preparation of the tasks for the next class, and individual review of the grammar. We will probably use the video presentation in several classes. You may want to review some of this material in the lab. You may work with audiotapes in the Media Lab, online, or at home. For all of this you will need: **Nexos** Textbook with CD and Workbook/Lab Manual. The package includes a CD for use at home at the same price as purchasing the books separately.

Audiotapes or CDs if you do not buy the student CDs, you can make duplicate tapes or CDs in the Media Center. You can also access the CD exercises online

You will benefit from acquiring and using a **dictionary**. We have recommended that the bookstore stock the Oxford Starter Dictionary and there are others available for you to purchase.

Optional text: English Grammar for Students of Spanish. This is useful for students who feel unsure about their English grammar.

Grades will be based on your homework preparation and the examinations, both oral and written. The final examination is mandatory. Performance grades will be based on your level of preparation and your participation. You are encouraged to check frequently with your instructor if you are unclear about an assignment, about any errors made, or about any other aspect of your work. Department policy requires a grade of C or better in 101 to go on to 102, or from 102 to a 200 level course.

This is a 5-credit course that meets approximately 3.25 hours each week. The fifth credit hour is for work on your lab skills, which count for 10% of your grade. The lab work is a required part of the course, and you will find that proficiency in these skills is essential for you to do well in the course. In terms of time, it is assumed that you *spend about 2 hours outside of class for each class hour*; you might plan to spend an average of 1/2 hour of this on your lab work. You may do all your lab work in the IMS Media Lab, or you may purchase copies of the audiotapes or CDs needed. Some class testing will concentrate on the lab skills alone; other testing requires you to integrate the skills upon which you have been working in lab (such as presentations, interviews, or tapes).

Check with your instructor concerning policies if you must miss class for any reason. Missing class can be expected to affect your capacity to learn the material or to do well on tests or on homework. Further, if you choose to miss class, you will have to rely on your classmates to fill you in on work done in class. You will have to take the time to view the video episode on your own, in any case of absence, excused or otherwise.

Study tips: Learning Spanish is a skill in which each new idea builds on previously learned concepts, vocabulary and grammar. Just like learning a musical instrument, it requires regular study and practice. Plan to participate actively in class; to spend sufficient time learning at home every day (2 to 2 1/2 hours); ask questions regularly to clarify your tasks; keep current.

STUDENT RECORD OF SPANISH LANGUAGE/CULTURE ACTIVITIES

Your name _____ Your class _____

Date	Activity	Authorized Instructor		
		Signature	Approval	Points
	1)			
	2)			
	3)			
	4)			
	5)			
	6)			
	7)			
	8)			
	9)			
	10)			

The total percentage points for these activities is a maximum of 5 out of the 25 allotted for homework, quizzes, and participation (participation = 10%, and homework/other participation = 15%).

- 1) Getting help from a tutor - 1/4 point per half-hour session. These efforts may include asking for help via the tutoring services available (complete schedule for tutors will be available during the second week of classes).
- 2) Reading and then summarizing (in writing or for the class?) one or two paragraphs of a reading chosen by the instructor during the time the class is actually working on that chapter (not afterwards). 1/4 point.
- 3) Seeing (live or renting) a Spanish film - and then summarizing the film in a half-page essay in English. (summarize does not mean "react to"). 1/2 point per film. Check the Cinemateque schedule.
- 4) Attending a Hispanic cultural function (like the activities of upcoming Hispanic Awareness Festival and/or the Latin American Studies conference, offered at CSU and all around town). 1/4 point per event unless it's worth a lot more.
- 5) Conjugating/reciting more verbs or doing additional exercises and turning them in.
- 6) Weekend activities, such as restaurants where they try to order and talk to the staff in Spanish.
- 7) Shared or written dialogs.
- 8) Student-suggested activities, which must be approved ahead of time!

Keep this together with any records required by the instructor to turn in as s/he requests.

What you should be able to do by the end of Beginning Spanish Courses

Some students who finish the SPN 101 and/or SPN 102, especially those who have not studied Spanish or another foreign language before, are disappointed that they are not fluent in Spanish. The descriptions below may help you to be realistic about what you can accomplish in the course(s). Please take into consideration that attaining fluency in a language requires even more hours of study and interaction. For this reason, Study Abroad courses offered by the Spanish program at CSU can help move you to fluency.

ACTFL Proficiency Guidelines

	By the end of SPN 101 – Novice High	By the end of SPN 102 – Intermediate Low
Writing	Meet limited practical writing needs (using lists, short messages, postcards, and notes) and can express themselves within the context in which the language was learned, relying mainly on practiced material. Writing focuses on common, discrete elements of daily life. They can recombine learned vocabulary and structures to create sentences on familiar topics. Often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.	Meet a number of practical writing needs (short communications, compositions, descriptions, and requests for information). These are based on personal preferences, daily routines, common events, and other topics related to personal experiences and personal surroundings. Writers show evidence of control of syntax in non-complex and basic verb forms. Can be understood readily by natives used to the writing of non-natives.
Speaking	Able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics—basic personal information, objects, and activities, preferences, and immediate needs. Can respond to simple, direct questions or requests. Can ask formulaic questions and express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor.	Manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture—basic personal information (self and family, some daily activities and personal preferences), and immediate needs (ordering food and making simple purchases). Can answer direct questions or requests for information and ask a few appropriate questions. Speech may contain pauses, reformulations, self-corrections, and misunderstandings (which may require repetition or rephrasing), sympathetic interlocutors (particularly those accustomed to dealing with non-natives) can understand them.
Listening	Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech.	Able to understand sentence-length utterances consisting of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations.
Reading	Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional/ directional purposes, standardized messages, phrases, or expressions (some items on menus, schedules, timetables, maps, and signs).	Understand main ideas and some facts from simpler connected texts dealing with basic personal and social needs. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life.



Spanish 200 level courses at CSU

After you have completed the first-year Spanish courses, we hope you will want to use your Spanish in some of the second-year courses, where you can truly begin to use the language in context while you continue to work on skills.

These courses will all be available within the academic year and the next summer.

SPN 201 Intermediate level reading, speaking, comprehension and writing, with a focus on culture. Lots of activities to make you feel more comfortable and confident with this level of work. Counts for the A & S foreign language requirement.

SPN 202 Intermediate level reading and writing. An introduction to literature and its analysis in Spanish. Counts for the A & S foreign language requirement. A Writing Across the Curriculum Course.

SPN 240/241 Intermediate level Field Studies. In Mexico and Spain. Visit sites, keep a journal of your experiences, write about places you go, do a project on a topic of your interest. If done mostly in Spanish, counts for the A & S foreign language requirement.

SUPPLEMENTAL INSTRUCTION (SI)

This course offers Supplemental Instruction for students who wish to participate. An SI Leader (a fellow CSU student) has been assigned to this course and will hold regular sessions outside of class time to allow students to review material discussed in class, discuss and add to lecture notes, apply reading comprehension strategies, get help with assignments, prepare for the tests, etc. These regular sessions have been scheduled at times that are posted in the classroom and on handouts that will be distributed to you.

Students who cannot make these times but wish to make use of Supplemental Instruction should contact the SI Leader or the Tutoring & Academic Success Center (687-2012, tutoring@csuohio.edu). You may also call the office of the department of Modern Languages at 216-687-4645 or call or email your instructor.