

MLL 154-04 SPANISH LANGUAGE AND CULTURE I SYLLABUS
WRITING TO LEARN

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COURSE: SPANISH I WL Autumn, 2006

CREDIT HOURS: five COURSE TIME: 12pm M-F

RETRO-CREDITS: The Department of Modern Languages and Literatures has a retro-credits program designed to reward students who have already spent years learning languages in high school. Students must sign up for the program with Kathy Dyer, Departmental secretary, during the first three weeks of the semester in which they take their first language course at PSU. That course determines their entry level and the maximum credits they can earn through retro-credits.

COURSE DESCRIPTION Spanish I: A basic study of the Spanish language through activities designed to develop listening, speaking, reading, and writing. Emphasis will be on oral proficiency. Additional activities are intended to develop an appreciation of Hispanic culture and an awareness of the geography of the Hispanic world.

COURSE OBJECTIVES:

1. To develop vocabulary comprehension in the 4 areas of language acquisition: listening, speaking, reading, and writing
2. To express yourself verbally on a novice level
3. To speak with correct pronunciation
4. To demonstrate oral and written comprehension of Spanish grammar including verb conjugations of the present, present progressive, and preterite tenses, expressing likes and dislikes, using ser and estar, saber and conocer, reflexive and stem changing verbs, para and por, affirmative and negative words, and indirect object pronouns
5. To demonstrate an awareness and appreciation of the cultural richness and diversity of the Hispanic world and its geography

REQUIRED MATERIALS:

1. Imágenes, second ed. Rusch, Dominguez, Caycedo Garner
2. **ACTIVITIES MANUAL; WORKBOOK/LAB MANUAL**
3. Audio CD of lab manual to be available in 202 Grubbs Hall, \$3 each and chapter conversations CD sold with textbook

4. Imagenes Multimedia CD-Rom
5. Ace Practice Tests Imagenes Web Site, Go to www.spanish.college.hmco.com/students.

GENERAL EDUCATION

This course counts toward the requirements in General Education for your degree program. General education is the study of humans in their global setting. The general education curriculum, therefore, acts as the heart of a university education by developing the capacities that typify the educated person and provide a basis for life-long learning and intellectual, ethical, and aesthetic fulfillment. General education examines the world around us and fosters an understanding of our interactions with the world and our place in the universe. General education celebrates the creative capacities of humankind and helps to preserve and transmit to future generations the values, knowledge, wisdom, and sense of history that are our common heritage.

GOALS OF GENERAL EDUCATION FOR THIS COURSE

This course contributes to the overall purpose of the General Education program by:

- 1) Providing the students with the basic knowledge and skills in a foreign language that will enable them to participate more effectively in our global society. (Goal #1,1.1,1.2)
- 2) Stimulating critical thinking and encouraging decision- making free from prejudice or insularity. (Goal #2,2.1,2.4)
- 3) Promoting an appreciation of different cultures. (Goal #4, 4.3)

However, the emphasis of this course will be to help the students meet the following objectives for the understanding and appreciation of a variety of cultures and their interrelationships. (Goal #3, 3.1, 3.2)

Upon successful completion of this course, students will be able to:

- 3.1 Recognize the value of diverse cultural, national, and ethnic backgrounds.
- 3.3 Demonstrate an understanding of the relationships of gender, race, and class within and across cultures.

These objectives are met through a variety of means, including

- A) Reading, analysis, and discussion of cultural information about the countries and regions where the target language is spoken
- B) Discussion of authentic materials that show the diversity of the people

who speak the language. Such authentic materials include audiotapes, videotapes, pictures, music, and Internet resources among others.

C) The practice of situations that show the sociolinguistic appropriateness of language use in different communicative instances

TEACHING STRATEGIES:

Class time will be spent in a variety of activities:

- 1) Listening to spoken Spanish by lecturer, Spanish conversations on audiocassettes or CD's, watching videos, etc.
2. Paired, small group, class Spanish conversations, discussions, and activities
- 3) Basic grammar instruction
- 4) Reviewing out of class assignments
- 5) Role playing
- 6) Reading and writing Spanish and English conversations, paragraphs and short reports.
- 7) Games

STUDY TACTICS:

- 1) Read assigned text before class. Take grammar notes in class. Study and review grammar notes and text explanations as soon as possible after class. Don't expect to understand everything after the first reading or the first lecture. Learn in layers.
- 2) Memorize new vocabulary in small amounts. Organize vocabulary by subject. Make flash cards. Review the current chapter's vocabulary daily. Review previous vocabulary 3 times per week. Building vocabulary is essential to your success in a modern language class. Repetition is the key to permanent memorization. If you can't remember a word try to express yourself in words that you do know.
- 3) Practice using the language at every opportunity. Befriend a foreign student. Speak to a Spanish-speaking co-worker or customer. Watch/ listen to Spanish television or radio stations. Bring your lunch to the Spanish table at the Gorilla Crossing once a week for an informal, enjoyable, low stress Spanish conversation. Beginners are welcome!
- 4) Travel. Enjoy a vacation in a Spanish speaking area of the U.S. such as Padre Island, Miami, San Antonio, and southern California. Take a summer course in Spain. Inquire about a semester in Spain.
- 5) Study out loud and act out as many activities as possible.
- 6) Read p.iii-x, study tips and course components for additional ideas on how to study and make the most of this course.

- 7) Study and do homework with a classmate.
- 8) Note deadlines. Pace your study routine.
- 9) Explore and take Ace practice tests from the course website:
<http://spanish.college.hmco.com/students>.

EVALUATION:

Workbook/lab manual homework, 7 chapters @ 10 points = 70 points
2 Spanish Writing assignments completed in class @ 20 = 40 points
3 English Multimedia reports @ 25 = 75 points
8 Workbook paragraph writing assignments @ 5=40 points
6 Short exams over chapters Preliminar and 1,2,4,6 @ 50 points =200 points
2 Midterm exams over chapters 1- 3 and 4-5 @ 100 points = 200 points
Class Participation/Attendance = 75 points
Total points = 700

GRADING SYSTEM:

A 90-100
B 80-89
C 70-79
D 60-69
F 0-59

ATTENDANCE:

Attendance is vital to the study of a foreign language. Most of your listening exposure and speaking practice is done in class. Here you will develop fluency. Therefore I expect you to be in class every day, prepared to participate fully. Should you miss class, it is your responsibility to get the notes and the next day's assignments. (Call or e-mail me or a classmate.) I take role every day. **IF YOU HAVE MORE THAN 5 UNEXCUSED ABSENCES I WILL CONSIDER DROPPING YOU FROM THE CLASS.** I reserve the right to define an unexcused absence. However, if on any given day, you have an exam or a presentation to make in another class and you are not prepared, come to class. Before class begins simply ask me not to call on you that day and I will respect your request. You learn more by just being in class, observing and listening, than you do by missing. Nonetheless, if you come to class chronically unprepared, I will drop you from the course. Chronic tardiness is detrimental to your chances for success and disruptive for your classmates. Three tardies = 1 absence = 4 points. Because attendance and participation are vital to your success it will be worth 10% of your grade.

***_Special Concerns_*_:_** Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact me as soon as possible to make necessary accommodations.

CALENDARIO de ESPANOL I Writing to Learn

21 **agosto** Introduction to course
22 Capitulo preliminar
28 **Preliminar homework due.** NO MAKE-UPS
Chapter 1
1 **septiembre Multimedia Report due.** No late assignments accepted.
6 **Exam/homework chapter 1** NO MAKE-UPS
7 Chapter 2
19 **Exam/homework chapter 2** NO MAKE-UPS
20 Chapter 3
3 **octubre Chapter 3 homework due.** Review chapters 1-3
4 **Chapters 1-3 Midterm exam.** NO MAKE-UPS
5 **In class Writing Assignment**
6 Chapter 4
10 Multimedia Report due
26 **Exam/homework chapter 4.** NO MAKE-UPS
27 Chapter 5
2 **noviembre** fiesta: Dia de los muertos
10 **Chapter 5 homework due.** No late assignments will be accepted.
13 Review ch 4-5
14 **Midterm Exam chapters 4- 5.** NO MAKE-UPS
15 **Chapter 5 in class Writing assignment.** NO MAKE-UPS
16 Chapter 6
20 **Multimedia Report due.** No late assignments will be accepted.
6 **diciembre Chapter 6 homework due.**
7 Review Chapter 6
8 **Exam Chapter 6** NO MAKE-UPS

Philosophy of Writing

Since this is a Writing to Learn course, students will write frequently as a way to improve this aspect of their Spanish skills, but also for the purpose of writing about the experience of learning a language and learning about other cultures. Because of this dual goal, students will be allowed to do some writing in English when expressing more complex or philosophical ideas about their learning experience. The philosophy behind these writing assignments is that you learn to write well by writing often about complex ideas and that by writing about what you learn, you better assimilate the material and concepts. In this way, writing can be seen as a knowledge-making tool by which new understanding is developed through the very act of expressing one's ideas.

Statement of Intent

With regard to foreign language skills, it is easy to understand that new material - new grammar concepts, for example - are more likely to be retained if put to use not only orally, but also in writing. In addition, as students progress into the intermediate level, they should be able to express themselves in a more sophisticated and conceptualized manner, and will therefore be expected to write short essays responding to various materials. Writing assignments will range from short, in-class writings to writing essays.

WRITING TO LEARN ASSIGNMENTS

The Writing to Learn Assignments consist of 3 multimedia reports, writing assignments from the Imagenes workbook, and 2 graded writing assignments completed in class.

The multimedia reports provide you with an opportunity to research and to learn about the Spanish-speaking world. You can choose one resource such as newspaper, magazine, web site, video, etc. from the list that appears on the Foreign Language Lab Assignment form that will be provided by your instructor. Follow the instructions on this form to complete the assignments. The due dates appear in the course schedule. **NO LATE MULTIMEDIA ASSIGNMENTS WILL BE ACCEPTED.**

Writing to Learn Workbook Assignments

These assignments are due with the workbook/lab assignments according to the course schedule:

1. Ch Preliminar Actividad 10-11, p6-7. Analyze the political, economic, and social implications of the population projections in English. The essay should be about ½ page in length.
2. CH 1 Act 13, p16. Describe yourself and your parents in Spanish.
3. CH 2 Act 23 Parte A y Parte B, p35-6. Write complete Spanish sentences to tell what you are going to do and what you have to do next week.
4. CH 3 Act 26, p52. El cantante famoso. Write the paragraph in Spanish.
5. CH 4 Estrategia de lectura. Act 25 y 26 p 69. Write 6 complete sentences in English to summarize the Spanish paragraph about Machu Picchu.
6. CH 5 Act 15, p79. Describe the clothing in complete Spanish sentences. Include 5 articles of clothing, 5 colors, 3 fabrics.
7. CH 6 Act 4, p90. Use the verb estar in complete Spanish sentences to describe where items are located in Ricardo's bedroom.
8. CH 6, Act 15, p96-7 Parte A+B. Write a Spanish composition about your family in 6 sentences.