

# Spanish Language and Culture I

Pittsburg State University, College of Arts and Sciences, Department of English and Modern Languages, Fall 2019

## Course Number and Title:

154-01 Spanish Language and Culture I

**Department:** English and Modern Languages

**Credit Hours:** Three (3)

**Pre-requisite:** N/A

**Classroom:** Grubbs Hall

**Course Delivery Method:** In person, face-to-face (not online, not hybrid)

## Faculty Member

Grant D. Moss

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Department of English and Modern Languages

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Office Hours:

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## Primary Resources

Moss, Grant D. *Rincones: Un recurso educativo abierto de español básico*.

[rincones.pressbooks.com](http://rincones.pressbooks.com)

Iruela, Agustín. *VideoEle*. <http://www.videoele.com/index.html>.

Canvas

## Recommended Resources

Spanish-Spanish Dictionary. <http://www.rae.es>

Spanish-English Dictionary. <http://www.wordmagicsoft.com/dictionary>

Spanish Table: Fall 2018: at Gorilla Crossing

## Course Description

A basic, introductory 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 the cultures of the Spanish-speaking world. Spanish is the language of instruction. This course is not a lecture course.

## Pitt State Pathway Mission Statement

The Pitt State Pathway curriculum serves as the heart of the university education by fostering interdisciplinary competencies that typify the educated person. It is designed to facilitate the development of key proficiencies including communication and information literacy. The Pitt State Pathway curriculum provides a transformational experience that challenges students to think creatively and critically, and to immerse themselves in the productive examination of humans in their global setting. By encouraging the development of skills that promote life-long learning, the Pitt State Pathway fosters a sense of personal responsibility, an appreciation of diversity, and an understanding of interconnectedness in our truly global society.

## Pillar of the Pitt State Pathway and Learning Outcomes for This Course

This course contributes to the overall purpose of the Pitt Pathway Program through the *Essential Studies Element, Global Understanding and Civic Engagement: Human Systems within a Global Context* (Students will explore global systems conscientiously). The specific *Companion Element* to be assessed is *Diverse Perspectives within a Global Context*.

Human Systems within a Global Context:

Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness. Competency in this element means:

- *Analyzing* the structure, development, and change of human economic, political, social and/or cultural systems over time;
- *Analyzing* the individual's role and responsibility to society at all levels;
- *Evaluating* how human systems are interconnected at all levels.

Diverse perspectives within a Global Context:

Valuing different perspectives and analyzing the interrelationships between them leads to global respect and understanding. Competency in this element means:

- *Applying* multiple perspectives to personal, social, cultural, disciplinary, environmental, race, ethnicity, gender, nationhood, religion, or class interactions;
- *Analyzing* connections between worldviews, power structures, or experiences of multiple cultures in a historical or contemporary context;
- *Analyzing* issues of diversity (i.e. religious, racial, sexual orientations, gender, or disabilities).

**Learning Outcome:** Students will explore global systems conscientiously.

**The Pitt State Pathway Learning Outcome Level of this course is Benchmark:**

Students will be able to describe human organizational systems using a variety of disciplinary and interdisciplinary perspectives.

### **Anticipated Learning Outcomes and Methods of Assessment**

After successful completion of this course, students will be able to: speak in Spanish at novice-mid level on the ACTFL scale (Interpersonal and Presentational Communication, Communities); write simple strings of related sentences in Spanish on familiar topics (Presentational Communication); give an appropriate response to Spanish aural input in novice situations (Interpretive Communication, Cultures, and Communities); show comprehension of novice written material in Spanish through speaking, writing or other appropriate response (Interpretive Communication, Connections); describe aspects of Spanish-speaking cultures in comparison with their own cultures (Cultures, Comparisons, Connections). See <https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>.

The methods of assessment follow.

### **Methods of Assessment**

Proficiency Practices/*Prácticas de capacidad lingüística* (15%)

Presentational Writing Checks/*Sondeos de escritura formal* (15%)

Interpersonal Communication Checks/*Sondeos de comunicación interpersonal* (15%)

Interpretive Listening Checks/*Sondeos de audición interpretativa* (15%)

Interpretive Reading Checks/*Sondeos de lectura interpretativa* (15%)

Cultural Perspectives Checks/*Sondeos de perspectivas culturales* (15%)

T.A.L.K. (10%)

See the Novice-Mid rubric at the end of this document for more details about assessment.

### **Proficiency Practices/*Prácticas de capacidad lingüística* (15%)**

Proficiency Practices consist of legible reading, listening, writing, and cultural assignments either in class or out. Proficiency Practices are due at the beginning of class unless otherwise stated. No late Proficiency Practices will be accepted without documentation. Assigned Proficiency Practices are found in the tentative calendar below. For the *habla ahora* Proficiency Practices, you will make one (1) to two (3)-minute audio-recordings or video-recordings as you create dialogues based on the topic(s) for the week. Be creative; use the *frases del día* and vary

your language! For example, the topic of your *habla ahora 1* will be *¡A conocernos!* Record your voice either through the Canvas microphone/video camera or other media (you can create a YouTube video, for example). If you do use a YouTube video, include the link. You will turn in each *habla ahora* Proficiency Practice on Canvas in the corresponding drop box before the class period when it is due (see tentative calendar below). You are responsible to make sure that your file has posted correctly on Canvas. Double check to make sure that the technology functions properly. The instructor recommend that you do not wait until right before class to submit your work because sometimes technology is unreliable. No late *habla ahora* Proficiency Practices will be accepted without documentation, even if you post the document late anyway.

**Presentational Writing Checks/Sondeos de escritura formal (15%; #I-III x 4%, #IV x 3%)**

You have the opportunity to compose three presentational writing pieces in class from the language you have practiced in and out of class. These writing checks expand on your Proficiency Practices. Each Presentational Writing Check (PWC) is 4% of your grade (except for IV). Actual themes vary but focus on the themes/structures from the topics in the tentative calendar. The Checks correspond with the Interpersonal Communication Checks (the PWCs take place during the first twenty minutes of class and the ICCs take place during the last thirty minutes of class); see the tentative course schedule below.

**Interpersonal Communication Checks/Sondeos de comunicación interpersonal (15%; #I-III x 4%, #IV x 3%)**

You have the chance to work with a group of two to four students and you can interact with each other according to roles, situations, or illustrations based on the topics studied during the semester. Each member of the group will earn a grade according to his/her individual contribution and proficiency, and each Interpersonal Communication Check (ICC) counts as 4% of your overall grade (except for IV). The checks correspond with the Presentational Writing Checks (the PWCs take place during the first twenty minutes of class and the ICCs take place during the last thirty minutes of class except for IV); see the tentative course schedule below.

**Interpretive Listening Checks/Sondeos de audición interpretativa (15%; #I-III x 4%, #IV x 3%)**

I invite you to listen attentively in class to three conversations and interpret what you hear on the assigned day for the Interpretive Listening Check (ILC). During the check, you will hear each conversation twice. The topics of conversation correspond with the topic for the course for the week in question. The listening checks help you to develop your listening skills in Spanish. Each Interpretive Listening Check (ILC) counts as 4% of your overall grade (except for IV). Each ILC will occur during the first fifteen minutes of class according to the tentative course schedule below (except for IV).

**Interpretive Reading Checks/Sondeos de lectura interpretativa (15%; #I-III x 4%, #IV x 3%)**

I invite you to read three short texts in class and interpret what you hear on the assigned day for the Interpretive Reading Check (IRC). The topics correspond with the topic for the course for the week(s) in question. Each Interpretive Reading Check (IRC) counts as 4% of your overall grade (except for IV). Each IRC will occur during class according to the tentative course schedule below (except for IV).

**Cultural Perspectives Checks/Sondeos de perspectivas culturales (15%; #I-III x 4%, #IV x 3%)**

I invite you to listen attentively in class to three conversations and interpret what you hear on the assigned day for the Interpretive Listening Check (ILC). The topics correspond with the topic for

the course for the week in question. Each Cultural Perspective Check (CPC) counts as 4% of your overall grade (except for IV). Each CPC will occur during class according to the tentative course schedule below (except for IV).

### **T.A.L.K. (10%)**

Performance objectives:

T: talking in the target language

Are you speaking the Target language?

Are you Trying to communicate?

Are you Talking about relevant Topics for the current Task?

A: Accuracy

Are you performing at an Acceptable level of Accuracy?

Do you demonstrate the linguistic objective of the lesson?

L: Listening

Are you Listening to your student colleagues?

Do you Listen to directions?

K: Kind

Are you Kind and cooperative?

Do you Kill the activity because you do not communicate?

Do you work with your group?

During various class periods, the instructor will circulate around the room, will observe one of the four performance objectives (T, A, L, or K), and he/she will record your performance; after the instructor has recorded all four performance objectives (generally every two to three weeks), he/she will input the information in Canvas. There is a possibility of two points for each objective so your score for the two-three week period is out of eight possible points. If you are unable to attend class, your score for the day will be zero.

### **Active Engagement**

If you do miss a class, **makeup work** will be permitted only when you present acceptable documentation. Legitimate excused absences include the following: participation in a scheduled activity of an official University organization, verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. It is your responsibility to notify your instructor of any excused absence as far in advance as possible. Finalize your makeup work in a timely manner (e.g. before the next scheduled evaluation). Give your documentation for excused absences to your instructor as soon as possible. No documentation (and by extension no makeup work) can be accepted after the last day of regularly scheduled classes (the Friday before Finals Week). **After three absences**, each additional undocumented absence will result in a 2 point reduction of your final grade per absence, i.e., 2 unexcused absences (beyond the three "grace" days) will reduce your final grade by 4 points. Absences are counted from the first day of the quarter. Chronic lateness to class will also reduce your grade. Three tardies equal one absence. The instructor will not drop students from this course for nonattendance or excessive absences. If you do not attend class or have excessive absences you should consider withdrawal from the course or should consult with the various offices on campus.

### **Grading Scale**

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Final Grades will be rounded to the nearest whole percent. For example, 89.5% = 90% and 89.4% = 89%.

### **Spanish-Only Promise**

*"I solemnly promise to speak Spanish as much as possible during class. I know that proficiency depends on me; I will take responsibility for my own learning in Spanish in order to improve my skills. I need to communicate, connect, obtain cultural competence, compare, and participate in multilingual communities as I speak, listen, read, and write in order to enhance my proficiency."*

Signed \_\_\_\_\_ Date \_\_\_\_\_

Your signature (electronic)

Sign the promise electronically on Canvas before the third day of class.

### **Syllabus Agreement**

*"I certify that I have carefully read the syllabus in its entirety. If I have any questions about the syllabus, I will contact Dr. Grant Moss as soon as possible."*

Signed \_\_\_\_\_ Date \_\_\_\_\_

Your signature (electronic)

Sign the agreement electronically on Canvas before the third day of class.

### **E-mail policy**

The instructor may communicate with you through Pittsburg State e-mail and/or Canvas. He/she invites you to check your Pitt State e-mail/Canvas at least every other day for updates from me. He/she will check his/her e-mail/Canvas at least every other day during regular business hours (from Monday to Friday) and will usually respond to any e-mail inquiries within two (2) business days. If you have questions about what the Proficiency Practice is, you should ask a classmate or check the calendar just in case your e-mail checks do not coincide! No Proficiency Practice will be accepted through e-mail unless otherwise indicated.

### **Study Abroad!**

The department strongly recommends that all Modern Languages majors and minors participate in an accredited study abroad program. PSU offers study abroad scholarships as well as assistance with other financial aid. To learn about accredited programs, contact the International Programs and Services Office in Whitesitt 118, [studyabroad@pittstate.edu](mailto:studyabroad@pittstate.edu), or 235-4680. For information on transfer credits, consult with Dr. Myriam Krepps, Modern Languages Program Coordinator, 235-4710, 429 Grubbs Hall, or Dr. Celia Patterson, Chair, English and Modern Languages, 235-4689 or visit 434 Grubbs Hall.

### **IKE (Certificate of International Knowledge and Experience)**

This course counts towards the academic component of the *IKE Certificate of International Knowledge and Experience*. The IKE Certificate may be earned by students in any major. The academic component consists of five courses - two semesters of a foreign language, and three courses with international content in three different disciplines. To receive the certificate, students must also complete a second component, either by studying abroad, or by participating in co-curricular activities on campus. Completion of the IKE certificate as an undergraduate is noted on a student's PSU undergraduate transcript, although graduate students may also earn the certificate. To be added to the IKE CANVAS group and start tracking your progress towards the certificate, please e-mail your GUS number in a request to [ike@pittstate.edu](mailto:ike@pittstate.edu).

More information on the IKE program is available online at

<https://www.pittstate.edu/international/ike1/ike.html>

### **Student Rights and Responsibilities**

[http://catalog.pittstate.edu/contentm/blueprints/blueprint\\_display.php?bp\\_listing\\_id=162&blueprint\\_id=53&sid=1&menu\\_id=111](http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=53&sid=1&menu_id=111).

### **Academic Integrity**

[http://catalog.pittstate.edu/contentm/blueprints/blueprint\\_display.php?bp\\_listing\\_id=162&blueprint\\_id=124&sid=1&menu\\_id=7980](http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=124&sid=1&menu_id=7980).

### **Citations**

You are expected to provide Modern Languages Association (MLA) source citations for all material from outside sources that you use in your formal writing (see <https://owl.english.purdue.edu/owl/resource/747/01/> for help).

### **PSU Concealed Carry Weapons Policy Warning**

In this class, students will be asked on a regular basis to participate in activities, such as engaging in group work, using the board, testing without personal properties in close proximity, or performing short skits or role-playing scenarios. These activities may require students to either be separated from their bags or be prepared to keep their bags with them at all times during such activities. Students are encouraged to read the online weapons policy ([https://www.pittstate.edu/police/\\_files/documents/Concealed-Carry-Weapons-Policy.pdf](https://www.pittstate.edu/police/_files/documents/Concealed-Carry-Weapons-Policy.pdf)) to ensure they understand the requirements related to concealed carry.

### **Center for Student Accommodations**

If you feel that you may need an accommodation based on the impact of a disability, you should contact your instructor privately to discuss your specific needs. Students with disabilities that have been certified by the Center for Student Accommodations will be appropriately accommodated, and should inform the instructor as soon as possible of your needs. The Center for Student Accommodations office is 218 Russ Hall, telephone 620-235-4309.

### **Retro-credits**

The Department of English and Modern Languages has a retro-credits program designed to reward students who have already spent years learning languages in high school. Students must sign up before Finals Week of the semester in which they take their **first** language course. That course determines their entry level and the maximum credits they can earn through retro-credits. For more information on retro-credits visit our webpage at <https://www.pittstate.edu/languages/index.html>.

### **ACTFL (American Council on the Teaching of Foreign Languages) 2012 Proficiency Guidelines Speaking Writing, Listening and Reading**

[http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

### **NCSSFL-ACTFL Can-Do Statements**

[https://www.actfl.org/sites/default/files/CanDos/Novice%20Can-Do\\_Statements.pdf](https://www.actfl.org/sites/default/files/CanDos/Novice%20Can-Do_Statements.pdf)

<https://www.actfl.org/sites/default/files/CanDos/Intermediate%20Can-Do%20Statements.pdf>

### **Other important Pittsburg State information**

[https://www.pittstate.edu/registrar/\\_files/documents/syllabus-supplement-fall-2018](https://www.pittstate.edu/registrar/_files/documents/syllabus-supplement-fall-2018)



**Performance Rubric: Novice-Mid**

World Languages	Performance Assessment Rubric	Interpersonal
	Novice-Mid	

	<b>Exceeds Expectations</b> (Novice-High)	<b>Meets Expectations</b> (Novice-Mid)	<b>Approaching Expectations</b> (Novice-Low)	<b>Below Expectations</b>
<b>Communication Strategies</b>  <b>How well can I maintain conversation?</b>	I respond to <b>basic questions</b> .  I ask <b>practiced questions</b> .  I may have a <b>few unnatural</b> short pauses.	I respond to <b>practiced questions</b> .  I ask a few memorized questions.  I may have <b>some unnatural pauses</b> .  I may resort to <b>English</b> or use English-like words.	I respond with a <b>word or phrase</b> .  I may have <b>long unnatural pauses</b> .  My response may be <b>incorrect</b> .  I use English often.	I am <b>unable to respond</b> .
<b>Cohesion</b>  <b>How do I put my thoughts together?</b>	I use <b>simple sentences</b> and <b>some compound</b> sentences.	I use <b>memorized</b> words, phrases, and simple sentences and lists.	I use <b>single or isolated</b> words in my responses.	I am <b>unable to use any words</b> . I may use English in my responses to connect words.
<b>Vocabulary</b>  <b>How extensive and applicable is my vocabulary?</b>	I use <b>adequate</b> vocabulary related to familiar topics.  I use some <b>vocabulary</b> related to personal interests.	I use <b>limited and/or repetitive</b> vocabulary from familiar topics.	I use <b>limited and/or repetitive</b> vocabulary from basic topics.  I insert <b>English-like</b> words.	I am <b>unable to recall</b> any words.



<p><b>Language Control</b></p> <p><b>How accurate is my language?</b></p>	<p><b>I control one time frame.</b></p> <p><b>I make a few mistakes.</b></p> <p><b>Mistakes do not impede communication.</b></p>	<p><b>I use one time frame.</b></p> <p><b>I make some mistakes.</b></p> <p><b>My mistakes occasionally impede communication.</b></p>	<p><b>I have little accuracy even with memorized words.</b></p> <p><b>I make many mistakes.</b></p> <p><b>Mistakes impede communication.</b></p>	<p><b>I have little to no accuracy with words used.</b></p>
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**Tentative Course Schedule (Subject to change) will appear on following pages.**