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|  |  | Spring 2013 M/W 8:00- 9:45 |
| SPN 1121  Elementary Spanish II- 26596 |  | Instructor: Jeanne Ferreira,MA;MSW  E-Mail: jferreira6@mail.valenciacollege.edu Phone: N/A  Office: N/A Office Hours: MW after class or by appointment |
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| **Class location: 4- 147 (East Campus)**Course DescriptionThis course is the second class of two semesters. The purpose is to continue the experience of learning a foreign language, and give you the basic tools needed for life, or to continue on with your next Spanish courses.Method of Instruction: The course will be taught through a combination of lecture, hands-on classroom exercises, homework assignment, and online practice. Students *should not* complete homework assignments in class.SPN 1121 - Class Competencies This course will develop your mastery in the following areas: Reading skills; listening skills; speaking skills , and writing skills. Course Objective Students will achieve a novice level of proficiency in the target language (in writing, speaking, reading, and listening) as well as some awareness of the Hispanic culture, which will allow students to continue to the next course. In addition to the competencies acquired by the end of this course, at the end of the semester you will be expected to be able to use the target language at an intermediate - novice level. Evaluation - Your grade will be calculated as follow for SPN 1121.  |  |  | | --- | --- | | Attendance/participation  Homework (not iLrn) | 10%  10% | | 1 Oral presentation GROUP COMMERCIALS  5 Compositions | 20%  20% | | No quizzes, unless you really slack off. Then we will re-negotiate this. |  | | 5 Chapter Exams | 20% | | Final Exam | 20% | |  | Textbook/Materials  * Exploraciones, 1st Edition * ISBN-10: 1413000681  ISBN-13: 9781413000689 - 640 * Online Code: iLrn: Heinle Learning Center. The online workbook and lab manual with audio allows you to receive immediate feedback on your work. This learning center also gives you access to an audio- and video-enhanced eBook, integrated textbook activities, partnered, voice-recorded activities, and companion videos with pre- and post-viewing activities. * *Make sure your book is not an Instructor Edition.* This will **not** be accepted in class! In addition, you need your book in class every time we meet. * **Course code:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Class Etiquette **Cellphones**  All Cell Phones Must Be Turned off During Class. No Texting During Class!!!I will ask you to leave, and you will be counted absent.  Computers  Students can bring their computers, I-pads, to take Spanish class notes.No other use is permitted. |

# Teaching Philosophy

Developing communicative abilities in Spanish and understanding the rich culture of the Spanish-speaking world are the two primary objectives of the course. Consequently, the program combines *content-based language instruction* with an *interactive task-based approach*. This means that the material will be presented to you thematically and that the activities used to reinforce your language development will focus on real-life language situations. You will be expected to actively participate in a variety of interactive small and large-group activities. This course is not based on lectures, but rather on active learner participation in different tasks that require students to use Spanish in various situations that reflect normal use of different varieties of Spanish. The class will be conducted mostly in Spanish in order to provide you with maximum exposure to the language.

# Students with Disabilities:

Studentswho qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first week of class.  The Office for Students with Disabilities (East: Bldg 5 - 212) determines accommodations based on appropriate documentation of disabilities.  The goal at the OSD is to open doors, remove barriers and assist you in any way they can. The key to success is matching your needs to the services provided.

"Students with disabilities who qualify for academic accommodations must provide a Notification to Instructor (NTI) form from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. Please contact (campus phone number) for more information."

Location: Building 5, Room 212 Phone Number: (407) 582-2229 TDD Number: (407) 277-0238 Fax Number: (407) 582-8909

Valencia ID cards are required for LRC, Testing Center, and IMC usage. No other form of ID at those locations will be accepted. Possession and utilization of a Valencia ID is mandatory in order to obtain these services.

# Class Requirements

**Exams ( &if necessary quizzes):** Students will have scheduled exams. We will not have quizzes, unless the class begins to slide on its obligations to come to class prepared. In this case, I will reconfigure the grade calculations, and quizzes will be added. If you are late for a quiz or a test, you will not be allowed makeups. All tests must be taken on dates assigned. No makeup tests or quizzes are available without explicit consent of instructor. Example: jury duty, military service, or documented medical excuse. Prior arrangement with instructor must be made.

**Final Exam:** Students will take one final comprehensive final exam. Do not make other plans for that day and time. The final exam is worth 20% of your grade. If students do not take the final exam, students will receive a 0. The final exam must be taken on the date published for final examsin the Valencia schedule. Plan accordingly. I do not have the power to change a Final Exam date.*.*

**Assignments:** All assignments are due on the specified date. No late work will receive credit. ( including absences. You should always email me your homework if you are going to be absent. You must email it to me IN ADVANCE.

Being absent to class is not an excuse to turn in your homework late. Make sure you contact a classmate – e-mail or phone – to get the information you missed. Please do not email me with questions regarding what you missed in class. All assignments are posted on BlackBoard. (I will not return such emails.)

**Online:** ***ilrn i***s the course “practice” system that you will use this semester in this course. [www.ilrncom](http://www.ilrncom). The activities represent extensive grammar-driven practice that will assist you.

**Oral Presentations:** Students will have oral presentations in Spanish, some smaller ones will be considered homework or class work. There will be one large final GROUP presentation.( Original video taped commercials in Spanish) Failure to be here the day we present will result in a failing grade for that assignment.

**Participation:** Participation grade is separate from attendance. Students have to be willing to participate and to be prepared every day. This is not the place to sleep or to do other classes homework. I will ask you to leave and you will be counted absent for that class. Participation in class involves a number of variables, including but not limited to:

* + Use of Spanish in the classroom
* Willingness to participate actively in *all* class activities.
* Cooperation during group and pair work.
* Respect and attitude toward the class
* Daily preparation for each class.

# Food for Thought:

* Be tolerant if you do not understand all of what you are hearing. Be comfortable listening selectively.
* Use trial and error…for practice. Language is more skill than knowledge.
* Spanish is not English. Be prepared to look at everything differently – not only words and phrases, but also cultural ideas, perspectives, etc.
* Listen and speak Spanish at every opportunity.
* Lose your fear of making mistakes.
* Memorize rules. Five minutes engraving a rule in the brain is worth avoiding five hours of groping and a lifetime of frustration and mistakes.
* Language is not grammar. Grammar simply helps learners understand how things fit together.

# Attendance

# **1.Attendance:** Classroom attendance is vital to academic success. Students who do not maintain regular attendance will fall behind in their work. I will expect you not to miss more than 2 classes for the entire semester.

# **2.Lateness:** Lateness of ten minutes or early departure will count against you. I will record all late entries and early departures. If it becomes a chronic issue, I will make a referral to the Dean.

# Withdraw Policy

# Students will receive a **W** if withdrawn by the withdrawn deadline-check Valencia College Calendar .Students can o**nly** withdraw up to the Withdrawal Deadline as noted in the College Calendar ! I WILL NOT WITHDRAW A STUDENT FOR LACK OF ATTENDANCE.

# Valencia College Core Competencies

# In addition to our program competencies, Valencia faculty has defined four interrelated competencies (Value, Think, Communicate, Act) that prepare students to succeed in the community. These competencies are outlined in the College Catalog. In this course, through classroom lecture and discussion, group work, and other learning activities, you will further develop your mastery of these core competencies.

# Student Conduct and Academic Honesty:

Valencia College is dedicated to promoting honorable personal and social conduct. By enrolling at Valencia, a student assumes the responsibility for knowing and abiding by the rules articulated in the Student Code of Conduct (6Hx28:10-03). The instructor reserves the right to refer students who engage in activities that are disruptive to the learning environment to the Dean of Students for disciplinary action. The following list, though not exhaustive, includes things which are disruptive to the learning environment:

* Plagiarism, cheating, submitting work of another person, or work previously used, tampering with the academic work of others, and any other forms of academic dishonesty may lead to lowered course grade, failure of the course or more severe measures, depending on judgment of the Dean and the gravity of the individual case.
* Each student is expected to be in complete compliance with the college policy on Academic Honesty as set forth in the admissions catalog and the student handbook. Any student cheating on an exam will receive a zero on the exam. The professor at his/her discretion can withdraw the student from the class.
* Exams and homework are considered individual effort; any submissions that are too similar for coincidence will receive no credit. This includes any composition where a translator has been used or where the level of proficiency is higher than the one shown in class.
* Students may *collaborate* in group assignments. This does NOT include duplication of work. Collaboration should be used to edit or to clarify doubts. If anyone is involved in incidents of cheating will be given a zero (‘0”) for that assignment/project without regard to who did the original work or who may have benefited. Each student is expected to be in complete compliance with the college policy on Academic Honesty as set forth in the admissions catalog and the student handbook.
* Students who are absent are fully responsible for all material covered in class. Leaving a message on my phone or sending an e-mail will not be excused. Please do not email me asking me what the assignment is or what we did in class. This is the reason for BlackBoard, and contacting your classmates.
* The instructor’s email is provided for emergency situations. Messages should consist of your name, your class and class time, and a brief message. Questions such a “What did we cover in class?” will not result in a response.

**Classroom Behavior:**

Valencia Community College is dedicated to promoting honorable personal and social conduct. By enrolling at Valencia, a student assumes the responsibility for knowing and abiding by the rules articulated in the Student Code of Conduct (6Hx28:10-03). The instructor reserves the right to refer students who engage in activities that are disruptive to the learning environment to the Dean of Students for disciplinary action. The following list, though not exhaustive, includes things which are disruptive to the learning environment:

Use of any electronic devices including but not restricted to: Cell phones, iPods, and laptop computers (documentation from OSD will be taken into consideration).

**Preparing homework for other courses during class.**

**Engaging in private conversations with classmates while class is in session.**

**Excessive tardiness**

**Leaving and re-entering the classroom while the class is in session.**

In addition, Valencia Community College strives to provide a drug-free learning environment for all those involved in the academic experience. Our policy is as follows:

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| **Policy**: | *In compliance with the provisions of the Federal Drug-Free Schools and Communities Act of 1989, Valencia Community College will take such steps as are necessary in order to adopt and implement a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by Valencia Community College students or employees on college premises or as part of any college activity.* |

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***Please keep track of the CLASS OUTLINE. CHECK OFF WHAT IS COVERED IN CLASS (OR FOR HOMEWORK). THIS WILL HELP YOU STAY FOCUSED AND ORGANIZED.OUTLINE FOLLOWS BELOW:***

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**Oral Assessment Rubric**

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| **Criteria** | **Level of achievement  (excellent)** | **Level of achievement  (Acceptable)** | **Level of achievement  (Not Acceptable)** |
| **Vocabulary** | Proper use of topic vocabulary  No deviation from topic  Clear understanding of topic | Adequate usage of vocabulary appropriate to topic  Minimum deviation from  topic  Understanding of topic | Inadequate usage of vocabulary appropriate to topic  Deviation from topic  Little understanding of topic |
| **Grammar** | Proper usage of subject/verb agreement  Proper usage of gender/number agreement  Proper use of tense  Uses facts, formulas, procedures and concepts appropriately to the level | Adequate use of  subject/verb agreement  Adequate use of gender/number agreement  No interference with communication  Adequate use of tense  States appropriate to the level facts, formulas, procedures and concepts with some inaccuracies | Inability to use subject/verb agreement  Inability to use gender/number agreement  Salient interference with communication  Inadequate use of tense  Inappropriate use of facts, formulas, procedures and concepts to the level |
| **Adherence to topic/**  **Flexibility in comprehension** | Able to exchange same ideas with the interviewer  Connects ideas or develops solutions in a clear and coherent order | Some variation from the  topic  Able at times to interchange same ideas with the interviewer  Arranges ideas or solutions into a simple pattern | Lack of understanding of topic at hand.  No flexibility of transition from topic to topic  List of ideas or expresses solutions in a fragmentary manner, without a clear or coherent order |
| **Pronunciation** | Clear enunciation of vowel sounds Close to native speech pattern  (based on vowel sounds)  Proper use of stressed syllable | Inconsistency in vowel sounds Acceptable use of stressed syllable  No interference with communication | Interference with communication due to vowel sounds  Incorrect use of stressed syllable |
| **Fluency** | Fluid transition from topic  to topic  Uninterrupted transition of  Conversation | Some interruption in conversation  Adequate transition of topic | Long pauses in conversation  Inconsistent transition of topic |

**Composition Criteria & Standards**

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| **Criteria** | **Level of achievement  (excellent)** | **Level of achievement  (Acceptable)** | **Level of achievement  (Not Acceptable)** |
| Organization | Clear supporting sentences.  Clear conclusion.  Clear Topic sentence.  Clear cohesiveness in the development of the main topic.  Clear transition of ideas within the topic. | One element missing and/or unclear.  Includes some  transition of ideas within the topic. | Lack of topic sentence.  Lack of sequence.  Main idea not developed.  Little evidence/weak  transition of ideas within the topic. |
| Format and Mechanics  (sentences, phrases, word order, punctuation) | Complete sentences.  Word order is clear.  No or minor inaccuracies of mechanical errors.  Ability to discern a complete thought. | Complete sentences.  Occasional inaccuracies of mechanical errors. | Errors interfere with communication of main topic.  Frequent mechanical errors. Obscure meaning. |
| Vocabulary | Proficient use of topic vocabulary.  Orthography is correct. | Adequate vocabulary usage.  Occasional orthographical errors. | Frequent errors in vocabulary usage.  Frequent orthographical errors. |
| Grammar | Proficient use of grammar (subject/verb agreement; noun/adjective agreement).  Conveys ideas effectively. | Adequate use of grammar.  Occasional errors interfering with communication. | Inadequate use of grammar. Frequent errors interfering with communication. |
| Adherence to topic | Stay faithful to the topic.  Include information pertaining to the topic. | Some digression from the topic.  Recognition of some of the information pertaining to the topic. | Topic not addressed. |

**Presentation Project**

Your group will write, direct, act in TWO commercials for television in Spanish. The group will prepare this presentation outside of class. It should be fun, exciting and creative. To get some ideas, during the first few weeks of the class, tune in to Univision or Galavision so that you can see authentic commercials in Spanish

By mid semester I would like to have a rough draft from your group with the commercial ideas, and a list of tasks you have assigned group members. Each commercial should be approximately 3 minutes in length. ( filmed) Of course, since you are learning the language, an average commercial ( 90 secs) might take you 3-4 minutes instead. I will allow each group to have 15 minutes total time.

These MUST be filmed in advance, loaded onto a DVD that we can play on the classroom’s computer/SmartBoard machine. No exceptions. You will keep a log of your meetings and of attendees. Problems with members of your group should be addressed within the group.

Have some fun; show me what you have learned! These commercials are your opportunity to show us your talent!

**COURSE ROAD MAP/COURSE OUTLINE**

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| **Week 1:**  Capítulo 6: ¿Cómo pasas el día?  Preview objectives  Exploraciones léxicas 1: Parts of the body  Práctica: Vocabulario  En vivo | Capítulo 6  Exploraciones gramaticales 1: Reflexive verbs  A practicar: Exploraciones gramaticales 1  Conexiones culturales 1: *La vida diaria*  Exploraciones gramaticales 2: Indefinite and negative words  A practicar: Exploraciones gramaticales 2  Lectura |
| **Week 2:**  Capítulo 6  Exploraciones léxicas 2: Sports & Sporting equipment  Práctica: Vocabulario  En vivo  Exploraciones gramaticales 3: The preterite  A practicar: Exploraciones gramaticales 3  Conexiones culturales 2: *Los deportes en España y Latinoamérica* | Capítulo 6  Exploraciones gramaticales 4: Stem-changing verbs in the preterite  A practicar: Exploraciones gramaticales 4  Redacción  Lectura  Exploraciones profesionales: *La educación física*  Exploraciones de repaso: estructuras  Exploraciones de repaso: comunicación  Examen: Capítulo 6 |
| **Week 3:**  Examen: Capítulo 6  Capítulo 7: ¿Cómo pasaste las vacaciones?  Preview objectives  Exploraciones léxicas 1: Hotel, numbers over 100  Práctica: Vocabulario  En vivo | Capítulo 7  Exploraciones gramaticales 1: Irregular verbs in the preterite  A practicar: Exploraciones gramaticales 1  Conexiones culturales 1: *Lugares excepcionales*  Exploraciones gramaticales 2: *Por* and *para* and prepositional pronouns  A practicar: Exploraciones gramaticales 2  Lectura |
| **Week 4:**  Capítulo 7  Exploraciones léxicas 2: Meals and utensils  Práctica: Vocabulario  En vivo  Exploraciones gramaticales 3: Direct object pronouns I  A practicar: Exploraciones gramaticales 3  Conexiones culturales 2: *¡Tanta comida!* | Capítulo 7  Exploraciones gramaticales 4: Direct object pronouns II  A practicar: Exploraciones gramaticales 4  Redacción  Lectura  Exploraciones profesionales: *La hotelería* |
| **Week 5:**  Exploraciones de repaso: estructuras  Exploraciones de repaso: comunicación  Examen: Capítulo 7 | Examen: Capítulo 7 |
| **Week 6:**  Capítulo 8: ¿Qué te gustaba de niño?  Preview objectives  Exploraciones léxicas 1: Fruits, vegetables, and condiments  Práctica: Vocabulario  En vivo | Capítulo 8  Exploraciones gramaticales 1: Indirect object pronouns  A practicar: Exploraciones gramaticales 1  Conexiones culturales 1: *¡Vamos a comer!*  Exploraciones gramaticales 2: Constructions with se  A practicar: Exploraciones gramaticales 2  Lectura |
| **Week 7:**  Capítulo 8  Exploraciones léxicas 2: Hobbies and pastimes  Práctica: Vocabulario  En vivo  Exploraciones gramaticales 3: The imperfect  A practicar: Exploraciones gramaticales 3  Conexiones culturales 2: *La música* | Capítulo 8  Exploraciones gramaticales 4: Double object pronouns  A practicar: Exploraciones gramaticales 4  Redacción  Lectura  Exploraciones profesionales: *La cocina*  Exploraciones de repaso: estructuras  Exploraciones de repaso: comunicación |
| **Week 8:**  Capítulo 9: ¿Qué pasó?  Preview objectives  Exploraciones léxicas 1: Parties and celebrations  Práctica: Vocabulario  En vivo | Examen: Capítulo 8  Capítulo 9  Exploraciones gramaticales 1: A comparison of the preterite and the imperfect  A practicar: Exploraciones gramaticales 1  Conexiones culturales 1: *Festivales y celebraciones*  Exploraciones gramaticales 2: Uses of the preterite and imperfect  A practicar: Exploraciones gramaticales 2  Lectura |
| **Week 9:**  Capítulo 9  Exploraciones léxicas 2: Navigating the city  Práctica: Vocabulario  En vivo  Exploraciones gramaticales 3: Preterite and imperfect with emotions and mental states  A practicar: Exploraciones gramaticales 3  Conexiones culturales 2: *El tráfico y los accidentes* | Capítulo 9  Exploraciones gramaticales 4: Preterite and imperfect : an overview  A practicar: Exploraciones gramaticales 4  Redacción  Lectura  Exploraciones profesionales: *El orden público*  Exploraciones de repaso: estructuras  Exploraciones de repaso: comunicación |
| **Week 10:**  Examen: Capítulo 9  Capítulo 10: ¿Estás preparado?  Preview objectives  Exploraciones léxicas 1: Taking a trip  Práctica: Vocabulario  En vivo | Examen: Capítulo 9  Capítulo 10  Exploraciones gramaticales 1: Relative pronouns  A practicar: Exploraciones gramaticales 1  Conexiones culturales 1: *La industria del turismo*  Exploraciones gramaticales 2: Formal and *nosotros* commands  A practicar: Exploraciones gramaticales 2  Lectura |
| **Week 11:**  Capítulo 10  Exploraciones léxicas 2: Household chores  Práctica: Vocabulario  En vivo  Exploraciones gramaticales 3: Informal commands  A practicar: Exploraciones gramaticales 3  Conexiones culturales 2: *Los trabajadores* | Capítulo 10  Exploraciones gramaticales 4: Commands with pronouns  A practicar: Exploraciones gramaticales 4  Redacción  Lectura  Exploraciones profesionales: *La seguridad de aeropuertos*  Exploraciones de repaso: estructuras  Exploraciones de repaso: comunicación |
| **Week 12:**  Examen: Capítulo 10  Capítulo 11: ¿Qué haces durante el fin de semana?  Preview objectives  Exploraciones léxicas 1: Shopping for clothing  Práctica: Vocabulario  En vivo | Examen: Capítulo 10  Capítulo 11  Exploraciones gramaticales 1: Demonstrative adjectives and pronouns  A practicar: Exploraciones gramaticales 1  Conexiones culturales 1: *La moda*  Exploraciones gramaticales 2: Comparisons  A practicar: Exploraciones gramaticales 2  Lectura |
| **Week 13-14:**  Oral Presentations (VIDEOS)  Repaso para Examen Final  **Week 15:**  FINAL EXAM | Oral Interviews (VIDEOS) if we need this time  Repaso para Examen  FINAL EXAM |

**THERE WILL BE NO MAKE-UP FINAL EXAM!**

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Your instructor, Jeanne Ferreira, invites you to enroll in the following course.

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| **Course:** | Spanish Course |
| **Code:** | (Enter the course code provided in class) |
| **Book:** | Exploraciones 1st Edition iLrn: Heinle Learning Center |

Creating a Heinle Learning Center Account

If you do not have an account, you need to create one. To do so, follow these steps:

1. Go to [http://ilrn.heinle.com](http://ilrn.heinle.com/) and click **LOGIN**.
2. Click the **Create account** button.
3. Select a username and password and enter your information, then click **Submit**.

**Note:** Remember to write down your username and password and be sure to select the correct time zone. Also, please enter a valid e-mail address so we can send you your password if you forget it.

Eg the Book Key and Course Code

Enter the book key and course code to complete the enrollment process. You may already have a book key, or you may need to purchase a book key. Depending on your situation, use one of the procedures below. If you activated the book for a previous course, you can start at step 5 of *I already have a book key* below.

Once you have completed this step, the system lists the course and book on the Student Workstation home page. To enter additional books, enter a book key in the **Enter** field and click **Go**.

**Note:** Book keys can only be used once. Your book key will become invalid after you use it.

I already have a book key

1. Go to [http://ilrn.heinle.com](http://ilrn.heinle.com/) and click **LOGIN**.
2. Enter your username and password and click **Log in**.
3. At the top of the page, enter your book key and click **Go**.
4. Click **Confirm** to confirm your registration information. Your book will appear under the **My books** heading.
5. Beside the book listing, enter the course code TKNF347 in the **Enter course code** field and click **Go**.
6. If necessary, select a class or section and click **Submit**.

I need to purchase a book key

1. Go to [http://ilrn.heinle.com](http://ilrn.heinle.com/) and click **LOGIN**.
2. Enter your username and password and click **Log in**.
3. At the top of the page, enter the course code TKNF347 and click **Go**.
4. If necessary, select a class or section and click **Submit**. The course and books will appear under the **My classes** heading.
5. Locate the book and click **buy**.
6. Proceed through the purchase process.

**Note:** If the buy link does not appear in Step 5, contact your instructor for information about obtaining a book key.

Using Heinle Learning Center

To access your Student Workstation in the future, go to [http://ilrn.heinle.com](http://ilrn.heinle.com/) and log in. Here, you can open your book, submit activities, view your results, and view your instructor's feedback. If you have any questions, contact Heinle Learning Center Support at <http://hlc.quia.com/support>.