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|  |  | Spring 2013Tues/Thurs: 8:00-9:45 a.m.  |
| SPN 1120Elementary Spanish I – 26605 |  | **Profesora Ferreira, MA;MSW**E-Mail: jferreira6@valenciacollege.eduPhone: N/A Office:N/A Office Hours: before class or by appointment |
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**Class location: Building 1 Room 115(East Campus)**

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| Course DescriptionThis course is an introduction to the Spanish language and culture. It is the first class of two semesters. The purpose is to introduce you to the experience of learning a foreign language, and give you the basic tools to continue your other Spanish courses. Method of Instruction:The course will be taught through a combination of lecture, hands-on classroom exercises, homework assignment, and online practice. Homework assignments are checked at the beginning of class. **Credit given only then.** SPN 1120 - Class CompetenciesThis course will develop your mastery in the following areas: Reading skills (literal/critical comprehension); listening skills (literal/critical comprehension); speaking skills (composing and transmitting the message, using oral skills suitable to topic, purpose and audience).Course ObjectiveIt is for students to 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 1120.

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| Attendance/ In class participationHomework (not iLrn) | 10%10% |
|  1 Oral Presentation based on Country that I assign your group | 20% |
| Compositions (5) | 20% |
|  Chapter Exams Quizzes | 15%5% |
| Final Exam  ( written and Oral section) | 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!!! Thank you. You will be asked to leave if this is a chronic problem. You will then be counted absent for the day.ComputersStudents can bring their computers or I-pads to take Spanish class notes. Using for any other purpose is not acceptable. |

# 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 & Quizzes:** Students will have scheduled tests as well as unannounced quizzes. . If you are late for a quiz or a test, **you will not be allowed makeups**. All tests and quizzes 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.) **You must make arrangements with me IN ADVANCE. Simply not showing up for class, and expecting to take the exam in the Testing Center will not be permitted.**

**Final Exam:** Students will take one final comprehensive final exam per semester. Do not make other plans for those days and time. The final exam is worth 20% of your grade. If students do not take the final exam, students will receive a 0/100. The final exam must be taken on the date published for final exams by the college. NO EXCEPTIONS*.Make arrangements to look at the Final Exam schedule posted by the college. Plan your schedule accordingly.*

**Assignments:** All assignments are due on the specified date. **All written compositions will be submitted as a hard copy.** 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. Calling me or e-mailing me will not be an excuse. If you must be absent, and would like to email me your homework or assignment IN ADVANCE of our class, I will accept it.

**Online:** ***ilrn i***s the course management system that you will use this semester in this course. [www.ilrncom](http://www.ilrncom). Online Student Activities are practice for you to work on skill building. The activities represent extensive grammar-driven practice that will assist you. There are also games loaded in there.

**Oral Presentations:** Students will have oral presentations in Spanish. Smaller ones are considered “class work”. A larger one will be completed in a GROUP. I will assign the country for your group. Failure to be here the day of presentations will result in a failing grade for that assignment.

**Participation:** Participation grade is separate from attendance. Students have to be willing to participate and be prepared. **This is not the place to sleep or to do other homework.** You will be asked to leave the class, if this occurs. Participation in class involves a number of variables, including but not limited to: use of Spanish in the classroom.

* 1. Willingness to participate actively in *all* class activities.
	2. Cooperation during group and pair work.
	3. Respect and attitude toward the class and your peers.
	4. Daily preparation for each class.

# Food for Thought:

* **Be tolerant when you do not understanding 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 on topics, attitudes.
* Listen and speak in 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:** Regular classroom attendance is vital to academic success. Students who do not maintain regular attendance and who fall behind in their work will likely not perform as well as they could have. I WILL NOT WITHDRAW A STUDENT FOR FAILURE TO ATTEND MY CLASS, HOWEVER, **I take attendance at every class.** , I expect you not to miss more than 2 classes the entire semester.

# **2.Lateness:** Lateness of TEN minutes, or “early departure”( no matter the reason) will be recorded by me. “

# Withdraw Policy

# Students will receive a **W** if withdrawn by the withdrawn deadline.(check Valencia College Calendar) I will not withdraw any student for lack of attendance. This most likely would result in you earning a grade of F on your transcript.

# Valencia College

# In addition to our program competencies, Valencia College 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.

# 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 other forms of academic dishonesty may lead to lowered course grade, failure of the course or more severe measures, depending on judgments of the Dean and the gravity of the 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, and 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 assignment 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. Collaboration should be used to edit or to clarify doubts. If anyone is involved in incidents of cheating , he/she 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 in an e-mail will not be an excuse. Make sure you can contact your classmates too, so that you can see what transpired in class. Sometimes the course outline/work outline may be adjusted for pacing, so you will want to ask a classmate if that occurred. I expect you to return to the next class fully prepared and on task.I will not accept the homework late (see prior notation).
* The instructor’s email is provided for emergency situations, extended illness, etc. 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. Due to the problem of “phone tag”, student phone calls will normally not be returned. Emails with specific questions will be answered as soon as possible. Any questions regarding “assignments or exams” should be directed toward BlackBoard. All assignments are posted there and up dated regularly. Of course, you may choose to call a classmate to prompt you on due dates, assignment changes ( if any), etc . Please do not email me with a question like: “Profesora, I was absent on Thursday. Did we do anything important in class? Do we have honework?” I will delete such emails without responding. CHECK BLACKBOARD. Everything you need will be there.

**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.**

* Student behavior that is inappropriate will result in a referral to the Dean.

Valencia College is dedicated to the advancement of knowledge and learning, and to the development of responsible personal and social conduct. By enrolling at Valencia, a student assumes the responsibility for knowing and abiding by the rules of appropriate behavior as articulated in the Student Code of Conduct. The primary responsibility for managing the classroom environment rests with the faculty. Faculty will direct students who engage in inappropriate behavior that results in disruption of a class to leave the class.  Such students may be subject to other disciplinary action which include a warning, withdrawal from class, probation, suspension, or expulsion from the college.  Please read the Student Code of Conduct in the current Valencia Student Handbook. Here is the link to Valencia’s Student Code of Conduct website: <http://www.valenciac.edu/policies/policydetail2.cfm?PolicyCatID=10&PolicyID=3>

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.*  |

**“COURSE ROAD MAP”/COURSE OUTLINE**

The pacing may be adjusted by the professor due to the needs of the class.

(Please keep track; check off items covered in each class. That way you will see where we are going and where we have travelled together.

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| 1 | Introductions & Administrative requirementsDistribute syllabusDiscuss the use of materialsCapítulo 1: Hola ¿Qué tal?Preview objectivesExploraciones léxicas 1: Greetings, introductions, and good-byes; Classroom; Alphabet; Numbers 0-100Práctica: VocabularioEl alfabetoEn vivoExploraciones gramaticales 1: Gender and number of nounsLos números 0-20A practicar: Exploraciones gramaticales 1 | Capítulo 1Conexiones culturales 1: *Latinos e hispanos en el mundo*Exploraciones gramaticales 2: Definite and indefinite articles and hayA practicar: Exploraciones gramaticales 2LecturaExploraciones léxicas 2: Descriptive adjectivesPráctica: VocabularioEn vivo |
| 2 | Capítulo 1Exploraciones gramaticales 3: Subject pronouns and the verb *ser*A practicar: Exploraciones gramaticales 3Conexiones culturales 2: *La diversidad del mundo hispanohablante*Exploraciones gramaticales 4: Adjective agreementA practicar: Exploraciones gramaticales 4 | Capítulo 1RedacciónLecturaExploraciones profesionales: *Administración*Exploraciones de repaso: estructurasExploraciones de repaso: comunicación**Examen: Capítulo 1** |
| 3 | Capítulo 2: ¿Cómo es tu vida?Preview objectivesExploraciones léxicas 1: Academic subjectsPráctica: VocabularioEn vivoExploraciones gramaticales 1: The verb tenerA practicar: Exploraciones gramaticales 1Conexiones culturales 1: *La educación* | Capítulo 2Exploraciones gramaticales 2: Adjective placementA practicar: Exploraciones gramaticales 2LecturaExploraciones léxicas 2: Family members and petsPráctica: VocabularioEn vivo |
| 4 | Capítulo 2Exploraciones gramaticales 3: Regular -ar verbsA practicar: Exploraciones gramaticales 3Conexiones culturales 2: *El papel de la familia y su valor*Exploraciones gramaticales 4: Possessive adjectivesA practicar: Exploraciones gramaticales 4 | Capítulo 2RedacciónLecturaExploraciones profesionales: *Educación*Exploraciones de repaso: estructurasExploraciones de repaso: comunicación**Examen: Capítulo 2** |
| 5 | Capítulo 3: ¿Qué tiempo hace hoy?Preview objectivesExploraciones léxicas 1: Time, days, months, and saying the datePráctica: VocabularioEn vivoExploraciones gramaticales 1: *Me gusta, te gusta, le gusta*A practicar: Exploraciones gramaticales 1Conexiones culturales 1: *Las celebraciones* | Capítulo 3Exploraciones gramaticales 2: Regular -er and -ir verbsA practicar: Exploraciones gramaticales 2LecturaExploraciones léxicas 2: Clothing, colors, weather, and seasonsPráctica: VocabularioEn vivo |
| 6 | Capítulo 3Exploraciones gramaticales 3: InterrogativesA practicar: Exploraciones gramaticales 3Conexiones culturales 2: *El clima y la ropa*Exploraciones gramaticales 4: Stem-changing e->ie, e->i verbsA practicar: Exploraciones gramaticales 4 | Capítulo 3RedacciónLecturaExploraciones profesionales: *Turismo*Exploraciones de repaso: estructurasExploraciones de repaso: comunicación**Examen: Capítulo 3** |
| 7 | Capítulo 4: ¿Dónde vives?Preview objectivesExploraciones léxicas 1: Places in a cityPráctica: VocabularioEn vivoExploraciones gramaticales 1: The verb *estar* with prepositions of placeA practicar: Exploraciones gramaticales 1Conexiones culturales 1: *Ciudades fuera de lo común* | Capítulo 4Exploraciones gramaticales 2: The verb ir and ir + a + infinitiveA practicar: Exploraciones gramaticales 2LecturaExploraciones léxicas 2: Rooms of a house, furniture and appliancesPráctica: VocabularioEn vivo |
| 8 | Capítulo 4Exploraciones gramaticales 3: Stem-changing verbs o->ueA practicar: Exploraciones gramaticales 3Conexiones culturales 2: *Casas únicas*Exploraciones gramaticales 4: Adjective placement, ordinal numbersA practicar: Exploraciones gramaticales 4 | Capítulo 4RedacciónLecturaExploraciones profesionales: *La arquitectura*Exploraciones de repaso: estructurasExploraciones de repaso: comunicación**Examen: Capítulo 4**  |
| 9 | Clean up time! There is no mid-term in this class. We will use this class to focus on any area we may have rushed, so that you feel confident before starting Chapter 5.In the unlikely event we are “on schedule”, we will be able to review concepts and move forward.  | Capítulo 5: ¿Estás feliz en el trabajo?Preview objectivesExploraciones léxicas 1: Adjectives of emotion and physical statesPráctica: VocabularioEn vivoExploraciones gramaticales 1: The verb *estar* with adjectives and present progressiveA practicar: Exploraciones gramaticales 1Conexiones culturales 1: *Las emociones y el bienestar*Exploraciones gramaticales 2: Serand estarA practicar: Exploraciones gramaticales 2 |
| 10 | Capítulo 5LecturaExploraciones léxicas 2: ProfessionsPráctica: VocabularioEn vivoExploraciones gramaticales 3: Verbs with changes in the first personA practicar: Exploraciones gramaticales 3Conexiones culturales 2: *Las profesiones y la economía* | Capítulo 5Exploraciones gramaticales 4: Saberand conocerA practicar: Exploraciones gramaticales 4RedacciónLecturaExploraciones profesionales: *El trabajo social*Exploraciones de repaso: estructurasExploraciones de repaso: comunicación**Examen: Capítulo 5** |
| 11 | Oral Interviews for the Final  | Oral Interviews for the Final ( only if necessary) |
| 12 | Cultural Presentations GROUP PROJECTS | Cultural Presentations GROUP PROJECTS |
| 13 | Review for Final Exam  | Review for Final Exam |
| 14 | **FINAL EXAM**  | **FINAL EXAM** |

**There will be no make-up Final Exam.**

**Oral Assessment Rubric** 20 points possible

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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 topicClear understanding of topic | Adequate usage of vocabulary appropriate to topic Minimum deviation from topicUnderstanding of topic | Inadequate usage of vocabulary appropriate to topic Deviation from topicLittle 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 agreementAdequate 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** 20 points per composition

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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 sometransition 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. |

**Cultural Presentation Project**

I. Your country for the project is \_\_\_\_\_\_\_\_\_\_\_\_\_. You will research the country assigned and decide what information you should include in your presentation to sell us a vacation packet to go visit your country on our next vacation. You should include general information about the country, places of interest, museums to visit, music, restaurants, festivals, traditions, etc. Each one will choose one area to research and to present to the class. You will turn in a summary and the sources used on (TBA date). Remember to keep a copy to yourself.

II. The group will prepare a creative original presentation using Power Point about the country assigned. This presentation should include visual and possibly audio aids to give a better idea of the country. Each one will present his/her section. Remember, you are trying to sell us a vacation package. Include air transportation, place to stay and how much it will cost. Each person will have a minimum of 5 slides with at least 4 authentic (real pictures) visuals. As a group, you should prepare an introduction about the country. Each group will have 15-18 minutes. You will keep a log of your meetings and of attendees. This log will be turned in with your project, and will be considered as part of the grade. Problems with members in your group should be addressed as a group. I will not settle arguments, etc .Please be considerate of your group members.

III. **Suggestions:** Answer the following questions about your country **in Spanish**. These may be incorporated into your slide presentation to us. You can help each other.

 ¿Cuál es la capital?

¿Qué idioma(s) hablan las personas en ese país?

¿Cuántas personas hay en ese país? Describe el país.

¿Quién es el presidente? ¿Cuánto tiempo hace que es presidente? ¿Cuándo fue elegido (elected)?

¿Quién es una persona famosa del país? ¿Por qué es famoso(a)?

**Describe unos lugares para ir de vacaciones en ese país.**

Menciona el nombre de un almacen o un centro comercial.

Menciona que tiempo hace en ese país. ( may be different in áreas; be specific)

¿ Cuáles son algunas actividades que podemos hacer?

**Valencia College – 1120**  - Final Oral  **Sample Questions**

**Each student have 4 minutes speaking Spanish with the instructor. ( 20 points)**

**Un poco de mí**

1. ¿Cómo te llamas?
2. ¿De dónde eres? (describe yourself)
3. ¿Dónde vives?
4. ¿Trabajas?
5. ¿Dónde?
6. ¿Cuándo trabajas?
7. ¿Qué estudias?
8. ¿Cuántas clases tomas?
9. ¿Cuál es tu clase favorita?
10. ¿Quién es tu profesor/a favorito/a ?  ¿Por qué?
11. ¿A qué hora estudias en la universidad?
12. ¿A qué hora regresas a casa?
13. ¿A qué hora es tu programa de televisión favorito?

**La familia**

1. ¿Cómo se llaman tus padres?
2. ¿Cuántos hay en tu casa? ¿Cómo se llaman?
3. ¿Vives en una residencia grande o pequeña? Describe la casa.
4. ¿Cómo son tus primos/tíos/tías/abuelos/sobrinos/hermanos/padrastros/madrastra?
5. ¿Cómo es tu familia: grande, pequeña o mediana?
6. ¿ Es unida tu familia?
7. ¿Viven tus abuelos cerca o lejos de tu casa?
8. ¿Trabajan o estudian tus hermanos?
9. ¿Quién prepara la comida en tu casa?
10. ¿Cuándo mira la televisión tu familia?
11. ¿Quién es tu pariente (relative) favorito? ¿Por qué?

**Tus amigos y algunas actividades**

1. ¿ Son inteligentes tus amigos?
2. ¿Tienes amigos simpáticos , serios, comicos, ,morenos, rubios?
3. ¿Están tus amigos en Orlando o en otro estado de los Estados Unidos?
4. ¿Comes con tus amigos en la cafetería o en un restaurante?
5. ¿Tienes clases difíciles este año?
6. ¿Tienes profesores simpáticos o antipáticos?
7. ¿Cuántas mascotas tienes?
8. ¿Van al teatro con tus amigos? ¿Van a los conciertos con ellos?
9. ¿vas al centro con tus amigos ? ¿ Que compran Uds.?
10. ¿Cuántos semestres tienes aquí en la Universidad?
11. ¿A qué hora te levantas? Y tus amigos?
12. ¿Cuántas veces almuerzan/ o cenan juntos Uds.?

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SPN 1120- Cultural Presentation – Formal Assessment( shown in percentages, not points)**

**I.Good Information/ Accurate/ Recent Information:** Sources are from 2000 or later. All information has been checked for accuracy. Relevant to the course. Shows why the topic is of interest.

25 20 15 10 5 0

**II.Use of audio-visual aids:** Student and group use visual and audio to help students understand the information. Use of authentic material!

25 20 15 10 5 0

**III.Information presented without reading:** Student is not reading from notes. He shows familiarity with topic he/she is presenting.

25 20 15 10 5 0

**IV.Group work:** There is coordination and organization in the presentation. Group cooperation and efforts are obvious through the presentation. Each member knows what is going on and presents the next speaker.

25 20 15 10 5 0

**Scale:**

1. 100 – 90 –A
2. 89 – 80 – B
3. 79 – 70 – C
4. 69 – 60 – D
5. 59 – 0 – F

Notes:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Grade:\_\_\_\_\_\_\_\_\_\_

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

|  |  |
| --- | --- |
| **Course:** | Spanish Course ( look for 1120 or 1121,etc) |
| **Code:** | (Enter the course code provided in class,written on board first day of 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>.