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# SPN 1120

## Elementary Spanish I – 15794 and 13422

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Fall - 2012

MW: 10:00-11:40 – August 27-  
December 16

T/TH 11:45-1:00pm

**Instructor:** Jeanne Ferreira, MA; MSW

E-Mail: [jferreira6@valenciacollege.edu](mailto:jferreira6@valenciacollege.edu)

Phone: N/A

Office: East Campus Adjunct Office

Office Hours: MW 12:00-1:00; T/TH 1-1:30

Online by appointment via Blackboard

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**Class location: MW 4- 148 (East Campus)**

**T/TH 4-147 ( East Campus)**

## Course Description

This 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 work. Students should not assume that there would be class time to complete homework assignments.

## SPN 1120 - Class Competencies

This 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 Objective

It 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.

Attendance/participation/homework (not iLrn)	20%
1 Oral presentation/ 1 Cultural Project/ 5 Compositions 1 Oral Interview	20%
iLrn Online activities	20%
5 Chapter Test/ Quizzes	20%
Final Exam (per level)	20%

## 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

## 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.
- Microphone (to complete audio recordings to be submitted online) Check with your professor first. (**optional**)
- **Course code:** \_\_\_\_\_

## Class Etiquette

### Cellphones

All Cellular Phones Must Be Turned off During Class Period. No Texting During Class!!!

### Classroom Door

Students are responsible for closing and open the door very diligent while class is on session.

### Computers

Students can bring their computers, I-pads, to take Spanish class notes.

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 in Spanish in order to provide you with maximum exposure to the language.

### Students with Disabilities:

Students who 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

**Test & Quizzes:** Students will have scheduled test as well as unannounced quizzes. Also, some homework, will be randomly selected to be graded as a test or a quiz. 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.

**Final Exam:** Students will take one final comprehensive final exam per semester. 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 0/100. The final exam must be taken on the date published for final exams.

**Assignments:** All assignments are due on the specified date in **ilrn**. **All written compositions will be submitted as a hard copy.** Please always keep a copy of all the assignments. 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.

**Online:** *ilrn* is the course management system that you will use this semester in this course. [www.ilrncom](http://www.ilrncom). Online Student Activities are exercises to be completed and any other activities assigned are listed on *ilrn* calendar. The activities represent extensive grammar-driven practice that will assist the student in internalizing. Homework will be completed on the dates that appear in the calendar in *ilrn*. In order to receive full credit, you must receive an **average score of 80**. Other assignment might be graded differently; depending on the activity.

**Oral Presentations:** Students will have oral presentations in Spanish, some by yourself and some with a partner. Many of these presentations will be prepared in class and will be presented the next day. Failure to be here the day we prepare the presentation or the day it is presented will result in a failing grade for that assignment. Reasonable excuses will be individually evaluated.

**Participation:** Participation grade is separate from attendance. Students have to be willing to participate and ready with your work every day. This is not the place to sleep or to do other homework. Participation in class involves a number of variables, including but not limited to: Use of Spanish in the classroom.

- a. Willingness to participate actively in *all* class activities.
- b. Cooperation during group and pair work.
- c. Respect and attitude toward the class and your peers.
- d. Daily preparation for each class.
- e. Instructor may assign written homework that will be collected and graded; these assignments form part of your participation grade.

**Food for Thought:**

- Be tolerant when 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 complete ideas.
- Listen and speak 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 go 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 are subject to withdrawal by the instructor. In this course, every class session is considered a week of classes. After that you will receive a notification of excessive absence and five points will be deducted for each hour you missed from your attendance and participation grade.

**2.Lateness:** Lateness of fifteen minutes or early departure will count as a missed hour. A professor can withdraw you from a course for excessive absences without your permission. Do not leave early without informing me. This is disruptive and rude.

## Withdrawn Policy

Students will receive a **W** if withdrawn by the withdrawn deadline-check Valencia College Calendar **11/02/12**. After this date, if a student withdraws or is withdrawn by the professor for excessive absences or other reasons, the professor will assign a grade of **F**, based upon the student's academic achievement in the class as of the last day of attendance. **Please, do not ask if you can miss a week for any reason.** Remember that **Students can only withdraw up to the Withdrawal Deadline as noted in the Important College Calendar Dates in the college catalog!** Students can withdraw students until the last day of classes as noted in the Important College Calendar Dates college catalog.

## 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 without informing the instructor, 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 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, which cannot be replaced by the final score, 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 include any composition where a translator have 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 /quiz/exam /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. Any student(s) cheating on an exam will receive a zero on the exam, which cannot be replaced with the final score and the professor at his/her discretion can withdraw you from the class.
- 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 syllabus may be changed ( pacing); so you will want to ask a classmate if that occurred.
- The instructor's email is provided for emergency situations, such as missing an exam, and brief questions about specific assignments. 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, usually within 24 hours (during week days). Students who need more than a brief response should arrange a meeting with the instructor.
- Student behavior or speech that disrupts the instructional setting or is clearly disrespectful of the instructor or fellow students will not be tolerated. Disruptive conduct may include but is not limited: 1. Rude or disrespectful behavior; 2. Unwarranted interruptions; 3. Failure to adhere to instructor's directions; 4. Vulgar or obscene language, slurs, or other forms of intimidation; 5. physically or verbally abusive behavior. Student's behavior that is inappropriate will result in disenrollment from the course.
- In addition, Valencia College strives to provide a drug-free learning environment for all those involved in the academic experience. Our policy is as follows:

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 may 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 may 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>

### Syllabus Disclaimer Statement

This Syllabus may be altered, at the instructor's discretion, during the course of the term. It is the responsibility of the student to make any adjustments as announced. Keep a hard copy of this syllabus!!

# Syllabus

WEEK	DAY 1	DAY 2
1	<p>Introductions &amp; Administrative requirements</p> <p>Distribute syllabus</p> <p>Discuss the use of materials</p> <p>Capítulo 1: Hola ¿Qué tal?</p> <p>Preview objectives</p> <p>Exploraciones léxicas 1: Greetings, introductions, and good-byes; Classroom; Alphabet; Numbers 0-100</p> <p>Práctica: Vocabulario</p> <p>El alfabeto</p> <p>En vivo</p> <p>Exploraciones gramaticales 1: Gender and number of nouns</p> <p>Los números 0-20</p> <p>A practicar: Exploraciones gramaticales 1</p>	<p>Capítulo 1</p> <p>Conexiones culturales 1: <i>Latinos e hispanos en el mundo</i></p> <p>Exploraciones gramaticales 2: Definite and indefinite articles and hay</p> <p>A practicar: Exploraciones gramaticales 2</p> <p>Lectura</p> <p>Exploraciones léxicas 2: Descriptive adjectives</p> <p>Práctica: Vocabulario</p> <p>En vivo</p>
2	<p>Capítulo 1</p> <p>Exploraciones gramaticales 3: Subject pronouns and the verb <i>ser</i></p> <p>A practicar: Exploraciones gramaticales 3</p> <p>Conexiones culturales 2: <i>La diversidad del mundo hispanohablante</i></p> <p>Exploraciones gramaticales 4: Adjective agreement</p> <p>A practicar: Exploraciones gramaticales 4</p>	<p>Capítulo 1</p> <p>Redacción</p> <p>Lectura</p> <p>Exploraciones profesionales: <i>Administración</i></p> <p>Exploraciones de repaso: estructuras</p> <p>Exploraciones de repaso: comunicación</p> <p><b>Examen: Capítulo 1</b></p>
3	<p>Capítulo 2: ¿Cómo es tu vida?</p> <p>Preview objectives</p> <p>Exploraciones léxicas 1: Academic subjects</p> <p>Práctica: Vocabulario</p> <p>En vivo</p> <p>Exploraciones gramaticales 1: The verb <i>tener</i></p>	<p>Capítulo 2</p> <p>Exploraciones gramaticales 2: Adjective placement</p> <p>A practicar: Exploraciones gramaticales 2</p> <p>Lectura</p> <p>Exploraciones léxicas 2: Family members and pets</p> <p>Práctica: Vocabulario</p>

	<p>A practicar: Exploraciones gramaticales 1</p> <p>Conexiones culturales 1: <i>La educación</i></p>	<p>En vivo</p>
4	<p>Capítulo 2</p> <p>Exploraciones gramaticales 3: Regular -ar verbs</p> <p>A practicar: Exploraciones gramaticales 3</p> <p>Conexiones culturales 2: <i>El papel de la familia y su valor</i></p> <p>Exploraciones gramaticales 4: Possessive adjectives</p> <p>A practicar: Exploraciones gramaticales 4</p>	<p>Capítulo 2</p> <p>Redacción</p> <p>Lectura</p> <p>Exploraciones profesionales: <i>Educación</i></p> <p>Exploraciones de repaso: estructuras</p> <p>Exploraciones de repaso: comunicación</p> <p><b>Examen: Capítulo 2</b></p>
5	<p>Capítulo 3: ¿Qué tiempo hace hoy?</p> <p>Preview objectives</p> <p>Exploraciones léxicas 1: Time, days, months, and saying the date</p> <p>Práctica: Vocabulario</p> <p>En vivo</p> <p>Exploraciones gramaticales 1: <i>Me gusta, te gusta, le gusta</i></p> <p>A practicar: Exploraciones gramaticales 1</p> <p>Conexiones culturales 1: <i>Las celebraciones</i></p>	<p>Capítulo 3</p> <p>Exploraciones gramaticales 2: Regular -er and -ir verbs</p> <p>A practicar: Exploraciones gramaticales 2</p> <p>Lectura</p> <p>Exploraciones léxicas 2: Clothing, colors, weather, and seasons</p> <p>Práctica: Vocabulario</p> <p>En vivo</p>
6	<p>Capítulo 3</p> <p>Exploraciones gramaticales 3: Interrogatives</p> <p>A practicar: Exploraciones gramaticales 3</p> <p>Conexiones culturales 2: <i>El clima y la ropa</i></p> <p>Exploraciones gramaticales 4: Stem-changing e-&gt;ie, e-&gt;i verbs</p> <p>A practicar: Exploraciones gramaticales 4</p>	<p>Capítulo 3</p> <p>Redacción</p> <p>Lectura</p> <p>Exploraciones profesionales: <i>Turismo</i></p> <p>Exploraciones de repaso: estructuras</p> <p>Exploraciones de repaso: comunicación</p> <p><b>Examen: Capítulo 3</b></p>
7	<p>Capítulo 4: ¿Dónde vives?</p> <p>Preview objectives</p> <p>Exploraciones léxicas 1: Places in a city</p> <p>Práctica: Vocabulario</p> <p>En vivo</p>	<p>Capítulo 4</p> <p>Exploraciones gramaticales 2: The verb ir and ir + a + infinitive</p> <p>A practicar: Exploraciones gramaticales 2</p> <p>Lectura</p> <p>Exploraciones léxicas 2: Rooms of a house, furniture and appliances</p>



	<p>Exploraciones gramaticales 1: The verb <i>estar</i> with prepositions of place</p> <p>A practicar: Exploraciones gramaticales 1</p> <p>Conexiones culturales 1: <i>Ciudades fuera de lo común</i></p>	<p>Práctica: Vocabulario</p> <p>En vivo</p>
8	<p>Capítulo 4</p> <p>Exploraciones gramaticales 3: Stem-changing verbs o-&gt;ue</p> <p>A practicar: Exploraciones gramaticales 3</p> <p>Conexiones culturales 2: <i>Casas únicas</i></p> <p>Exploraciones gramaticales 4: Adjective placement, ordinal numbers</p> <p>A practicar: Exploraciones gramaticales 4</p>	<p>Capítulo 4</p> <p>Redacción</p> <p>Lectura</p> <p>Exploraciones profesionales: <i>La arquitectura</i></p> <p>Exploraciones de repaso: estructuras</p> <p>Exploraciones de repaso: comunicación</p> <p><b>Examen: Capítulo 4 or review for Midterm Exam</b></p>
9	<p>Review for Midterm Exam</p> <p>MIDTERM EXAM (I will inform the class. This may be changed.)</p>	<p>Capítulo 5: ¿Estás feliz en el trabajo?</p> <p>Preview objectives</p> <p>Exploraciones léxicas 1: Adjectives of emotion and physical states</p> <p>Práctica: Vocabulario</p> <p>En vivo</p> <p>Exploraciones gramaticales 1: The verb <i>estar</i> with adjectives and present progressive</p> <p>A practicar: Exploraciones gramaticales 1</p> <p>Conexiones culturales 1: <i>Las emociones y el bienestar</i></p> <p>Exploraciones gramaticales 2: Ser and estar</p> <p>A practicar: Exploraciones gramaticales 2</p>
10	<p>Capítulo 5</p> <p>Lectura</p> <p>Exploraciones léxicas 2: Professions</p> <p>Práctica: Vocabulario</p> <p>En vivo</p> <p>Exploraciones gramaticales 3: Verbs with changes in the first person</p> <p>A practicar: Exploraciones gramaticales 3</p> <p>Conexiones culturales 2: <i>Las profesiones y la economía</i></p>	<p>Capítulo 5</p> <p>Exploraciones gramaticales 4: Saber and conocer</p> <p>A practicar: Exploraciones gramaticales 4</p> <p>Redacción</p> <p>Lectura</p> <p>Exploraciones profesionales: <i>El trabajo social</i></p> <p>Exploraciones de repaso: estructuras</p> <p>Exploraciones de repaso: comunicación</p>

		<b>Examen: Capítulo 5</b>
11	Oral Interviews	Oral Interviews
12	Cultural Presentations	Cultural Presentations
13	Review for Final Exam Exploraciones de repaso: estructuras Exploraciones de repaso: comunicación	Review for Final Exam Exploraciones de repaso: estructuras Exploraciones de repaso: comunicación
14	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>

**NO MAKE UP TEST WILL BE GIVEN!**

**\*\*\*ALL ABOVE INFORMATION MIGHT BE SUBJECT TO CHANGE AT PROFESSOR'S DISCRETION\*\*\***

**Important Dates:**

- **Final Exams: December 10-14, 2012.**

**Oral Assessment Rubric**

<b>Criteria</b>	<b>Level of achievement (excellent) 5 - 4 points</b>	<b>Level of achievement (Acceptable) 3 points</b>	<b>Level of achievement (Not Acceptable) 2 - 1 points</b>
<b>Vocabulary</b>	<p>Proper use of topic vocabulary</p> <p>No deviation from topic</p> <p>Clear understanding of topic</p>	<p>Adequate usage of vocabulary appropriate to topic</p> <p>Minimum deviation from topic</p> <p>Understanding of topic</p>	<p>Inadequate usage of vocabulary appropriate to topic</p> <p>Deviation from topic</p> <p>Little understanding of topic</p>
<b>Grammar</b>	<p>Proper usage of subject/verb agreement</p> <p>Proper usage of gender/number agreement</p> <p>Proper use of tense</p> <p>Uses facts, formulas, procedures and concepts appropriately to the level</p>	<p>Adequate use of subject/verb agreement</p> <p>Adequate use of gender/number agreement</p> <p>No interference with communication</p> <p>Adequate use of tense</p> <p>States appropriate to the level facts, formulas, procedures and concepts with some inaccuracies</p>	<p>Inability to use subject/verb agreement</p> <p>Inability to use gender/number agreement</p> <p>Salient interference with communication</p> <p>Inadequate use of tense</p> <p>Inappropriate use of facts, formulas, procedures and concepts to the level</p>
<b>Adherence to topic/ Flexibility in comprehension</b>	<p>Able to exchange same ideas with the interviewer</p> <p>Connects ideas or develops solutions in a clear and coherent order</p>	<p>Some variation from the topic</p> <p>Able at times to interchange same ideas with the interviewer</p> <p>Arranges ideas or solutions into a simple pattern</p>	<p>Lack of understanding of topic at hand.</p> <p>No flexibility of transition from topic to topic</p> <p>List of ideas or expresses solutions in a fragmentary manner, without a clear or coherent order</p>
<b>Pronunciation</b>	<p>Clear enunciation of vowel sounds</p> <p>Close to native speech pattern</p> <p>(based on vowel sounds)</p> <p>Proper use of stressed syllable</p>	<p>Inconsistency in vowel sounds</p> <p>Acceptable use of stressed syllable</p> <p>No interference with communication</p>	<p>Interference with communication due to vowel sounds</p> <p>Incorrect use of stressed syllable</p>
<b>Fluency</b>	<p>Fluid transition from topic to topic</p> <p>Uninterrupted transition of Conversation</p>	<p>Some interruption in conversation</p> <p>Adequate transition of topic</p>	<p>Long pauses in conversation</p> <p>Inconsistent transition of topic</p>

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**Composition Criteria & Standards**

<b>Criteria</b>	<b>Level of achievement (excellent) 5 - 4 points</b>	<b>Level of achievement (Acceptable) 3-2 points</b>	<b>Level of achievement (Not Acceptable) 1 – 0 point</b>
Organization	<p>Clear supporting sentences. Clear conclusion.</p> <p>Clear Topic sentence.</p> <p>Clear cohesiveness in the development of the main topic.</p> <p>Clear transition of ideas within the topic.</p>	<p>One element missing and/or unclear.</p> <p>Includes some transition of ideas within the topic.</p>	<p>Lack of topic sentence.</p> <p>Lack of sequence. Main idea not developed.</p> <p>Little evidence/weak transition of ideas within the topic.</p>
Format and Mechanics (sentences, phrases, word order, punctuation)	<p>Complete sentences.</p> <p>Word order is clear.</p> <p>No or minor inaccuracies of mechanical errors.</p> <p>Ability to discern a complete thought.</p>	<p>Complete sentences.</p> <p>Occasional inaccuracies of mechanical errors.</p>	<p>Errors interfere with communication of main topic.</p> <p>Frequent mechanical errors. Obscure meaning.</p>
Vocabulary	<p>Proficient use of topic vocabulary.</p> <p>Orthography is correct.</p>	<p>Adequate vocabulary usage.</p> <p>Occasional orthographical errors.</p>	<p>Frequent errors in vocabulary usage.</p> <p>Frequent orthographical errors.</p>

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 and visit your country on our next vacations. 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 \_\_\_\_\_. Remember to keep a copy to yourself.

II. The group will prepare a presentation using Power Point about the country assigned. This presentation should include visual and audio aids to give a better idea of the country. Each one will present their part. Remember you are trying to sell use a vacation package. Include air transportation, place to stay and how much it will cost. Each person will present a part and 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 (at least 5 slides). Each group will have 20 minutes. You will keep a log of your meetings and signatures of attendees. Problems with members of your group should be addressed before the due date.

III. Answer the following questions about your country in Spanish. Turn in the answers in a paragraph form, double space, 12 fonts, typed. This is an individual assignment. You can help each other to answer the questions but each one of you will write your paragraph individually. The paragraph is due on \_\_\_\_\_.

¿Cuál es la capital?

¿Qué idiomas hablan en ese país?

¿Cuántas personas hay en ese país?

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

¿Cuándo llegaron los españoles a ese país?

¿Quién es una persona famosa en ese país? ¿Por qué?

Describe un lugar para ir de vacaciones en ese país.

Menciona el nombre de un almacén o un centro comercial.

Menciona que tiempo hace en ese país. (it could be by areas, be specific)

¿Cuáles son algunas actividades que podemos hacer?

**\*\*\*ALL ABOVE INFORMATION SUBJECT TO CHANGE ANNOUNCED OR WRITTEN AT THE DISCRETION OF THE INSTRUCTOR\*\*\***

### **Valencia College – 1120 - Oral Interview Questions**

**Each student have 4 minutes Spanish presentation. This presentation is worth 25 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 son en tu casa? ¿Cómo se llaman?
3. ¿Vives en una residencia grande o pequeña?
4. ¿Cómo son tus primos/tíos/tías/abuelos/sobrinos/hermanos/padrastros/madrastra?
5. ¿Cómo es tu familia, grande, pequeña o mediana?
6. ¿Tu familia es unida?
7. ¿Viven tus abuelos cerca o lejos de tu casa?
8. ¿Trabajan o estudian tus hermanos? ¿Quién prepara la comida en tu casa?
9. ¿Cuándo miran la televisión tu familia? ¿Quién es tu pariente (relative) favorito?

**Use 5 of the following verbs: bailar, cantar, cenar, comprar, conversar, descansar, desayunar.**

#### **Tus amigos y algunas actividades**

1. ¿Tus amigos son inteligentes?

2. ¿Tienes amigas simpáticos y 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 universitario?
6. ¿Tienes profesores simpáticos o antipáticos?
7. ¿Cuántos libros tienes?
8. ¿Por qué tienes muchos libros?
9. ¿vas al cine con tus amigos todos los días?
10. ¿Cuántos meses estudias en la Universidad?
11. ¿A veces tienes que trabajar?
12. ¿A qué hora te levantas?
13. Cuando salen a cenar tus padres a un restaurante?
14. ¿Te encuentras con tus primos y tíos frecuentemente?
15. ¿Cuántas veces almuerzan/desayuna o cenar juntos?
16. ¿Quién prepara el desayuno?

Use 5 of the following verbs: comenzar, volver, querer, pensar, recordar, pedir, hacer, poner, traer, suponer

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**SPN 1120- Cultural Presentation – Formal Assessment**

**I. Good Information/ Accurate/ Recent Information:** Sources are from 1998 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 better the information and to have a real experience with the material being discussed. Use of authentic material!

25                      20                      15                      10                      5                      0

**III. Information Presented with authority:** 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: \_\_\_\_\_  
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Final Grade: \_\_\_\_\_/100

**Elementary Spanish I- 1120 - Lesson Plan**

Week 1	<p>Introductions &amp; Administrative requirements          Distribute syllabus          Discuss the use of materials</p>	
1 – 2	<p><b>Capítulo 1: Hola ¿Qué tal?</b></p> <p>Preview objectives</p> <p>Exploraciones léxicas 1: Greetings, introductions, and good-byes; Classroom; Alphabet; Numbers 0-100</p> <p>Práctica: Vocabulario          El alfabeto          En vivo</p> <p>Exploraciones gramaticales 1: Gender and number of nouns</p> <p>Los números 0-20          A practicar: Exploraciones gramaticales 1</p>	<p>Capítulo 1</p> <p>Conexiones culturales 1: <i>Latinos e hispanos en el mundo</i></p> <p>Exploraciones gramaticales 2: Definite and indefinite articles and hay</p> <p>A practicar: Exploraciones gramaticales 2          Lectura</p> <p>Exploraciones léxicas 2: Descriptive adjectives</p> <p>Práctica: Vocabulario          En vivo</p>
2	<p>Capítulo 1          Quiz Vocabulario y Gramática</p> <p>Exploraciones gramaticales 3: Subject pronouns and the verb <i>ser</i>          A practicar: Exploraciones gramaticales 3</p> <p>Conexiones culturales 2: <i>La diversidad del mundo hispanohablante</i></p> <p>Exploraciones gramaticales 4: Adjective agreement          A practicar: Exploraciones gramaticales 4</p>	<p>Capítulo 1</p> <p>Redacción          Lectura</p> <p>Exploraciones profesionales: <i>Administración</i></p> <p>Exploraciones de repaso: estructuras</p> <p>Exploraciones de repaso: comunicación</p>
	<b>Examen: Capítulo 1</b>	Capítulo 2



3 – 4	<p><b>Capítulo 2: ¿Cómo es tu vida?</b> Preview objectives</p> <p>Exploraciones léxicas 1: Academic subjects Práctica: Vocabulario En vivo</p> <p>Exploraciones gramaticales 1: The verb tener A practicar: Exploraciones gramaticales 1</p> <p>Conexiones culturales 1: <i>La educación</i></p>	<p>Exploraciones gramaticales 2: Adjective placement</p> <p>A practicar: Exploraciones gramaticales 2 Lectura</p> <p>Exploraciones léxicas 2: Family members and pets</p> <p>Práctica: Vocabulario En vivo</p>
5	<p>Capítulo 2 Quiz</p> <p>Exploraciones gramaticales 3: Regular -ar verbs A practicar: Exploraciones gramaticales 3 Conexiones culturales 2: <i>El papel de la familia y su valor</i></p> <p>Exploraciones gramaticales 4: Possessive adjectives A practicar: Exploraciones gramaticales 4</p>	<p>Capítulo 2 Redacción Lectura</p> <p>Exploraciones profesionales: <i>Educación</i></p> <p>Exploraciones de repaso: estructuras Exploraciones de repaso: comunicación</p>
6	<p><b>Examen: Capítulo 2</b> <b>Composition #1 La Familia</b> <b>Oral presentation: La Familia</b></p> <p><b>Capítulo 3: ¿Qué tiempo hace hoy?</b> Preview objectives</p> <p>Exploraciones léxicas 1: Time, days, months, and saying the date Práctica: Vocabulario En vivo</p> <p>Exploraciones gramaticales 1: <i>Me gusta, te gusta, le gusta</i> A practicar: Exploraciones gramaticales 1</p> <p>Conexiones culturales 1: <i>Las celebraciones</i></p>	<p>Capítulo 3</p> <p>Exploraciones gramaticales 2: Regular -er and -ir verbs A practicar: Exploraciones gramaticales 2 Lectura</p> <p>Exploraciones léxicas 2: Clothing, colors, weather, and seasons Práctica: Vocabulario En vivo</p>
7	<p>Capítulo 3 Quiz</p> <p>Exploraciones gramaticales 3: Interrogatives A practicar: Exploraciones gramaticales 3 Conexiones culturales 2: <i>El clima y la ropa</i></p> <p>Exploraciones gramaticales 4: Stem-changing e-&gt;ie, e-&gt;i verbs A practicar: Exploraciones gramaticales 4</p>	<p>Capítulo 3 Redacción Lectura</p> <p>Exploraciones profesionales: <i>Turismo</i></p> <p>Exploraciones de repaso: estructuras Exploraciones de repaso: comunicación</p>
	<p><b>Examen: Capítulo 3</b> <b>Capítulo 4: ¿Dónde vives?</b></p>	<p>Capítulo 4</p>

8 – 9	<p>Preview objectives</p> <p>Exploraciones léxicas 1: Places in a city Práctica: Vocabulario En vivo</p> <p>Exploraciones gramaticales 1: The verb <i>estar</i> with prepositions of place A practicar: Exploraciones gramaticales 1 Conexiones culturales 1: <i>Ciudades fuera de lo común</i></p>	<p>Exploraciones gramaticales 2: The verb <i>ir</i> and <i>ir + a + infinitive</i> A practicar: Exploraciones gramaticales 2 Lectura</p> <p>Exploraciones léxicas 2: Rooms of a house, furniture and appliances Práctica: Vocabulario En vivo</p>
10	<p>Capítulo 4 Quiz</p> <p>Exploraciones gramaticales 3: Stem-changing verbs o-&gt;ue A practicar: Exploraciones gramaticales 3</p> <p>Conexiones culturales 2: <i>Casas únicas</i></p> <p>Exploraciones gramaticales 4: Adjective placement, ordinal numbers A practicar: Exploraciones gramaticales 4</p>	<p>Capítulo 4 Redacción Lectura</p> <p>Exploraciones profesionales: <i>La arquitectura</i></p> <p>Exploraciones de repaso: estructuras</p> <p>Exploraciones de repaso: comunicación</p>
11 - 12	<p>Examen: Capítulo 4 Oral Presentations Written compositions</p>	<p>Capítulo 5: ¿Estás feliz en el trabajo? Preview objectives Exploraciones léxicas 1: Adjectives of emotion and physical states Práctica: Vocabulario En vivo</p> <p>Exploraciones gramaticales 1: The verb <i>estar</i> with adjectives and present progressive A practicar: Exploraciones gramaticales 1 Conexiones culturales 1: <i>Las emociones y el bienestar</i> Exploraciones gramaticales 2: <i>Ser</i> and <i>estar</i> A practicar: Exploraciones gramaticales 2</p>
13	<p><b>Capítulo 5</b> Quiz Lectura Exploraciones léxicas 2: Professions Práctica: Vocabulario En vivo</p> <p>Exploraciones gramaticales 3: Verbs with changes in the first person A practicar: Exploraciones gramaticales 3 Conexiones culturales 2: <i>Las profesiones y la economía</i></p>	<p>Capítulo 5 Exploraciones gramaticales 4: <i>Saber</i> and <i>conocer</i> A practicar: Exploraciones gramaticales 4 Redacción Lectura</p> <p>Exploraciones profesionales: <i>El trabajo social</i> Exploraciones de repaso: estructuras Exploraciones de repaso: comunicación</p>
14	<b>Creaciones &amp; Examen #5</b>	
15	Examen Final	

	Online assignments Login: <a href="http://www.ilrn.heinle.com">www.ilrn.heinle.com</a>	
	This outline is subject to changes	



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

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  3. Select a username and password and enter your information, then click **Submit**.
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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**.

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  6. Proceed through the purchase process.
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