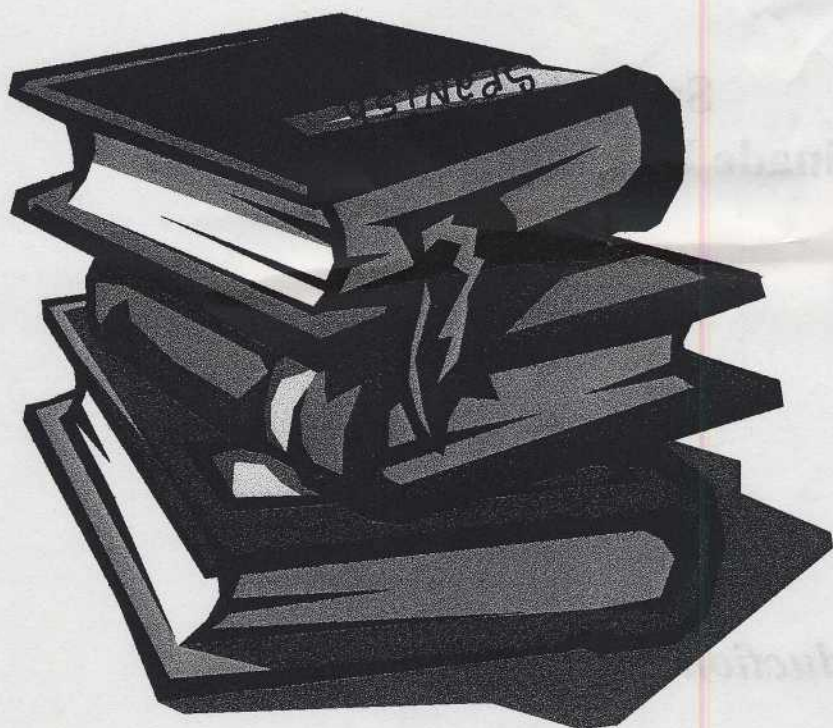


FD '02
SPN101



Chemistry

Course: Introduction

Instructor: Robert Lewis (rlew@uconn.edu)
120-025
E-mail: rlew@uconn.edu

Textbook: (2nd Ed., 1998)

50 09
2009

Spanish 101
Chaminade University of Honolulu

Course: *Introduction to Spanish*

Instructor: Brother Frank Gomes, S.M.
739-0388
E-mail: Envia@aol.com

Textbook: ¿Qué Tal? : (5th edition)

Syllabus

Foreign Language

The primary purpose of the foreign language program is to develop an understanding of another culture and an appreciation for its people through language learning. Emphasis is placed on listening comprehension, speaking, reading, and writing.

Introductory Spanish

10101,03

This is an introduction to conversational Spanish. The emphasis is placed on the oral-aural approach and the application of new sounds and speech patterns. This method develops the ability to recognize, process and use the language in its oral as well as written form. This is done in the context of the culture and daily living of the Hispanic people. The Hispanic values, expressions, viewpoints, traditions, music and culture are appreciated through the study of the language of the people. Introductory vocabulary and grammatical points are presented in correct conversational speech patterns that are used in Latin America and especially in Mexico.

The purpose of this course is to give students a solid foundation, which will enable them to advance successfully to the next learning level.

This course is designed for people of any level who want to learn Spanish as a second language or further their language skills.

This is an introduction to grammar that will give students the basic knowledge needed to pursue further study with the intention of becoming bilingual.

Reading and listening activities are integrated to give students the necessary skills for simple but effective communication in all the main areas of language: listening, speaking, reading and writing.

a. To grasp some of the basic principles of grammar structure and usage that give functional meaning to the communicative expression.

b. To develop practical skills to communicate in the target language in all four main areas:

LISTENING: *ability to grasp the meaning of the received message.*

SPEAKING: *ability to send simple but meaningful oral Messages and imitate correct pronunciation and Speech.*

READING: **ability to decipher the meaning of a simple text. and to orally convey a given simple text to an audience.**

WRITING: **ability to produce in writing simple essays or narrations in correct Spanish, dialogues, messages.**

c. to develop an awareness of the advantages that the solid knowledge of English brings to the learning of a second European language.

d. to examine basic cultural-linguistic aspects of the Spanish and South American people

e. to be aware of the Hispanic presence in the United States of America and to appreciate the contributions that the Hispanic people bring to our country and culture and religion. To be knowledgeable of the growing population of the Latina people here in our country and the current need to be bilingual in the Americas.

What will the student be able to do at the end of the term?

(Student performance)

1. Based on listening and speaking skills.

Understand the instructions of the teacher

Greet, take leave, and use simple expressions of courtesy

Participate in simple conversations dealing with self, family and school.

Ask and answer simple questions about basic preferences: food, personal possessions, entertainments, education, etc.

Ask and answer simple questions about personal state of being; physical and psychological

Make a short oral presentation about the self, family, classes, everyday subjects.

Make a short oral presentation about the culture of the Hispanic people.

Listen and understand material presented through tape cassettes, C.D.Rom, and videos

2. Based on reading and writing skills.

Understand the main ideas of all reading materials presented in class

Read out loud with correct pronunciation and with meaning all reading materials presented in class

Fill in the blanks with specific grammatical forms or vocabulary words

Answer questions in writing with short answers in the target language

Respond to simple E-mail communications

Complete dictations

Complete workbook and laboratory activities

Complete activities on the CD Rom

Participate actively in the learning program: www.studyspanish.com

3. Based on understanding the culture through language study:

Imitate appropriate gestures learned with expressions in the target language
Appreciate differences and similarities between native cultures and the target culture.

Have simple and basic knowledge of the geography of the Spanish-speaking world and its people.

Appreciate the presence of the Hispanic people in the United States of America.

4. Based on the study of comparisons between one's first language and the target language

Recognize the differences in sound systems

Identify cognates

Understand that a language cannot be translated word for word.

What information would be appropriate in order to achieve these goals?

How much information should be presented at the first semester?

- Greetings, leave taking and polite expressions
- The alphabet
- Cognates
- Formal and informal expressions using *(Tú)* and *(usted)*
- The Vowels
- The ordinal and cardinal numbers
- Gestures and preferences
- Telling time
- use of *(por)* and *(para)*
- use of interrogatives: *por qué*, *quienes*, etc.
- use of adjectives, demonstrative adjectives, and possessive adjectives
- the present tenses of commonly used verbs: --ar; --er and --ir verbs
- definite and indefinite articles, gender, number of nouns
- subject pronouns
- formation of "yes" and "no" questions/answers
- use of linking words like "y", "también", "pero", etc.
- vocabulary
- use of *ir + a + infinitive* for future actions
- use of reflexive verbs and pronouns
- Gender; number and position of adjectives
- some idioms
- present tense of stem-changing verbs
- TENER idioms
- pronunciation of the letter "b" and "v"
- pronunciation of the letters "rr" "ll" "n" and "ch"
- days of the week
- the colors
- go shopping: food and clothes
- the family
- Hispanic last names
- the house/furniture
- spelling .. dictation
- the Hispanic world

How much information should be presented at the second semester?

- The present progressive tense
- An introduction briefly to the subjunctive tense
- The preterite tense
- The imperfect tense
- Commands
- Indirect object pronouns
- Direct object pronouns
- Comparisons
- Superlatives
- Use of SER and ESTAR
- Weather
- SABER and CONOCER
- Expressions using GUSTAR
- More TENER idioms

LEARNING OUTCOME ASSESSMENT. Students' performance will be evaluated for:

- recognition, understanding and usage of advance grammar structures.
- logically completing sentences of information in all examinations.
- the level of skill in listening, speaking, reading and writing.
- the level of skill in completing class activities and student assignments.
- the level of skill in completing the exercises on the CD-Rom
- completing the activities in the Laboratory Manual and Workbook
- completing the activities on www.studyspanish.com
- active participation in classroom activities

Text book:

“¿QUÉ TAL” means *Hi. How are you doing?* This book will be the student's point of departure into the Spanish language and culture. With this book and its supplementary materials the student will begin to learn Spanish and get ready to communicate with Spanish speakers in this country and in Spanish-speaking countries. The students will pick up cultural information that will help them understand and appreciate the traditions and values of Spanish-speaking people all over the world.

Review:

The review and recycling of vocabulary and structures is one of the hallmarks of good language learning. Students will find the need to memorize and recall. Students will want a good dictionary and a sense of adventure.

Class Format:

The class will be conducted in English and Spanish. The class will also include the use of videos and other media materials in Spanish.

Bilingual: The student will satisfy the university bilingual requirement for obtaining a degree with this course.

REQUIREMENTS:

1. Attendance and participation are crucial to obtain a solid second LANGUAGE FOUNDATION. To keep-up with the class the student must be present for the whole class period. (The student is responsible for all material covered during an absence.)

2. Participation is crucial. It informs the teacher of the skills and knowledge that the student is mastering.

3. Assignments (homework) demonstrate good-will and motivation. The completion of all assignments is important to obtain a solid foundation. The student comes fully prepared for the class session. The learning of vocabulary and the manner of conjugating verbs are essential.

4. ASSESSMENT and EVALUATION:

. Students are expected to take all examinations on the days indicated in the syllabus, except when alternative arrangements have been made with the instructor before hand. In case of emergencies, please contact the instructor before the scheduled day of the examination to arrange for alternatives. Frequent quizzes will be administered as indicated in the syllabus.

5. Learning materials: Required:

- a. Text Book
- b. Workbook
- c. Accompanying CD
- d. Laboratory Manual
- e. A Spanish/English dictionary
- f. CD-Rom

6. E-mail address - Please give this to your instructor on the first day of class.

Evaluation and Testing:

Grade:

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

SCHEDULE OF CLASSES AND EXAMINATIONS:

DATE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Aug. 26 – 29	Pasos	Pasos	Pasos	Pasos <i>Quiz # 1</i>
Sept. 2 – 5	Holiday	Pasos	Pasos	Pasos
Setp. 9 – 12	<i>exam # 1</i>	Uno	Uno	Uno
Sept. 16 - 19	Uno	Uno	Uno	Uno <i>Quiz #2</i>
Sept. 23 - 26	Uno	Uno	Uno	Uno
Sept. 30 - Oct. 1 – 3	<i>exam #2</i>	Dos	Dos	Dos
Oct. 7 - 10	Dos	Dos	Dos	Dos <i>Quiz #3</i>
Oct. 14 - 17	Holiday	Dos	Dos	Dos
Oct. 21- 24	Dos	<i>exam #3</i> mid-term	Tres	Tres
Oct. 28 –31	Tres	Tres	Tres	Tres <i>Quiz #4</i>
Nov. 4 – 7	Tres	Tres	Tres	Tres
Nov. 11 – 14	Tres	<i>exam #4</i>	Cuatro	Cuatro
Nov. 18 – 21	Cuatro	Cuatro	Cuatro	Cuatro <i>Quiz #5</i>
Nov. 25 – 28	Cuatro	Cuatro	Cuatro	Holiday
Dec. 2 – 5	Cuatro	Cuatro	<i>Exam #5</i>	Review
Dec. 9 – 12	FINAL EXAM (“A” average on tests and quizzes could be exempted) Consult your instructor for approval first.			

Grading components:

Exam #1	10%
Exam #2	10%
Exam #3	20%
Exam #4	10%
Exam #5	10%
Average of Quiz grades	20%
Assignments: (CD-Rom, internet, workbk; lab manual ETC.)	20%

100% = grade one *

FINAL EXAM = grade two *

*Grade one + *Grade two = semester grade

Note:

- The final exam (grade two) is $\frac{1}{2}$ of the semester grade
- "grade one" is $\frac{1}{2}$ of the semester grade

Assignments done on the computer will be graded on the credit/no credit system.

Written assignments that are turned in to the instructor will be graded on the 3-2-1-system:

- 3 = Well done. Credit assigned. Excellent work. No changes necessary.
 - 2 = Sufficient work done. However not completely well done. Changes could get you a better grade (3). Improvements optional.
 - 1 = Assignment not accepted as done. Improvements obligatory.
-

Gracias

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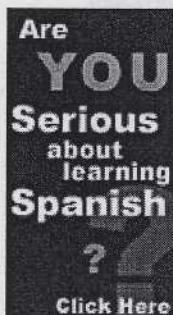
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Information for Spanish Students

If you are a Spanish student, we invite you to use our website. Our convenient service is free and it works like this:

For Quizzes:

- Student studies lesson and completes quiz
- Student submits quiz / computer checks answers
- Computer offers immediate feedback / student corrects answers and resubmits
- When all answers are correct, students record completion in their Virtual Report Cards™
- If you have a Teacher ID, your teacher can view your progress

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For Tests:

- After studying lesson and completing quiz, student takes test
- Students record grades in their Virtual Report Cards™
- Students may re-take tests to improve their grades (only the last grade is recorded)

This free grading service is available for the Grammar Tutorial, Vocabulary Lessons and the Travel Helper.

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