REQUIRED TEXTS

- **Vistas: introducción a la lengua española**, 2nd. edition, by Blanco, Dellinger, Donley and García, Vista Higher Learning, 2004. (It includes a pocket dictionary, a language guide and audio cassettes or CD's, --different from the ones to be purchased at the Foreign Language Multimedia Center (CB 334).


COURSE DESCRIPTION AND OBJECTIVES

SPA 101 is designed to provide students with an elementary knowledge of the Spanish language. Students develop the four language skills: listening, speaking, reading and writing, and are introduced to the culture of the Spanish-speaking world.

COMMUNICATIVE GOALS FOR STUDENTS IN SPA 101

After completing SPA 101 students should be able to utilize the four language skills to:

1. Share information about themselves (express where they are from, their major, subjects they like and dislike; describe their families’ and others’ physical appearance, personalities)
2. Describe and make comparisons related to people’s daily routines.
3. Learn to express actions in the past (last night’s and last weekend’s activities).
4. Learn about food groups and eating customs in different cultures.
METHOD

TO: Students enrolled in SPA 101, and 102
FROM: Dr. Paz, Director of Elementary Language Instruction
SUBJECT: Elementary Language Instruction

The goal of the first year language program is to develop the ability of the student to communicate in Spanish (orally and in writing) at a basic and intermediate level with an appropriate level of linguistic accuracy. The emphasis will be on negotiating meaningful communication, rather than on learning isolated grammatical structures. Research in second language acquisition suggests that two of the most important factors in second language acquisition are 1) input and 2) student motivation.

1) As comprehensible input is one of the crucial factors in second language acquisition, classes will be conducted entirely in the target language, Spanish. Comprehension will be facilitated through the use of simple contextualized language and with the help of visual cues. Although it may be frustrating at first, the more you are exposed to the target language, the more you will understand. Remember that it is assumed that you will not understand and be able to respond to everything that the instructors say. You must be patient with yourself and try to capture as much as possible. This leads to the second important factor involved in the process of language acquisition-MOTIVATION.

2) Motivation implies various things. The students who excel in the first and second year Spanish are those who make serious effort to understand the language; they are open to new learning experiences and put in the time required to be able to participate actively in class activities. The three hours of class time per week will be dedicated to using the language and not to talking about the language. This means that it is imperative that students come to class prepared. The instructor will organize communicative activities for the class hour s/he will not spend the time explaining grammar. Very clear grammar explanations are provided in the text and workbook; it is the student’s responsibility to study and learn the grammar, do the appropriate exercises at home, and come prepared to use this material in class. Your instructor will be more than happy to explain difficult grammar points during his/her office hours, if the need arises.

Try to think of the class hour as the place to use the Spanish you have learned:

1) Attend all classes. Frequent absences and tardiness reduce your opportunity to receive Spanish input and practice the language (in addition, they substantially affect your grade).
2) Prepare grammar and other exercises at home. For each class hour you should put in at least two hours of home study.
3) Actively participate in class activities (remember participation constitutes an important percentage of your grade).
4) If problems arise, you should talk to your instructor first. If the problem is still unresolved, contact the Academic Coordinator, Heather Campbell-Speltz in room 1121 and, finally, the Director of Elementary Language Instruction, Dr. Yanira Paz.
COURSE REQUIREMENTS

- Attendance policy/ Participation:
Successful progress in a language course requires that students keep up with assigned material. **Class discussions** and **exercises** are also essential. For these reasons, daily attendance is strongly recommended. Failure to attend class regularly results in missed opportunities to **practice the language**. Please note that active participation is crucial in learning a second language, therefore if you are not in class you won’t be able to participate.

The Spanish program does not follow an attendance policy but **participation guidelines** will be strongly enforced. Students will be permitted to turn in late assignments only three (3) times during the semester as long as they provide individual documentation for each of the three (3) **EXCUSED ABSENCES**, no later than “one (1) week after the absences” (University Senate Rules 5.2.4.2, B -16). An excused absence is, as a general rule, one that is accompanied by an official letter from your advisor or the dean of your college, a doctor’s note, or a copy of the obituary in case of a death in the family. In addition, stamped excuses from the Student Health Services **DO NOT** constitute an excused absence. A faculty member **MUST** verify any illness with a Health Service physician. **No excuses will be accepted** to recover participation points lost because of any other absences. Be on time, three late arrivals will count as an absence. In case of an absence, it is the student’s responsibility to contact a classmate and find out what was done and what is due next class.

Unannounced quizzes will be given throughout the semester especially if attendance slips or students come unprepared to class, to reinforce important homework assignments. These pop-quizzes will be graded as homework assignments. **There will not be any make-ups for pop quizzes.**

After each regular exam, your instructor will evaluate your participation and determine your grade based on the guidelines attached to this syllabus. In order to ensure a good participation grade, students are expected to complete all homework and readings before every class period, and actively participate in all class activities.

If students are dissatisfied with their participation grade, they should contact their instructor immediately and resolve the discrepancies with him/her.

**Class preparation:**

Homework is a fundamental part of any language course. You must complete it on time and do your best. Remember, making mistakes is a natural part of the learning process, especially language learning. You should complete all the homework as it is specified in the syllabus; nevertheless, you will have to turn in the exercises that appear in the column “Web Homework” on your syllabus.

**Web Homework:** In the “Web Homework” column on your syllabus you will find a list of assignments to be completed and turned in through the Internet to your instructor. These assignments can be found at [http://www.uky.edu/Classes/SPA/whs/](http://www.uky.edu/Classes/SPA/whs/) on the Internet. All assignments in the “Web Homework” column must be completed and turned in before class time. Web Homework (WH) is 15% of the final grade.

The **Web Homework System** (WHS) distributes on-line homework assignments with immediate feedback for the results of student work. Students participate in WHS classes by working on
assignments and communicating with the teacher. Your Spanish instructor is using the WHS for your course and you will have an account created for you at the beginning of the semester. Your instructor will inform you about your login name and password. If you joined the class in a later day, you will have to register yourself with the WHS. Enter the Web Homework System (https://www.mathclass.org/wqs/default.asp) to create an account or register for a class. For further help, consult the WHS FAQ for UK Students on the website. To use the Spanish Web Class, you will need a Java enabled web browser such as Netscape 6.1 (or later) or Internet Explorer 5.0 (or later). This software is available free from the Netscape and Microsoft websites.

Announcements
Your instructor will regularly post short messages to the class in the "Announcements" section. Make sure to check this section every time you enter the WHS course to read the latest message from your instructor.

Assignments
Assignments are typically in the form of a set exercises to which students provide responses in a variety of answer formats.

To work on the assignments for a class select “Assignments” at the WHS main screen then select the class and assignment. The “Display Assignment” bar will cause the assignment to be presented on the screen.

When responses are entered to some or all of the questions in an assignment and the “Submit and Record Results” button at the bottom of the assignment is pressed the system (a) records all of the student responses, (b) immediately returns an evaluation page and, (c) sends the student and teacher an email with a synopsis of the results.

Note: There is no limit to the number of times a student can submit solutions to a particular assignment. It is quite common for students who have previously submitted homework to re-work and re-submit solutions while reviewing for examinations.

Writing-in the answers
Since the WHS is case sensitive it is important to note that the student answers must match one of the choices in a word answer exactly. This includes spaces and punctuation. When entering written answers in an exercise, the responses will be marked correct only if the strings of letters are identical with the correct answer. When you get an incorrect mark on an exercise compare you answers with the answers provided by the WHS to make sure that you didn't forget to write an accent mark, or that you misspell a word.

If there are several answers in a question or exercise (for example, in the case of a paragraph with several fill in the black answers), you will have to have all the answers correct to receive points for that question or exercise.

Remember: You can make the necessary corrections to an exercise and resubmit your answers until you get a 100% on a particular question.
Spanish diacritics
When writing in the answers in Spanish you will have to include the necessary Spanish accent
marks. If you don't know how to enter accent marks in your computer, print out the following
instructions on the website in pdf format for PC or for Mac. You can also consult the following
page to change the settings of your computer: http://www.studyspanish.com/accents/typing.htm
Alternatively, you can also copy and paste each letter that has already the accent mark.

The interactive activity CD-ROM:  Vistas textbook comes with an exciting interactive program
designed to provide you with further practice in the four language skills. Students should make use of
this new multimedia resource to better prepare themselves for class, and to acquire a better understanding
of the Spanish language and culture. You will be able to access this program from any computer station in
the Foreign Language Multimedia Center (CB 334).

In order to study for this course you should count on spending at least two hours preparing for each
class meeting.

The instructor will evaluate your homework assignment according to the guidelines below. Please consult
your teacher if you do not understand any aspect of your graded assignment. Homework is 15% of the
final grade.

Compositions: There will be 4 compositions during the semester. All composition drafts must be typed
or done on a word processor and double-spaced. It is suggested that you do your preliminary drafts on a
computer - it certainly makes revision easier. You will be given the opportunity to rewrite ONLY 3 of
the 4 compositions, using the correction sheet attached to this syllabus. Even though the second version
of each composition is OPTIONAL (you do not need to turn it in) students are encourage to rewrite
them, since this exercise helps you gain an active command of Spanish. If you do decide to turn in a
second version, remember you will have to give your instructor a copy of the first version, along
with the final one, in order to receive credit for them. The instructor will indicate the errors on the first
version. You will correct these errors and return both versions the instructor.

** Note: Compositions must reflect the individual work of each student. No one should revise your
composition before it is turned in to your instructor. Any composition that seems to have been corrected
by somebody else, prior to the due date, will receive a cero (0) as a grade. It is also in your best interest to
turn in as clean a first version as possible; any errors remaining in the second version will cause your grade to
drop. Remember that the first version has to be a complete composition (40 % of your grade). The final version
of each composition (60 % of your grade) will be used to address specific grammar, organization, spelling and
content mistakes. Compositions are 15% of your total grade.

Important: 5 points per day will be the penalty for late drafts of compositions. (Actual day, weekends
included, not class days).

EXAMINATIONS
♦ Exams: During the semester, there will be four (4) 50 minute exams . These exams are 20% of
your final grade.

♦ Final exams: There will be a comprehensive common hour final exam for this class on Wednesday,
December 15th from 6-8 P.M.
**Note: there will be NO make-ups for final exams.**

**GRADING BREAKDOWN:** The course grade will be determined as follows:

- Exams: 20%
- Compositions: 15%
- Homework: 15%
- Participation: 15%
- Laboratory: 20%
- Final exam: 15%

The following grading criteria will be used to determine the final grades for this course:

- **A** 90-100
- **B** 80-89
- **C** 70-79
- **D** 60-69
- **E** 59 and below
SPA 101
LABORATORY

Class meeting time and room: ___________________________________________
Instructor: ___________________________________________
Office number: ___________________________________________
Phone number: ___________________________________________
E-mail address: ___________________________________________
Office hours: ___________________________________________

THE COURSE:
The language laboratory is a key component of your language course (20%). It is not secondary; on the contrary, it is designed to enhance a student’s communicative ability in Spanish by providing additional class time to PRACTICE SPEAKING AND LISTENING SKILLS.

This laboratory has been created with the intention of providing students with a solid hour of conversation and pronunciation practice. The grammatical and thematic topics covered in our discussions will reflect those presented in your Monday-Wednesday-Friday course. The sections “Fotonovela,” “Pronunciación” and “**Project” (in your textbook) will be particularly reinforced during this session.

Always remember that your lab instructor is as important as your instructor in the regular class. Take him/her seriously, and cooperate with him/her while you participate in all the activities for this component of the course.

ASSIGNMENTS:
The majority of assignments in this class are geared towards pronunciation and spelling practice. They can be found in the sections marked as Lab Manual and Video Manual in your workbook. These assignments will be done in class and turned in into the instructor before class is dismissed.

In addition to these homework practices, students will do the dictado exercises marked in the syllabus. These exercises will help you practice your listening skills and will be collected by the instructor at the end of the class. They will count 20% percent of your final lab grade.

** Proyecto: ** Your instructor will divide the class into groups of four (4) to five (5) people, depending on the size of the class. Each group will then choose from one of the projects that correspond to any of the eight chapters studied during the semester, and elaborate a short report that will be presented in front of the class on the specific days marked in your calendar of classes. For this activity, students will present a project using the target language. This activity will count as 20% of your final lab grade.

Please, note that there won’t be any make-up for the Proyecto assignment.

ATTENDANCE AND PARTICIPATION:
daily attendance and participation is strongly recommended. Failure to attend classes regularly results in missed opportunities to practice the language. Therefore, attendance and participation guidelines (see page 9 in your syllabus) will be closely monitored.

GRADE BREAKDOWN: The laboratory grade constitutes 20% of your final grade.

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CORRECCIÓN DE LA COMPOSICIÓN

Número total de puntos: 100

**Ideas y Contenido:** knowledge of the subject, thorough development, relevance to assigned topic

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**Organización:** fluent expression, use of supporting ideas, organization, logical sequence, cohesion

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**Uso del lenguaje:** effective use of grammatical structures, agreements, tenses, number, articles, pronouns, preposition, word order

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**Vocabulario:** effective use of acquired vocabulary, choice of words and register

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**Uso de convenciones:** mastery of conventions: spelling, punctuation, capitalization, paragraphing

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TOTAL: _______

Adapted from Jacobs, Holly et al. *Testing ESL Composition*, Newbury House Publ.
CODE OF CORRECTIONS

On your composition assignments you will notice that I am not correcting the errors but have indicated errors and included a hint for you to be able to figure out what your errors are. The following code will help you understand what needs to be corrected. You have the responsibility to correct your own errors. The re-writes will count as complete assignments (60% of your grade), so you should spend time correcting the original.

| AGR | Agreement:  
|     | -number: singular or plural  
|     | -gender: masc. or fem.  
|     | las botas verde = las botas **verdes**  
|     | la casa es bonito = la casa es **bonita**  
|     | esta niñas son altos = estas niñas son **altas**  
| ART | Article:  
|     | -incorrect form of article (definite or indefinite)  
|     | -missing article where it should be used  
|     | Tengo bicicleta en el garaje =  
|     | Tengo **la** bicicleta en el garaje  
| IP  | Incorrect Pronoun:  
|     | -used the incorrect pronoun (direct, indirect, reflexive, object of preposition)  
|     | -missing pronoun  
|     | Mis padres ayudaron con mis problemas. = Mis padres **me** ayudaron...  
|     | Escribí una carta a ella =  
|     | Le escribí una carta a ella.  
|     | Yo levanto a las seis =  
|     | Yo **me** levanto a las seis.  
| MW  | Missing Word, required by Spanish grammar (can be an article, personal ‘a,’ prepositions like ‘por’ or ‘para,’ conjunctions like ‘que,’ etc.)  
|     | Vamos bailar esta noche =  
|     | Vamos a bailar esta noche.  
|     | Compré este libro Teresa. =  
|     | Compré este libro **para** Teresa.  
| RP  | Misuse of relative pronoun:  
|     | -incorrect relative pronoun  
|     | -omission of relative pronoun  
|     | El niño quien bebe Coca-cola es mi primo. = El niño **que** bebe...  
|     | La historia te dije es cierta. =  
|     | La historia **que** te dije es cierta.  
| P   | Punctuation:  
|     | -incorrect punctuation or lack of punctuation.  
|     | Dónde vivo? Vivo en Palencia España.=  
|     | ¿Dónde vivo? Vivo en Palencia, España.  
| P/I | Misuse of Preterite or Imperfect:  
|     | Cuando fui pequeño, fui a la playa todos los días. =  
|     | Cuando **era** pequeño, **iba** a la playa...  
| PP  | Personal Pronoun:  
|     | -unnecessary or inappropriate use of subject pronoun  
|     | -omission of subject pronoun where it is needed  
|     | Yo como a las doce, yo trabajo después y yo salgo a las 8. =  
|     | Como a las doce, trabajo después y salgo a las 8.  
|     | Salgo y salen también. =  
|     | **Yo** salgo y **ellos** salen también.  

9
| S | Subjunctive:  
- incorrect use of subjunctive  
- failure to use subjunctive | Quiero que tú vienes a mi casa. =  
Quiero que tú **vengas** a mi casa. |
|---|---|---|
| S/E | Misuse of Ser or Estar:  
- one of these verbs used incorrectly in place of the other | Tú estás moreno y muy alto. =  
Tú **eres** moreno y muy alto. |
| SP | Spelling mistake:  
- improper capitalization  
- improper use of lower-case  
- error in spelling  
- missing written accent or error in placing of written accent | madr **i**de es una ciud**a**z fácil de amar. =  
Madrid es una ciudad **fácil** de amar. |
| STR | Structure mistake:  
- word placement or direct translation from English (when it’s not expressed that way in Spanish) | Yo tuve un buen tiempo. =  
Yo me diverti. |
| SW | Superfluous word(s) – OMIT | Juan él busca por empleo. =  
Juan busca empleo. |
| VF | Verb form:  
- correct tense but incorrect form | Mi novio y yo comen. =  
Mi novio y yo **comemos**. |
| VOC | Vocabulary:  
- wrong word or poor choice of words  
- Spanglish | Juan dropeó su clase de física. =  
Juan **canceló** su clase de física.  
Yo tomé notas en clase. =  
Yo tomé **apuntes** en clase. |
| VT | Verb tense:  
- incorrect choice of tense  
- error in formation of tense  
- incorrect sequence of tenses | La semana pasada voy a una fiesta. =  
La semana pasada **fui** a una fiesta. |
| WC | Wrong word choice, from grammatical point of view:  
- por/para  
- buen/bueno  
- gran/grande etc. | El niño gran es mi primo. =  
El niño **grande** es mi primo.  
Era un bueno ejemplo. =  
Era un **buen** ejemplo. |
| WO | Word Order:  
- incorrect word position | Tengo una azul chaqueta. =  
Tengo una chaqueta azul. |
| = | Same mistake marked before |  |
| ? | Illegible: what are you talking about? |  |
| ‖ | You need to combine sentences and use complex sentences. | Ella es mi hermana. Ella se llama Elena. Tiene 18 años. =  
Mi hermana, Elena, tiene 18 años. |
KEEPING TRACK OF YOUR WRITING PROGRESS
COMPOSITIONS / CORRECTIONS
TALLY SHEET

After grading your composition, you must count the corrections according to the key. Attach this tally sheet with your composition every time they are due. In this way, you and your instructor will have a record of your progress. This exercise will help you (and your instructor) to identify specific problems that have to be treated.

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PARTICIPATION GUIDELINES

1. Arrived for class on time

   10 Always  8 Most Times  7 Sometimes  5 Rarely  0 Never

2. Spoke exclusively in Spanish during whole class and group discussion

   10-9 Always  8 Most Times  7 Sometimes  5 Rarely  0 Never

3. Came to class with homework done and ready to discuss it with classmates and instructor

   10-9 Always  8 Most Times  7 Sometimes  5 Rarely  0 Never

4. Initiated oral interaction by responding to classmates’ comments in addition to responding to instructor’s questions without being called on

   20-18-17 Always  16-15-14-13 Most Times  12 Sometimes

   10 Rarely  0 Never

5. Participated in the discussions of readings and/or cultural topics and whole group discussions by presenting his/her ideas or opinions

   20-18-17 Always  16-15-14-13 Most Times  12 Sometimes

   10 Rarely  0 Never

6. Attended class

   30 Every day  20 Missed one day  10 Missed two days

   5 Missed three days  0 Missed more than three days

** If students are dissatisfied with their participation grade, they should contact their instructor immediately and resolve the discrepancies with him/her. Participation is 15% of your total grade.
Department of Hispanic Studies  
SPA 101/Fall 2003  
TENTATIVE SCHEDULE OF ASSIGNMENTS  

**The instructor has the right to make any necessary changes to accommodate the material to the progress of the class.**

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**NO HAY CLASES  
LABOR DAY**
<p>| 9/10 (F) | Cap. 2: p. 44-48 | WH 20-22 | ------ | ------ |
| 9/13 (M) | Cap. 2: p. 49-52 | WH 24-26 | ------ | ------ |
| 9/16 (R) | Pronunciación (Lab): p. 43 in textbook and p. 8-12 in Lab Manual | ------ | Hacer y Recoger: Dictado | ------ |
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| 9/24 (F) | Cap. 3: p. 78-85 | Optional Composition 1.2 (both versions) | ------ | ------ |
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| 10/29 (F) | Cap. 6: p. 170-173                                                                 | WH 67-69
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| 11/3 (W)  | Cap. 6: p. 184-187                                                                 | WH 70-71
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| 11/5 (F)  | Cap. 6: p. 188-191                                                                 | ** Organizar grupos para los proyectos
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| 11/10 (W) | Capítulo 7: La rutina diaria p. 201-205                                          | Optional comp. 3.2 (both versions)
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