

Spanish 101: Spanish I

Instructor:

E-mail:

Office:

Mailbox:

Term:

Phone:

Web Site:

Office Hours:

Course Description:

Spanish 101 is the first trimester in the first year Spanish sequence offered by Drexel University. Spanish 101 meets four times per week, one hour or two hours at a time. Spanish 101 is the first term of the basic Spanish sequence. The goal of the 100 sequence is to provide students the basis of language and culture and to start developing reading, writing, listening and speaking skills in Spanish. Students are expected to work in pairs and groups in class as well as practice outside the class with a conversation partner. The class will be held in the target language.

Learning Objectives:

The students:

1. Will start developing reading, writing, speaking and listening skills in Spanish.
2. Will learn about contemporary Spanish language and culture.
3. Will communicate and interact with Spanish speakers in a variety of situations involving everyday topics.
4. Will read a broad range of printed materials for general, specific and practical information.
5. Will write several exercises in the Online Workbook and Lab Manual to develop their writing and listening skills.

Textbook:

Hershberger, Robert, Susan Navey-Davis & Guimar Borrás-Álvarez. (2008). *Plazas, Lugar de encuentros*, 4th edition. Boston, MA.: Heinle Cengage Learning.

Course requirements:

Withdraw Policy: Drexel University allows students to withdraw from a course through the end of the sixth week of the term. This means that a student will not be allowed to withdraw from a course, even if she/he is failing, after the sixth week of the term. The number of times she/he has already been absent, and the result of his/her midterm testing and other evaluations (chapter tests, quizzes, homework) are his/her best guide to decide whether or not she/he should withdraw from the course.

Attendance policy: Because learning a foreign language is a participatory endeavor, attendance is mandatory. Students are allowed to miss **no more than ten percent of the class time** during the term. Students who exceed the maximum number of allowable absences will find that their final grade will be adversely affected.

1. Students should arrive on time and leave by the time the class ends. If they arrive late or leave early, their participation should be lowered.

2. Lateness to class or leaving early class may affect students' attendance: two days arriving late to class will become an absence. Two days that a student leaves early class will become an absence too.

Participation in the class: students are expected to participate actively in class. If they are not in class, **they are not able to receive credit for participation in class.** Description of the participation grades:

A: Student attends class. She/he speaks Spanish in class. She/he is focused in class, participates freely, and asks questions. She/he volunteers rather than waits to be called on. She/he shows signs of reading assigned pages and completing assignments, which means coming to class prepared.

B: Student is sometimes absent. She/he usually waits to be called. She/he speaks English in class at times although responds to questions in Spanish when called on. She/he is generally prepared for class.

C: Student usually attends class. She/he speaks more English than Spanish in class. She/he is not usually prepared. She/he rarely attempts to ask questions.

D: Student is absent frequently. She/he is not prepared; she/he arrives late; she/he leaves early.

F: student cannot participate in class if he/she is not in class.

The grade will be calculated as follows:

Chapter exams	15%
Pop Quizzes	20%
Skit	6%
Participation	7%
Online Workbook & Lab Manual	10%
Compositions	10%
Midterm	16%
Oral exam (6%)	
Written exam (10%)	
Final	16%
Oral exam (6%)	
Written exam (10%)	
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	100%

A+ = 98-100

B+ = 87-89

C+ = 77-79

D+ = 67-69

A = 93-97

B = 83-86

C = 73-76

D = 63-66

A- = 90-92

B- = 80-82

C- = 70-72

Chapter exams: There are three chapter exams during the term. Each exam consists of listening comprehension, reading comprehension, writing and culture, as well as discreet grammar questions. **There are not makeup exams and quizzes.** Quizzes or exams missed due to **a serious illness or extreme circumstances** will be dealt with on an individual basis.

Pop Quizzes: There are random pop quizzes based on what was covered the previous class.

Skits: Students are required to present a 3-5 minute original skit in class using language structures and the vocabulary learnt during the term. The skits will be graded considering grammar structure and pronunciation.

Participation: This was explained under course expectations above.

Online Workbook & Lab Manual: When students purchase *Plazas, Lugar de encuentros*, 4th edition, a code for the electronic lab manual and workbook is included in the package. Students should register the access code at <http://ilrn.heinle.com> and follow the instructions. You need the **Course Code** that your instructor will give it to you.

Compositions: Students are required to write three major compositions throughout the semester. The students should follow the calendar provided to hand in these compositions. They will be evaluated according both content and grammar. All compositions should be type written, double-spaced, with a 12pt font. All accent marks and tildes must be typed. Students must make sure that the number of words is the requested. They should carefully read over the draft composition before turning it in to their instructor. The topics and dates for the compositions are as follows:

The composition should be handed in on time. If students hand in the composition late, their mark will be lowered one grade per day.

Topics of Compositions

Semana III Lección 1

First draft: Second day of classes of week III

Final draft: Second day of classes of week IV

Write an e-mail describing your daily activities at the university to your best friend back home. Include the classes you take; your schedule; the number of students that there are in your classes. Also indicate what you want to do, but you can't, due to your schedule/engagements. (150 words)

Semana VI Lección 2

First draft: Second day of classes of week VI

Final draft: Second day of classes of week VII

Write a 200-word composition describing what your family members look like (at least three). Indicate their daily activities and what they do in their spare time.

Semana VIII Lección 3

First draft: Second day of classes of week VIII

Final draft: Second day of classes of week IX

Write a 200-word composition describing household chores that you and your roommates have to do now that you live far away from home. Also describe who does household chores at home.

Midterm: The exam consists of two exams. One is a **written exam** similar to the chapter exams, but it covers the first three chapters of the textbook. There is also an **oral exam** for which you should sign in to have a 10-12 minute conversation with the instructor in her office at the time selected by the student in the sign sheet that the instructor will provide the fourth week of classes. Failure to appear at the appointed time will result in a grade of F.

Final: This exam also consists of a written exam and an oral exam. The final exam is comprehensive with a similar format to the chapter exams. Again the students will be given specific dates and times to select from to sign in for the oral interviews. The oral interview will last 10-12 minutes. The instructor will give the calendar of oral exams the ninth week of classes. Failure to appear at the appointed time will result in a grade of F.

Final Exam: The Student Administrative Services Office (SAS) schedule the final exams on a University-wide basis. The final exam date **cannot** be changed and may not correlate to the class meeting time/days. **Final exam week runs Monday through Saturday. The Modern Language programs must abide by the final exam day and time scheduled by SAS.**

Mode of Instruction: All class sessions are a combination of short lecture, pair and group work activities.

EXPECTED LEARNING OUTCOME

This course will provide students with a fundamental understanding of the Spanish language in several core competencies. Specifically, the five areas of assessment are: listening, reading, spoken interaction, spoken production, and writing. Below is a table intended to clarify the expected learning outcome for students of this Spanish 101 course, which align with the ACTFL proficiency guidelines for language learners at the “Novice Low/Mid” level. For more information on these metrics, please see the ACTFL Proficiency Guidelines.

Listening	Reading	Speaking	Writing
The student can understand words and phrases from simple questions. They typically require repetition, rephrasing, and/or a slower rate of speech for comprehension.	Students are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own	Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled.	The student can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. These writers can create with the language and communicate

	background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning.		simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives
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As well as gaining a fundamental understanding of the Spanish language, this course will provide the students the tools to develop the **Standards for Foreign Language Learning: the five Cs**, describe the content what students should know and be able to do in foreign language education (Communication, Cultures, Connections, Comparisons, Communities).

Communication: communicate in language other than English.

Standard 1.1: students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.2: Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

Cultures: Gain knowledge and understanding of other cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspective of the culture studied.

Connections: connect with other disciplines and acquire information

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons: Develop insight into the nature of language and culture

Standard 4. 1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Standard 4.2: Students demonstrate understanding of the concept of the world through comparisons of the cultures studied and their own.

Communities. participate in multicultural communities at home and around the world

Standard 5. 1: Students use the language both within and beyond the school setting.

Standard 5. 2. students show evidence of becoming life-long learners by using language for professional enjoyment and enrichment.

For this reason students are encourage to practice the language with a conversation partner, either a Spanish Native speaker or with another student of Spanish an hour per week outside the classroom. Students could attend the conversation network activity that generally takes place during the second or third week of classes. During that activity students can obtain the name and e-mail of a Spanish Native Speaker to practice the language at least once a week. The participant Spanish-speaking student will practice Spanish with you and you will practice English with him/her. The Spanish-speaking student will practice Spanish with the student of Spanish in exchange for practicing English with him/her. This activity will allow both language students to gain knowledge and understanding of the "other".

Students can check the participants list at www.drexel.edu/elc The new Participant list is available by the third week of every term. Scroll down to **Activities** on the website. Click on **Activities. Conversation Network** is on the upper left hand side of the screen. Students can submit a sign up form with information about him/her online.

Drexel University encourages all students to study and/or work abroad as part of their academic program.

Available options include:

1. Intensive Language Study Abroad:

Various programs are available, primarily in the summer. Information is available on the Study Abroad website: <https://drexel.studioabroad.com/> and also at the Modern Language Programs office (Language & Communication Center 210) <http://www.drexel.edu/culturecomm/lang/>, in the IAS Office (MacAlister 2024) <http://www.drexel.edu/ias/>, and in the Office of International Programs (Randell 230) <http://www.drexel.edu/international/>

2. Co-op and Internships Abroad:

Drexel Abroad programs in languages and the liberal arts are administered by the director of International Area Studies and include study-internship programs in Europe and intensive language programs in China, Japan and Russia. They require junior status, with a 3.0 average (3.5 for pre-juniors), completion of level 203 of the target language (except in London), and at least two upper-division courses in history, politics and sociology. Internships in Belgium are with the European Parliament, and in other countries with multinational corporations or with organizations and agencies in a variety of disciplines. <http://www.drexel.edu/scdc/coop/abroad/>

3. International Programs:

The Office of International Programs offers a number of discipline-specific programs abroad (most of which do not require substantive language skills), including the opportunity for Drexel students in a variety of majors to study/co-op in London. Information is available on the Study Abroad website: <https://drexel.studioabroad.com/>, by emailing the Study Abroad office at: studyabroad@drexel.edu or by contacting Daniela Ascarelli, Study Abroad Director at (215) 895-1704.

Week	Lessons
Semana I	Capítulo preliminar & Capítulo 1
Semana II	Capítulo preliminar & Capítulo 1 Online Workbook and Lab Manual Checked - Capítulo preliminar
Semana III	Capítulo 1 Exam I Composition 1- Draft
Semana IV	Capítulo 1 & Capítulo 2 Online Workbook and Lab Manual Checked - Capítulo 1 Composition 1- Final draft
Semana V	Capítulo 2 Midterm- Oral and Written Online Workbook and Lab Manual Checked - Capítulo 1 & 2
Semana VI	Capítulo 3 Composition 2- Draft
Semana VII	Capítulo 3 & Capítulo 4 Exam II Online Workbook and Lab Manual Checked - Capítulo 3 Composition 2- Final draft
Semana VIII	Capítulo 4 Composition 3- Draft
Semana IX	Capítulo 4 & Capítulo 5 Exam III Online Workbook and Lab Manual Checked - - Capítulo 4 Composition 3- Final
Semana X	Capítulo 5 Online Workbook and Lab Manual Checked - - Capítulo 4 & 5 Oral Final Exam

Academic Policies

Please review the following applicable policies and statements regarding classes at Drexel University.

- [Office of the Provost: Policies on Academic Misconduct](#)
- [Office of Student Conduct and Community Standards: Academic Integrity Policy](#)
- [Office of Disability Services: Students with Disability Statement](#)
- [Office of the Provost: Course Drop Policy](#)

Course Change Policy

This syllabus is designed to provide students with ample understanding of course expectations, so that meeting these expectations is a clear and attainable goal. Changes may be implemented at any time, before or during the course, at the instructor's discretion. In the event of any changes to the syllabus, students will be provided with an updated copy via email.