



Judith Hernandez, "The Unknown Saint (detail)," 2017, pastel on paper.
(Museum of Latin American Art)
Read more about this painting and the artist, [HERE](#)

Beginning Spanish I: SPA 101 (Block 10, "Superblock" 2021)

Professor: Shawnacy Kiker Perez

Office: Remote

Phone: 714-493-5358

Class Meeting Times: 9-11am M/W

Office Hours: 9-10am T/Th/F and by appointment

E-mail: SKikerPerez@cornellcollege.edu

COURSE DESCRIPTION: Spanish 101-102-103 is a three-term sequence of beginning-level Spanish language at Cornell College. The *Vistas* textbook as well as the workbook that accompanies the textbook is used in all three courses. Class activities will be conducted in Spanish as much as possible. Cultural readings, videos, listening and speaking exercises, and short compositions will help students create a dynamic practice, engaging with language in a multicultural context. This course will be taught online so it is vital to have a device with a microphone and camera. Language is a living discipline, and this Spanish class acts as an initiation to the plurilingual Spanish experience. Although learning a second language online seems difficult, we are resourceful global digital citizens, and we will make use of many of the available varied resources that make online interactions meaningful and rich experiences.

¡Empezamos la aventura!

Welcome to the Spanish Language

Spanish is not only the language of Spain and 18 other Latin American nations, but it is also rapidly becoming the second language of the United States. Consequently, anyone contemplating a career in health care, government service, business, law or a field where communicating with other people is important will find that knowing Spanish is a great asset. Internationally renowned research centers exist in many Spanish speaking countries, a few of which include Archaeology in Mexico, Astronomy in Chile and Argentina, Forestry and Environmental Studies in Costa Rica, and History in Spain. For those interested in economics or business in Latin America, the establishment of the free trade alliances such as NAFTA, CAFTA, MERCOSUR offer the Spanish speaker a considerable advantage over those not familiar with the language. As you study Spanish during the next few months, take advantage of the opportunities to learn about Hispanic culture and thereby enrich your life¹.

WEEKLY CLASS SCHEDULE: All class meetings are held Online via Zoom. *All class sessions will be recorded if you are unable to attend.

<u>MONDAY</u>	<u>WEDNESDAY</u>
9-11 AM via Zoom	9-11 AM via Zoom

OFFICE HOURS: Office hours will be conducted via the online Office hours link.

<u>TUESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
9-10 AM	9-10 AM	9-10 AM

REQUIRED TEXTBOOK AND MATERIALS:

Vistas, 6th edition and the student activity manual (SAM)

Here is the link to the textbook's materials: <https://www.vhlcentral.com/home>

Recommended:

A Spanish-English Dictionary

A Verb manual (i.e. [501 Spanish Verbs](#))

COURSE OBJECTIVES:

In the introductory sequence the overarching goal is effective communication in the target language. There is an emphasis on the four communicative skills: reading, writing, listening, and speaking.

The Spanish Program strives to meet the educational objectives of Cornell College, especially those related to effective communication, intercultural knowledge, questioning of unexamined assumptions about other cultures, and thinking critically and analytically about language and the semiotics of culture. At all levels, students will gain experiential knowledge of Hispanic culture through films, music, newspaper articles, and discussions of current events in Spain, Latin America, and the United States.

Our program prepares students to be life-long learners with an appreciation for and sensitivity to other languages and literatures in their cultural and historical context and to acquire an understanding of themselves as participants in a global community. We strive to emphasize the interconnectedness of knowledge, to challenge students' unexamined assumptions, and to encourage reflection on their own cultural values, beliefs, and behaviors through an in-depth study/experience of another culture.

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge,

¹ University of Iowa, Department of Spanish and Portuguese

communication, intercultural literacy, and vocation.

As the first- block Spanish introductory course at Cornell College, this course is designed to do the following:

- (1) to enable students to begin to develop the language skills necessary for meeting the foreign language requirement; and
- (2) to encourage interested students to continue with Spanish study and to give them the skills needed to succeed in advanced language, civilization, and literature courses. Work in class is primarily centered on oral activities in which you interact with other students and your instructor in Spanish. Work outside of class focuses on reading, grammar knowledge, and the acquisition of cultural knowledge.

By the end of first-year Spanish you should be able to do the following:

- a. speak the language well enough to converse on a variety of topics with class members;
- b. have short conversations with native speakers of Spanish on everyday topics, such as school, work, and interests;
- c. comprehend the spoken language well enough to get the main ideas and some details from video material, such as news broadcasts, cultural programs, and films;
- d. read texts, such as news and magazine articles, poems, stories, etc., and respond/react to them orally and in writing;
- e. write compositions several paragraphs long on a variety of topics;
- f. understand the basic rules of Spanish grammar and use them in writing and speaking; and
- g. understand cultural values of the Hispanic world as well as the underlying similarities and differences between those cultures and your own.

Research in second language learning has shown that the two most important factors that will contribute to your progress are the motivation to practice and use the language and the time you spend studying, practicing, and using the language. Thus, in the long run your success depends greatly on *you*.

STATEMENT ON AN INCLUSIVE CLASSROOM ENVIRONMENT:

Ensuring that all students from diverse backgrounds and learning abilities are able to contribute, learn, grow, and succeed in this course is my highest priority. As colleagues, we will each commit to showing respect to individuals, to working together to create a learning environment that fosters a sense of belonging and inclusion to all members, and to understanding that our differences are strengths. I commit to offering learning materials and activities that express and are respectful of diversity, and in which all students can see themselves in our field. Your suggestions are encouraged and appreciated.

TECHNOLOGY REQUIREMENTS:

Moodle and Zoom are the primary points of engagement for our class and you should expect to log in to Moodle daily to check for new content, assignments, and discussions. To access our Moodle course site, log in to Moodle with your Cornell email and password. Once you are logged in to Moodle select SPA 101 and get started by reviewing the syllabus. Please ensure that you have notifications set up so that you receive an email every time there is an announcement posted. This will help ensure that everyone has the most up-to-date information about our class.

ZOOM ETIQUETTE:

Whether we meet in person, on Zoom, or in other digital formats, we are in a professional community. As professionals, we are expected to:

- ☐ show up on time;
- ☐ be prepared for our collective work;
- ☐ be appropriately attired; and
- ☐ try to limit distractions in our individual workplaces.

As members of a community, please consider the effects of your actions on your colleagues, just as you would in a physical classroom:

- keep your video on;
- mute yourself when not speaking; and
- focus your attention on the speaker.

Additional tips for participating in a Zoom session:

- join the meeting early and test speaker, microphone, and camera settings;
- keep speakers away from microphones to avoid feedback;
- use a headset with microphone if possible; and
- do not join a meeting from multiple devices.

Please let me know if you are having difficulties interacting in class via Zoom, and if there are reasons you cannot follow the above guidelines.

PARTICIPATION:

Participation is essential to the success of this course. You need to be prepared for class each day. Preparation means having the necessary work completed (readings, journal or discussion entries, presentations, workbook/textbook assignments, etc.).

Don't worry about making mistakes with the language—take risks! We will create an open, tolerant, and friendly atmosphere in our classroom. The most essential key is that we strive to communicate IN SPANISH as much as possible. We have a limited time together, so we must take full advantage of this “precious” time! If you have virtual class time, please have your video on and be an active participant in the discussions. You should be asking questions and providing feedback. You may also use the chat box and I will do my best to moderate it. But, I ask that you don't only rely completely on the chat box. Our situations may very well change during the block (including mine), so we need to be flexible. Most importantly, stay healthy and be in communication with me if anything comes up. Remember to keep a positive attitude during our class sessions! Language is an amazing almost magical process, and learning Spanish is something that will challenge you, delight you, and expand you as a person.

ACADEMIC DISHONESTY:

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty.” <https://www.cornellcollege.edu/registrar/pdf/Academic%20Honesty.pdf>

ACCOMMODATIONS FOR ALL STUDENTS :

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <https://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>

EVALUATION:

Quizzes/pruebas cortas	10%
Exams (3)	30%

Writing Activity	10%
Oral exam	10%
Cultural Investigation/Presentation	10%
Participation	10%
News Summaries	10%
Film Reviews and TV Logs	10%

Quizzes: These are very brief exams given in class (via zoom, until further notice). They will not be announced ahead of time. The quizzes will include material covered in class as well as material learned at home as homework. Any missed quizzes will count as a zero (0).

Exams (3): These exams cover the content of every chapter, except for the final chapters, which will be included in the final exam. They are scheduled in the course calendar (via zoom, until further notice).

In-class Writing Activity: This activity will evaluate your “natural” writing abilities. We will hold a preparatory session so that students are sufficiently prepared.

During the evaluation, students will be asked to write a short (4-5 paragraphs) essay on a pre-assigned topic. Neither dictionaries nor notes will be allowed to be consulted during the assignment. The professor will evaluate the spelling, vocabulary, grammar, content, and organization of the essays.

Oral exam: This oral evaluation will provide the opportunity to test the student’s speaking skills. They will be conducted at the end of the semester. Students will be given more information on the nature of the oral exam closer to the date of the scheduled evaluation. In addition, students will be evaluated every day during in-class oral speaking activities.

Cultural Investigation/Presentation: Students will research a topic of cultural interest related to the Hispanic world. The topics will be discussed by the professor during the first session of class. The actual presentation will be conducted during class (via zoom). Each student will present the fruits of his/her research via a power-point presentation that will last approximately 5-8 minutes per person. The rubric for this presentation will be found on MOODLE.

Participation: Active class participation is fundamental when learning another language. This component of the grade will be reflected in their overall participation grade, which will be evaluated weekly during the block. It refers to the student’s use of Spanish in class, completion of daily homework, a positive and cooperative attitude and the quality and quantity of the students’ participation.

News Summaries: Students will be asked to read daily from a Spanish-language online media source of their choice. At the end of each week, the students will turn

7

in a summary of each of the five articles that were read for the week following the format that is provided on MOODLE.

Film reviews (2): You will write personal reactions to two Spanish-language films: También la Lluvia and El laberinto del fauno. These films are on Netflix. Let me know if you do not have access to a Netflix account and we will work something else out. The rubric for these reviews will be found on MOODLE.

RESOURCES:

Dictionaries

- General and specialty dictionaries (business, medical, slang, etc.) as well as a thesaurus and word games are available at [Your Dictionary.com](#)
- Freelang dictionary offers a basic Spanish/English Freeware dictionary program at [Freelang.com](#)
- [Diccionarios.com](#) is provided by Spes Editorial, publishers of Larousse, Harraps' y **Vox**
- [La Real Academia Española](#) offers a Spanish/Spanish dictionary in addition to Español al día, Consulta, Banco de datos, Conjugación verbal, Diccionarios académicos y Biblioteca.
- [WordReference.com](#) offers a Spanish dictionary provided by Espasa Calpe publishers and Language Forums

Grammar Review

If you are confused by any grammar topic, please come to my office for a review. If you need additional help, click here for a quick grammar review, <http://sppo.osu.edu/spanish/courses/classes/grammar.pdf>. It will provide you with the parts of speech, verb conjugations, and basic definitions of language structures.

Computer Tutorials

Free computer tutorial programs are available at most Public Libraries and also on-line. Type "Spanish language tutorial" into your search engine.

- [net.Tutor](#) home page provides a menu of all tutorials available. The first or "overview" page of each tutorial provides a table of contents for that lesson and a graphical representation, as shown in the illustration below.

Search Engines

- [Hispavista.com](#) es un portal de información para Latinoamérica. Los enlaces están organizados por país a la izquierda de la página.
- [Starmedia.com](#) provides relevant and extensive content and services to the Spanish speaking world.
- [Terra.com](#) provides up-to-date news from around the Spanish speaking world.
- [LatinoMSN.com](#) ofrece lo último en noticias e información, así como servicios de comunicación en español, como MSN Hotmail, MSN Messenger y otros a través de sitios especializados en el país o región.

Newspapers and Magazines

- [ABC.es](#), Madrid, España
- [AJR News Link](#) is an academic and professional research and consulting firm studying electronic publishing and visual journalism and offers world wide access to media from around the world.
- [Clarín](#), Buenos Aires, Argentina
- [Hispanic Online](#) a Latino Web pioneer, is owned by Hispanic Publishing Associates, which owns HISPANIC Magazine as well as HISPANIC Trends Magazine.
- [Hispanic Business](#), California, USA
- [LANIC](#) (Latin American Network Information Center) from the University of Texas provides one of the most comprehensive information sites available for Latin America.
- [Latin Trade](#) magazine focuses on Latin America business and economic news. It is published monthly in Spanish, Portuguese, and English.
- [EL Mercurio](#), Santiago, Chile
- [El Nuevo Herald](#), Miami, USA
- [La Opinión Digital](#), Los Angeles, USA
- [El País](#), Madrid, España
- [La Raza](#), Chicago, USA
- [El Tiempo](#), Bogotá, Colombia
- [El Universal](#), México
- [El Universal](#), Caracas, Venezuela

Sugerencias/Suggestions:

Cómo tener éxito en esta clase. *How to be successful in this class*

1. Tenga una actitud positiva. *Always have a positive attitude*
2. Estudie frecuentemente. Es mejor estudiar un poco todos los días que tratar de estudiar todo el material la víspera de un examen. Si Ud. Aprende algo de prisa, lo olvidará pronto. Si lo aprende a lo largo del tiempo, lo recordará siempre. *Study a little bit every day. It's better to study on a regular basis than to try to learn it all the last two days before the exam. The faster you learn something the sooner you forget about it.*
3. Tiempo perdido = Tiempo de estudio perdido. Dedique el tiempo ocioso a estudiar español. Esto significará menos tiempo "formal" estudiando y más tiempo dedicado a otros asuntos. Las sesiones espontáneas de estudio sirven para aprender algo en poco tiempo y sin mayor esfuerzo a la vez que para retener gran cantidad de información. *Wasted time=wasted time of study. Spend some of your "I am bored; do not know what to do" time to study Spanish (i.e. your flash cards), that way you will spend less formal time studying Spanish.*
4. Haga tarjetas de vocabulario [flash cards] que no tengan traducción. Haga un dibujo en un lado de la tarjeta y escriba la palabra en español en el otro. *Write flash cards with no translation. Draw a picture in one side of the card and write its meaning on the other side.*
5. Estudie en voz alta. Verbalizar le ayudará a retener más información así como a aplicar lo que aprenda a su propia vida. *Study Spanish aloud. To speak words up will help you to retain more information and apply it to your daily live.*
6. Escriba sus notas personales en español. *Write personal notes in Spanish.*
7. Hable en español con los hispanohablantes. *Talk Spanish to Spanish speaking people or among your classmates.*
8. Prepare la clase cada día. Esto reducirá el tiempo de estudio, mejorará su participación en clase y le permitirá disfrutar del estudio. *Prepare your classes before you attend. This will reduce the study time, will improve your in-class participation and will make you enjoy your class even more.*
9. Participe activamente en clase. *Participate in class constantly. (We are here to learn and one can only learn by making mistakes. NOBODY will make fun of you or think you are stupid) Remember: "The only stupid question is the one you never dared to ask")*

COURSE CALENDAR:

***Subject to change**

Noviembre lunes 2	AM	Introducción al curso <u>Revista de Español 101</u>	SAM pgs 64-65
	PM	Capitulo 6: Preterite tense of regular verbs (206-209)	
martes 3	AM	Demonstrative adjectives and pronouns (210-212) Comunicacion (213) / fotonovela (194-196) Recap (214-217) Discuss presentaciones.	SAM pgs 66-67, 71-72, 73-74
	PM	Escuchar & vocab (219, 224) Capitulo 7 - contextos (226-228)	
miércoles 4	AM	Pronunciación/ La Siesta (233/ 234) Reflexive Verbs (236-239) Indefinite and Negative Words (240-243) Lyrics challenge	SAM pgs. 75-81
	PM	Preterite of Ser and Ir (244-245) Verbs like Gustar (246-249)	
jueves 5	AM	Fotonovela (230-232) Recap (250-251) Flash Cultura - tapas (257)	
viernes 6	AM	Review Practice tests Grammar and vocab review	
	PM	Examen Capítulos 6-7	WORKBOOK DUE
lunes 9	AM	Capitulo 8 La comida – Contextos (262-267) Vocabulario Pronunciacion (271) Sign up for Presentacion deadline	SAM pgs. 85-88
	PM	Preterite of stem changing verbs (274-276)	
martes 10	AM	Double object Pronouns (277-280) Comparisons (281-285) Superlatives (286-287)	SAM pgs. 89-93
	PM	Fotonovela Recap (288-291)	
miércoles 11	AM	Capitulo 9 Las Fiestas - Contextos (300-303) Vocabulario Pronunciación (307) Irregular Preterites (310-313) Verbs that change meaning in the past (314-315)	SAM pgs. 97-101
	AM	Que and Cual (316–317) Pronouns after prepositions (318-319)	SAM pgs. 102-108
viernes 13	AM	Fotonovela (304-305) Recapitulación (320-321) En pantalla	
	PM	Examen 2: Chapters 8 and 9	WORKBOOK DUE
lunes 16	AM	Capitulo 10 – Consultorio – Contextos (332-335) Vocabulario Ortografía (339)	SAM pgs. 109-114

[illegible]