



Western Kentucky University  
Spanish 101  
Spring 2021

**Course:** SPAN 101, Section 701, 3 credit hrs.

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**Instructor office hours:** by appointment via Skype or Zoom

*¡Bienvenidos!* Welcome to Spanish 101! What follows is the basic information that you should understand about this course.

#### DEPARTMENT MISSION STATEMENT

Through coursework, experience abroad, and other cultural encounters, the Department of Modern Languages cultivates communicative skills and cultural awareness that prepares students at Western Kentucky University to be more knowledgeable and sensitive to citizens of the local, regional and global communities. The Department's purpose is to deliver high-quality language instruction based on nationally-recognized standards, and to contribute actively to cross-disciplinary international initiatives on campus. Our programs are designed to graduate majors and minors whose language skills provide them with enhanced opportunities for careers at the regional, national, and international levels and/or preparation for advanced study in language, literature, and culture.

#### FULFILLING REQUIREMENTS

Disclaimer: Check TopNet to ensure you know what catalog term you are on and verify the requirements with your adviser. The below information is intended as a guideline but individual cases may vary. Additional information is available here: <http://www.wku.edu/undergraduatecatalog/index.php>; <http://www.wku.edu/colonnade/>

If you are a new freshman who has registered for the first time in fall 2014 (and thereafter), you will complete the Colonnade Program requirement of demonstrated proficiency at the Novice High level or higher. This requirement means passing Spanish 102 with a grade of C or higher.

If you are a continuing student at WKU this fall and on a catalog term of summer 2004-summer 2014, you will likely be completing a General Education Requirement. Passing this course fulfills the following Category A II General Education Goals: A student completing the general education program at WKU will have: Competence in a language other than the native language & An appreciation of the complexity and variety of the world's cultures.

#### SPAN 101 LEARNING OUTCOMES

The goal of this course is to continue developing basic communication skills in Spanish. Class activities and assignments provide students the opportunity to listen, speak, read, and write. The Targeted Proficiency Level of this course is Novice Mid. On successful completion of this course you will be able to assert and demonstrate the following skills in Spanish.

I can:

- greet people and make introductions
- count and spell

- ask and answer simple questions in the present tense
- describe and discuss family, friends, the campus, my town or city, the weather, studies, shopping, preferences in the present tense
- describe and discuss daily activities, feelings, future events

**REQUIRED TEXT:** Plazas 5th + MindTap

You will be automatically charged for the book by the bookstore and have immediate access to MindTap online through Blackboard. You have the option of renting a book or buying a loose leaf for a small charge. You can also download the Cengage app (for free) to your phone, iPad, or tablet.

**Suggested Text:**

*English grammar for students of Spanish* by Emily Spinelli

**Grading scale:**

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59-0%

**Grading Components:**

Midterm	15%
Final	20%
Oral Exam	15%
Homework	15%
Composition	10%
Quizzes	15%
Discussion Boards	10%

**GRADES** A=100-90; B=89-80; C=79-70; D=69-60; F=59-0.

Normal rounding procedures are used. If your grade contains a decimal less than .5, then your grade will be rounded down (example 89.2 = 89). If your grade contains a decimal .5 or higher, then your grade will be rounded up (example 69.5 = 70). There are no exceptions to this policy.

**EXAMS**

- Arrange work schedules, travel plans, and other obligations to not conflict with the exam dates and times, as the exam dates and times are not flexible.
- You must take the final exam in order to pass the class.

**LANGUAGE REMINDER**

Spanish is to be used at all times in class with classmates and your instructor, unless otherwise indicated by your instructor. Communication through email, in office hours, and Skype may be in either Spanish or English.

**MAKEUP ASSIGNMENTS**

Instructors are under no obligation to permit you to make up work that was missed due to an absence, nor are they required to accept late work; such work may be graded as a zero.

**ACCOMODATIONS**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center (SARC), Downing Student Union, 1074. The OFSDS' telephone number is (270) 745-5004 and the email address is sarc@wku.edu. Please DO NOT request accommodation directly from the professor or instructor without a letter of accommodation from the SARC.

## COMMUNICATION

- Occasionally, information about the course will be posted in the announcements in Blackboard and an email will be sent out to notify you of the announcement. You are expected to know how to use Blackboard.
- Communication by email is preferred. You may email me at francesca.sunkin@wku.edu or you can email me through Blackboard (Communication, Send Email, To instructor).
- The email must be courteous and professional or it will not receive a response. Please allow one business day for a reply but if you do not hear back from me, please resend.
- Feel free to email me if you have questions or to set up a time to meet, if you cannot make it to my office hours. If you have any comments, suggestions, or problems, please see me. I am available to you all in my office hours, by appointment, and through Skype and I am happy to meet with you.

## ACADEMIC DISHONESTY

In accordance with university policy, an “F” is given on any portion of the course work in which cheating is detected. The case may also be presented to the Office of the Dean of Student Life. **Use of a translating device or software to complete writing assignments is considered such an offense.** Work corrected or influenced by an outside person is prohibited. Another example of academic dishonesty is when you give the exact information that came in your exam to a friend in another section of the same class or the person using that information, you are being dishonest. Another example of academic dishonesty is using a “cheat sheet.” See page 32 of the current catalog for more information. Student work may be checked using plagiarism-detection software. Plagiarism includes copying text and images off the internet or from books without indicating the source. Pages 32-33 in the catalog advise students about cheating and plagiarism.

## OTHER

- Respect, courtesy, and professionalism are expected when interacting with classmates and the instructor. Respect for the learning goals of others are of primary concern. Respect for others’ ideas and efforts using Spanish are expected.
- You are expected to learn and practice all material and grammatical concepts at home. We will use those concepts to communicate with each other. If you need support to learn at home, create a group of students from class, ask the instructor to help you find a group, or see your instructor in office hours. You can meet daily with classmates to study the required material together. It is essential to get into the habit of doing the work and learning at home as soon as the semester begins. Start now and you can do well!

## STUDY TIPS AND FREE TUTORING HELP

The estimated time you should spend per chapter is between 10 and 15 hours. Of course, this is an average and some vocabulary or grammar sections will be easier than others. Each chapter builds so be sure that you have a good understanding of the structures of one chapter before moving on to the next. Do not try to cram for the midterm and then discard the knowledge. It will be the framework for your final and your oral exam. Another tip is that if you are not writing and/or speaking when you are studying, then you are not studying.

If you need help or have questions or concerns about class assignments or the material, please contact me by email. Be sure to include your course section in the subject of your email.

Learning a language is like constructing a building; if the foundation is not strong, the building will collapse!

## **\*HOW TO STUDY FOR A FOREIGN LANGUAGE\***

Learning a second language can seem overwhelming at first. Be patient with yourself. Your brain is actually creating new patterns (which is really cool!) and there is a lot of work involved on your part. The best approach is to tackle the vocabulary first. Go to the last page of each chapter to find all the necessary vocabulary. Write out note cards with English on one side and Spanish on the other and start memorizing the words. You can also listen to the pronunciation and dialogues in the ebook on MindTap. Then, you can start working with the grammar. There are power point slides on blackboard to help walk you through as well as video grammar tutorials in MindTap. You must write and speak while you are studying in order to reinforce what you are learning. Do not attempt to complete the online required activities without first familiarizing yourself with the vocabulary and the grammar. This will only frustrate you and you will waste time looking up just about every word. If you follow this advice, things will flow so much better.

## SUGGESTIONS FOR LEARNING A NEW LANGUAGE

- Try not to compare your Spanish language knowledge to that of a native speaker of Spanish. If you are meeting the objectives listed above, you are making progress in your language learning!

- Do all the homework.
- Review the lesson to be covered prior to working on MSL or with classmates.
- Study and review vocabulary every day.
- Write sentences in Spanish in addition to doing homework to practice new verb forms and topics.
- Study and work with other students.
- Speak to yourself and to your classmates in Spanish outside of class.
- Listen to and read Spanish outside of class (music, news, newspapers, blogs, etc.).
- Ask for help as soon as you need it.
- Be patient with yourself during this learning process.

## **Detailed Description of Components**

### **Homework:**

You are required to log onto the Cengage MindTap website and complete exercises. Instructions and the link to complete the exercises can be found on Bb under the “Cengage MindTap link” tab.

Do not attempt to complete the online homework without before studying the vocabulary, grammar, and culture sections in each chapter in the book. A more detailed list of pages is provided under the schedule section.

### **Quizzes**

You will have three quizzes over material covered in the chapters. The 1<sup>st</sup> will be over chapters preliminar and 1, the 2<sup>nd</sup> will be over chapters 2 and 3, and the 3<sup>rd</sup> will be over chapters 4 and 5. Each quiz is 20 questions and worth 20 points. They cover vocabulary and grammatical structures. Do not attempt to take these quizzes before finishing the material in the chapters covered. You have one opportunity for each quiz. These quizzes will help prepare you for the midterm and final.

### **Exams:**

You will have one midterm and a final over vocabulary and grammatical structures covered in the chapters. The midterm covers information from the preliminary chapter through chapter 3 while the final exam is cumulative but with more emphasis on chapters 4 and 5. To help prepare for the final, I suggest you go over the ¡A repasar! section at the end of each chapter. There is a review sheet and a practice test for both the midterm and final on blackboard. If you conscientiously read, practice and understand the pages listed in the book and the online exercises, you should do well.

### **Composition:**

You are required to write a composition in Spanish. A detailed description and rubric can be found on Blackboard. It is to be typed, 1 inch margins on all sides, and double spaced.

### **Oral Exam:**

You will have a presentational oral exam at the end of the course. A detailed explanation and rubric can be found on Blackboard.

### **Discussion Boards:**

You will be required to complete several different activities in which you work on the four skill areas and interact with your classmates. More information is available on Bb.

**Schedule** All pages listed refer to the 5<sup>th</sup> edition of the textbook. You are only responsible for the information listed below.

Capítulo Preliminar ¡Mucho gusto!

Vocabulary pp. **2-3, 18**

Grammar pp. **10, 12, 14**

Culture pp. **6-7, 8-9**

Capítulo 1 En una clase de español

Vocabulary pp. **23-24, 30-31, 50**

Grammar pp. **26, 34-35, 38-39**

Culture pp. **20-21, 28-29**

Capítulo 2 En una reunión familiar

Vocabulary pp. **54-55, 68, 84**

Grammar pp. **58, 60, 62-63, 70, 72, 74**

Culture pp. **52-53, 66-67**

Capítulo 3 El tiempo libre

Vocabulary pp. **88-89, 96, 114**

Grammar pp. **92, 98, 100, 104**

Culture pp. **86-87, 94-95**

Capítulo 4 En la casa

Vocabulary pp. **118-119, 128, 146**

Grammar pp. **112, 132-133, 136**

Culture pp. **116-117, 126-127**

Capítulo 5 La salud

Vocabulary pp. **150-151, 162-163, 180**

Grammar pp. **154-155, 166, 170**

Culture pp. **148-149, 160-161**

**Disclaimer:** Every effort will be made to adhere to the schedule and procedures. However, they are subject to change depending on the needs of the course and course participants and extenuating circumstances.

The Instructor has the right to revise the calendar.  
Course calendar

Fecha	Contenido	Entregar
19 de enero – 22 de enero	<p>Introduction to course</p> <ul style="list-style-type: none"> <li>• <b>Capítulo preliminar: ¡Mucho gusto!: El mundo hispano</b></li> <li>• <b>Vocabulario 1:</b> Saludos y despedidas</li> <li>• Una situación formal</li> <li>• Una situación informal</li> <li>• <b>Encuentro cultural</b></li> </ul>	<p><b>Due Friday:</b> Student syllabus agreement</p>
25 de enero – 29 de enero	<ul style="list-style-type: none"> <li>• <b>Estructura 1:</b> <i>Talking about yourself and others: Subject pronouns and the present tense of the verb ser</i></li> <li>• <b>¡Así se dice!: Identifying quantities: Hay and numbers 0–30</b></li> <li>• <b>Estructura 2:</b> <i>Asking questions: Question words</i></li> <li>• <b>¡A pronunciar!</b></li> </ul>	<p><b>Due Wednesday:</b> Discussion Board #1</p> <p><b>Due Friday:</b> MindTap exercises for Cap Preliminar</p>
1 de febrero – 5 de febrero	<ul style="list-style-type: none"> <li>• <b>Capítulo 1: En la clase de español: Los Estados Unidos</b></li> <li>• <b>¡A explorar!</b></li> <li>• <b>Vocabulario 1:</b> En la clase</li> <li>• <b>Estructura 1:</b> <i>Talking about people, things, and concepts: Definite and indefinite articles, gender, and how to make nouns plural</i></li> <li>• <b>Encuentro cultural</b></li> <li>• <b>Vocabulario 2:</b> Cursos, lenguas extranjeras, y lugares en la universidad</li> </ul>	<p><b>Due Friday:</b> Mindtap exercises for Cap 1</p>
8 de febrero – 12 de febrero	<ul style="list-style-type: none"> <li>• <b>Capítulo 1</b></li> <li>• <b>Estructura 2:</b> <i>Describing everyday activities: Present tense of regular -ar verbs</i></li> <li>• <b>¡Así se dice!: Telling time and talking about the days of the week: La hora y los días de la semana</b></li> </ul>	<p><b>Due Wednesday:</b> Discussion Board #2</p> <p><b>Due Friday:</b> QUIZ 1 MindTap exercises for Cap 1</p>
15 de febrero – 19 de febrero	<ul style="list-style-type: none"> <li>• <b>Capítulo 2: En una reunión familiar: México</b></li> <li>• <b>¡A explorar!</b></li> <li>• <b>Vocabulario 1:</b> La familia</li> <li>• <b>Estructura 1:</b> <i>Indicating ownership and possession: Possession with de(l) and possessive adjectives</i></li> </ul>	<p><b>Due Friday:</b> MindTap exercises for Cap 2</p>

	<p><b>Estructura 2:</b> <i>Describing people and things (1): Common uses of the verb ser</i></p> <ul style="list-style-type: none"> <li>• <b>Estructura 3:</b> <i>Describing people and things (2): Agreement with descriptive adjectives</i></li> <li>• <b>Vocabulario 2:</b> Las nacionalidades</li> </ul>	
22 de febrero – 26 de febrero	<ul style="list-style-type: none"> <li>• <b>Capítulo 2</b></li> <li>• <b>Estructura 4:</b> <i>Describing daily activities at home or at school: Present tense of -er &amp; -ir verbs</i></li> <li>• <b>Encuentro cultural</b></li> <li>• <b>Estructura 5:</b> <i>Expressing possession, age, states, desires, and obligation: Common uses of the verb tener</i></li> <li>• <b>¡Así se dice!</b>: <i>Counting to 100: Numbers 30 to 100</i></li> </ul>	<p>Due Wednesday: Discussion Board # 3</p> <p>Due Friday: MindTap exercises for Cap 2</p>
1 de marzo – 5 de marzo	<ul style="list-style-type: none"> <li>• <b>Capítulo 3: El tiempo libre: Colombia</b></li> <li>• <b>¡A explorar!</b></li> <li>• <b>Vocabulario 1:</b> Los pasatiempos y los deportes</li> <li>• <b>Estructura 1:</b> <i>Expressing likes and dislikes: Gustar + infinitive and gustar + nouns</i></li> <li>• <b>Vocabulario 2:</b> Los lugares en el pueblo y la ciudad</li> </ul>	<p>Due Friday: MindTap exercises for Cap 3</p>
8 de marzo – 12 de marzo	<ul style="list-style-type: none"> <li>• <b>Capítulo 3</b></li> <li>• <b>Estructura 2:</b> <i>Expressing plans with ir: Ir and ir a</i></li> <li>• <b>Estructura 3:</b> <i>Describing leisure-time activities: Verbs with irregular yo forms</i></li> <li>• <b>Estructura 4:</b> <i>Expressing knowledge and familiarity: Saber, conocer, and the personal a</i></li> </ul>	<p>Due Friday: QUIZ 2 MindTap exercises for Cap 3</p>
15 de marzo – 19 de marzo	<p>Repaso</p>	<p>Due Monday: Composition 1 Due Wednesday: MIDTERM</p>
22 de marzo – 26 de marzo	<ul style="list-style-type: none"> <li>• <b>Capítulo 4: En la casa: España</b></li> <li>• <b>¡A explorar!</b></li> <li>• <b>Vocabulario 1:</b> La casa</li> <li>• <b>Estructura 1:</b> <i>Describing household chores and other activities: Present tense of stem-</i></li> </ul>	<p>Due Friday: MindTap exercises for Cap 4</p>

	<p><i>changing verbs (e→ie; o→ue; u→ue; e→i)</i></p> <ul style="list-style-type: none"> <li>• <b>Vocabulario 2:</b> Los quehaceres domésticos</li> </ul>	
29 de marzo – 2 de abril	<ul style="list-style-type: none"> <li>• <b>Capítulo 4</b> <b>Estructura 2:</b> <i>Giving instructions to friends and family members: Affirmative <b>tú</b> commands</i></li> <li>• <b>Estructura 3:</b> <i>Talking about location, emotional and physical states, and actions in progress: The verb <b>estar</b></i></li> <li>• <b>¡Así se dice!:</b> <i>Counting from 100 and higher: Numbers 100 to 1,000,000</i></li> <li>• <b>Encuentro cultural</b></li> </ul>	<p>Due Wednesday: Discussion Board # 4</p> <p>Due Friday: MindTap exercises for Cap 4</p>
5 de abril – 9 de abril	<ul style="list-style-type: none"> <li>• <b>Capítulo 5: La salud: Bolivia y Paraguay</b></li> <li>• <b>¡A explorar!</b></li> <li>• <b>Vocabulario 1:</b> Las partes del cuerpo</li> <li>• <b>Estructura 1:</b> <i>Talking about routine activities: Reflexive pronouns and present tense of reflexive verbs</i></li> <li>• <b>¡Así se dice!:</b> <i>Talking about things you have just finished doing: <b>Acabar de</b> + infinitive</i></li> </ul>	<p>Due Friday: MindTap exercises for Cap 5</p>
12 de abril – 16 de abril	<ul style="list-style-type: none"> <li>• <b>Capítulo 5</b> <b>Vocabulario 2:</b> La salud</li> <li>• <b>Estructura 2:</b> <i>Describing people, things, and conditions: <b>Ser</b> vs. <b>estar</b></i></li> <li>• <b>Estructura 3:</b> <i>Pointing out people and things: Demonstrative adjectives and pronouns</i></li> <li>• <b>Encuentro cultural</b></li> </ul>	<p>Due Friday: QUIZ 3 MindTap exercises for Cap 5</p>
19 de abril – 23 de abril	Repaso Cap preliminar – Cap 5	<p>Due Monday: Oral Presentation</p> <p>Due Friday: Examen final 1: parte escrita</p>
(martes) TUESDAY 27 de abril	EXAMEN FINAL	