



Western Kentucky University
Spanish 101
Fall 2023

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

Professor: Francesca D. Sunkin

Office: HCIC 2028

Office Phone: 270.745.5110

Professor email: francesca.sunkin@wku.edu (this is the best way to reach me)

Professor office hours: Thursday 10 -11 on zoom or by appointment via zoom

Professor zoom: <https://wku.zoom.us/j/5336073799>

Classroom and Meeting time: This is an asynchronous web course.

¡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/undergradcatalog/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 develop 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.

1. Communicate on very familiar topics by engaging in short, simple, and predictable exchanges in the present tense. (Interpersonal Communication – Novice Mid)
2. Present basic information about self, friends, and close family members using words, phrases, and memorized expressions. (Presentational Speaking – Novice Mid)
3. Write lists and notes on familiar topics using learned phrases and memorized expressions in the present tense. (Presentational Writing - Novice Mid)
4. Identify familiar words and phrases when supported by context. (Interpretive Listening - Novice Mid)
5. Recognize familiar words, phrases and sentences in short, simple, uncomplicated texts related to familiar topics in which the context (format, illustrations) supports meaning. (Interpretive Reading - Novice Mid)
6. Identify some practices that are found in some Spanish-speaking countries. Identify some basic cultural beliefs and values. (Intercultural competence – Novice)

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 Zoom may be in either Spanish or English.

MAKEUP ASSIGNMENTS

Make up work will not be accepted.

COMMUNICATION:

Weekly announcements will be posted and emails sent out on Mondays. There will also be other updates throughout the week which will be posted to the announcements in Bb.

When sending me emails, follow email etiquette. Put a topic in the “subject” line, even if it’s only the name of the class. Also, in any communication with me, and/or submitting a draft or an essay via email, include a formal salutation and put a message and a closing line, no matter how brief, in the body of the email. I will not respond or acknowledge any email that does not follow these guides. I will just delete any email that doesn’t follow this etiquette, along with whatever attachment.

ACADEMIC HONESTY

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Using essays or other materials done for another class also constitute plagiarism. **Using online translating, writing/editing programs, AI technology or other similar tools** that do not reflect the student’s own work is prohibited and constitutes academic dishonesty. If you seek the assistance of a tutor or peer to review your written work, the help cannot go beyond typographic or content/organization assistance; correcting your grammar or writing passages for you in Spanish would be as completing the assignments for you, and such you cannot claim it as your own work.

In accordance with university policy, an “F” is given on any portion of the course work in which cheating is detected. 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 the same or 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.” 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. See the current catalog for more information as it advises students about cheating and plagiarism.

All cases of plagiarism will be reported to the chair of the Department and the Dean of Students.

ADA ACCOMMODATIONS:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

TITLE IX POLICY:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

REGULAR AND SUBSTANTIVE INTERACTION

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage (<https://www.wku.edu/citl/rsi.php>).

In this course, regular and substantive interaction will take place in the following ways:

- Welcome message with instructor introduction, and description of course content and student expectations.
- Communication and interaction via email along with expected response of 48 hours excluding weekends and holidays listed in syllabus and posted within the course.
- Set Virtual Office Hours posted within the course.
- Each chapter quiz assesses vocabulary and grammatical structures. Each chapter must be completed before proceeding.
- Discussion Boards, Exams (written and oral), and Composition requiring grades / feedback.
- All graded assignments will be graded within a week, with feedback. Discussion boards will be graded within 1-3 days with feedback.

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 1st will be over chapters preliminar and 1, the 2nd will be over chapters 2 and 3, and the 3rd 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 5th 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
21 de agosto – 25 de agosto	<p style="text-align: center;">Introduction to course</p> <ul style="list-style-type: none"> • Capítulo preliminar: ¡Mucho gusto!: El mundo hispano • Vocabulario 1: Saludos y despedidas • Una situación formal • Una situación informal • Encuentro cultural 	<p style="text-align: center;">Due Friday: Student syllabus agreement</p>
28 de agosto – 1 de septiembre	<ul style="list-style-type: none"> • Estructura 1: <i>Talking about yourself and others: Subject pronouns and the present tense of the verb ser</i> • ¡Así se dice!: <i>Identifying quantities: Hay and numbers 0–30</i> • Estructura 2: <i>Asking questions: Question words</i> 	<p style="text-align: center;">Due Wednesday: Discussion Board #1</p> <p style="text-align: center;">Due Friday: MindTap exercises for Cap Preliminar</p>
4 de septiembre Labor Day 5 de septiembre – 8 de septiembre	<ul style="list-style-type: none"> • Capítulo 1: En la clase de español: Los Estados Unidos • Vocabulario 1: En la clase • Estructura 1: <i>Talking about people, things, and concepts: Definite and indefinite articles, gender, and how to make nouns plural</i> • Encuentro cultural • Vocabulario 2: Cursos, lenguas extranjeras, y lugares en la universidad 	<p style="text-align: center;">Due Friday: Mindtap exercises for Cap 1</p>
11 de septiembre – 15 de septiembre	<ul style="list-style-type: none"> • Capítulo 1 • Estructura 2: <i>Describing everyday activities: Present tense of regular -ar verbs</i> • ¡Así se dice!: <i>Telling time and talking about the days of the week: La hora y los días de la semana</i> 	<p style="text-align: center;">Due Wednesday: Discussion Board #2</p> <p style="text-align: center;">Due Friday: QUIZ 1</p> <p style="text-align: center;">MindTap exercises for Cap 1</p>
18 de septiembre – 22 de septiembre	<ul style="list-style-type: none"> • Capítulo 2: En una reunión familiar: México • Vocabulario 1: La familia • Estructura 1: <i>Indicating ownership and possession: Possession with de(l) and possessive adjectives</i> • Estructura 2: <i>Describing people and things (1): Common uses of the verb ser</i> • Estructura 3: <i>Describing people and things (2): Agreement with descriptive adjectives</i> • Vocabulario 2: Las nacionalidades 	<p style="text-align: center;">Due Friday: MindTap exercises for Cap 2</p>
25 de septiembre – 29 de septiembre	<ul style="list-style-type: none"> • Capítulo 2 • Estructura 4: <i>Describing daily activities at home or at school: Present tense of -er & -ir verbs</i> • Encuentro cultural • Estructura 5: <i>Expressing possession, age, states, desires, and obligation: Common uses of the verb tener</i> • ¡Así se dice!: <i>Counting to 100: Numbers 30 to 100</i> 	<p style="text-align: center;">Due Wednesday: Discussion Board # 3</p> <p style="text-align: center;">Due Friday: MindTap exercises for Cap 2</p>
2 de octubre – 3 de octubre Fall Break 4 de octubre – 6 de octubre	<ul style="list-style-type: none"> • Capítulo 3: El tiempo libre: Colombia • Vocabulario 1: Los pasatiempos y los deportes • Estructura 1: <i>Expressing likes and dislikes: Gustar + infinitive and gustar + nouns</i> • Vocabulario 2: Los lugares en el pueblo y la ciudad 	<p style="text-align: center;">Due Friday: MindTap exercises for Cap 3</p>

9 de octubre – 13 de octubre	<ul style="list-style-type: none"> • Capítulo 3 • Estructura 2: <i>Expressing plans with ir: Ir and ir a</i> • Estructura 3: <i>Describing leisure- time activities: Verbs with irregular yo forms</i> • Estructura 4: <i>Expressing knowledge and familiarity: Saber, conocer, and the personal a</i> • El tiempo 	Due Friday: QUIZ 2 MindTap exercises for Cap 3
16 de octubre – 20 de octubre	Repaso Preliminar- Cap 3	Due Monday: Composition 1 Due Wednesday: MIDTERM
23 de octubre – 27 de octubre	<ul style="list-style-type: none"> • Capítulo 4: En la casa: España • Vocabulario 1: La casa • Estructura 1: <i>Describing household chores and other activities: Present tense of stem-changing verbs (e→ie; o→ue; u→ue; e→i)</i> • Vocabulario 2: Los quehaceres domésticos 	Due Friday: MindTap exercises for Cap 4
30 de octubre – 3 de noviembre	<ul style="list-style-type: none"> • Capítulo 4 Estructura 2: <i>Giving instructions to friends and family members: Affirmative tú commands</i> • Estructura 3: <i>Talking about location, emotional and physical states, and actions in progress: The verb estar</i> • ¡Así se dice!: <i>Counting from 100 and higher: Numbers 100 to 1,000,000</i> • Encuentro cultural 	Due Wednesday: Discussion Board # 4 Due Friday: MindTap exercises for Cap 4
6 de noviembre – 10 de noviembre	<ul style="list-style-type: none"> • Capítulo 5: La salud: Bolivia y Paraguay • Vocabulario 1: Las partes del cuerpo • Estructura 1: <i>Talking about routine activities: Reflexive pronouns and present tense of reflexive verbs</i> • ¡Así se dice!: <i>Talking about things you have just finished doing: Acabar de + infinitive</i> 	Due Friday: MindTap exercises for Cap 5
13 de noviembre – 17 de noviembre	<ul style="list-style-type: none"> • Capítulo 5 Vocabulario 2: La salud • Estructura 2: <i>Describing people, things, and conditions: Ser vs. estar</i> • Estructura 3: <i>Pointing out people and things: Demonstrative adjectives and pronouns</i> • Encuentro cultural 	Due Friday: QUIZ 3 MindTap exercises for Cap 5
20 de noviembre – 21 de noviembre	<ul style="list-style-type: none"> • Repaso Capítulo 5 22 de noviembre-24 de noviembre Turkey Break 	
27 de noviembre – 1 de diciembre	Repaso Cap preliminar – Cap 5	Due Tuesday: Oral Presentation
(martes) 5 de diciembre	EXAMEN FINAL	