Corning Community College

ACE Spanish Syllabus for Fall 2014

Sept 2014 – Jan 2015

**Course Number:** SPAN 2010 – Intermediate Spanish

**Instructor Name:** Sarah Glashauser

**Instructor Email & Phone:**

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**CCC Catalog Description of Spanish 2010:**

“Development of facility in reading, writing, speaking, and understanding the language through a systematic review of its structure. Representative readings as an introduction to Spanish civilizations. (4 cr. Hrs.) (Fall). Prerequisite: SPAN 1020 or equivalent of three years of Regents high school Spanish. Lecture/recitation/laboratory. Upper-level course.”

**Course Learning Outcomes as stated by CCC:**

To help students to do the following:

1. Become sensitive to some of the issues and problems of contemporary life in Spanish-speaking countries.
2. Increase their active and passive vocabularies.
3. Develop an ability to communicate on topics of general interest, both orally and in writing.
4. Improve their ability to understand conversational Spanish.
5. Strengthen their knowledge of Spanish grammar.
6. Develop a deeper interest in Spanish-speaking countries and the Spanish language.
7. Learn to read modern Spanish prose.

**Method of Delivery**

We meet five times per week for 40 minutes each class. This class is done by Distance Learning between Prattsburgh, Avoca, and Odessa-Montour Central Schools. Students must be flexible and independent when technical problems arise, as they sometimes do. Initiative and independence in learning are required for successful participation in this course. Students must ask for help when the need arises.

**Textbook Requirements/Supplemental Resources:**

1. En contacto, eighth ed. By Mary McVey Gill, Brenda Wegman, Teresa Móndez-Faith; publisher Heine; Cengage Learning; also, accompanying workbook and lab manual to En Contacto
2. Album, 3rd ed., Renjilian-Burgy y Valette: Heinle, Cengage Learning
3. [www.mybigcampus.com](http://www.mybigcampus.com) Communications and assignments will frequently be presented through this website. Students should visit this site regularly to check for updates

**Grading:**

1. Grades are reported on the basis of 0-100, with 100 being the highest score. Note that CCC requires grades to be entered as letter grades. The following scale will be used: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (70-76), D (60-69), F (0-59)
2. Grading breakdown
   1. Homework 30% Short homework assignments will be given daily for practice of material covered in class. Late assignments will have 10 points deducted each day it is late. Assignments more than three days late will receive a 0% AND participation will be decreased by 5 points per 0%. Comprehension questions must always be answered in a complete sentence or no credit will be given.
   2. Quizzes 15% Vocabulary and grammar quizzes will be given regularly to assess students’ progress.
   3. Participation 20% Progress in a foreign language classroom requires daily attendance and a willingness to communicate and contribute ideas in Spanish. Late assignments will reduce participation by 1 point per day late. Unexcused absences or excessive tardiness will reduce participation average by 4 points.
   4. Tests/Projects/Writing Assignments 35%
3. Any student turning in a writing assignment that appears to have been translated by the computer or any other resource will receive a zero for that assignment. Furthermore, if any part of an assignment appears to be plagiarized, the student will receive a zero. Repeated offenses could result in a student losing credit for the course.

**Attendance:**

In order to make progress in a foreign language, regular attendance is required, especially in regards to listening and speaking skills. Participation in class can be very helpful for students who attend regularly and make an effort to be an active participant. The following is an excerpt from the CCC attendance policy:

*“The Corning Community College Communication Division believes that*

1. *since the college classroom experience is more than just a transfer of information from teacher to student, but also an opportunity for gaining insights and tolerance of divergent opinions from ideas shared through open discussion – all of which are necessary in the education of the individual;*
2. *and since, by the fact of the student’s voluntarily entering a situation in which the exchange of ideas in intrinsic, a student assumes the obligation to participate in classroom activities:*

*the attendance policy of the Communications Division is that if a student is absent from the equivalent of six hours of classroom meetings in any one course,*

1. *The student will be dropped from the course,*
2. *Or, if the date for dropping the course without penalty has passed, the student will receive a failing grade, unless prior arrangements have been made between the teacher and student.*

*A teacher may reduce the number of allowed hours of absenteeism, but must make these hours known to students in writing at the beginning of the course.”*

**Student Withdrawal Policy:**

If for any reason a student must withdraw from this course, it is the student’s responsibility to do so by submitting an online drop form through MyCCC. A grade of “W” will be assigned if the withdrawal occurs before this date. A grade of “F” will be assigned if the withdrawal occurs thereafter. If a student simply stops attending rather than officially withdrawing, he or she will receive a grade of “F” for the course. The instructor may drop a student for non-attendance.

**Electronics Usage**:

Students are required to have a computer or laptop readily available for each class, however when participating in regular classroom activities, laptops should be closed with attention on instruction. Headphones are also highly recommended, but needed on a more intermittent basis. Students should be familiar with their school policy regarding proper computer and electronic usage. While in class, students should be doing work for this course only!

1. [www.mybigcampus.com](http://www.mybigcampus.com) Communications and assignments will frequently be presented through this website. Students should visit this site regularly to check for updates
2. Myccc.corning-cc.edu
3. CD player. Listening activities will be completed in class as a group activity. If you are absent, you will need access to a CD player to make up the missed work.

**Academic Honesty Policy:**

The following is a quotation from the Plagiarism Statement of the Communications/ Humanities Division of Corning Community College:

*“There are ways by which a person can borrow and use other people’s ideas, information, or words as long as the borrowing is properly acknowledged. However, unacknowledged borrowing – plagiarism – is a serious crime and is dealt with severely.*

*Plagiarism occurs when a person presents other people’s ideas, information, or words as if they were his or her own creations. Plagiarism is a form of theft, as well as cheating.*

*When a person copies a passage from a published source, such as a periodical, an encyclopedia, or a book, or downloads a passage from an Internet source, and presents that information without proper documentation in a paper or project, then that person has committed plagiarism. Even if the wording has been slightly changed, a little plagiarism is still plagiarism.*

*If a person submits a paper or project in satisfaction of a course assignment that was authored in part or in whole by someone else, then that person is guilty of plagiarism (and the other person could be equally as guilty.) This includes asking a native or near-native speaker for help in writing a composition or take-home test!*

*Any act of plagiarism will result in a failing grade for that paper or project, and could result in a student’s failing the course. Documented acts of plagiarism will be kept on record. Repeated acts of plagiarism have more serious consequences. See the section entitled “Code of Student Conduct” in the Corning Community College Catalog.”*

\*Please refer back to the grading section C of this syllabus for more information about plagiarism in this course.

**Tentative Outline of Course Topics:**

Week 1: (September 3-5; 3 days)

* Introduction of students, to each other and professors
* Basic guidelines on technology needed and how to use each website
* Basic guidelines on how to use the DL technology
* Presentation of books, materials, and syllabus
* Vocabulary basics – previous knowledge

Week 2: (September 8-12; 5 days)

* Discuss and practice definite and indefinite articles.
* Personal A
* Noun/Adj Agreement
* Changing verbs to adjectives
* Discuss differences between ser and estar.
* Basic introduction of yourself – summarized by other students afterwards.

Week 3: (September 15-19; 5 days)

* Review of present tense grammar in Chapter 1 of En Contacto including:
  + Regular endings
  + Stem-changing verbs
  + Irregular yo forms
  + Irregular verbs (ser & ir)
* Grammar: discuss the differences between sólo and único.
* Write ensayo 1 – discuss what you typically do in a summer.
* Listening exercises in En Contacto
* Friday – Intro to new vocabulary

Week 4: (September 22-26; 5 days) – Prattsburgh and Odessa mid-marking period grades due.

* Potential field trip
* Discussion vocabulary
* Discuss an event you had with the weather. (Positive or negative – share experiences in class)
* Mock conversation Tuesday with discussion continuing throughout the week. Test grade
* Discuss differences of preterit and imperfect
* Friday – Intro to new vocabulary

Week 5: (September 29-October 3; 5 days) – Avoca mid-marking period grades due.

* Begin reading the story Una Carta a Dios in Album.
* Answer the comprehension questions.
* Introduction to new essay topic: discussing weather events and the impact they have on the families and communities in the area. Test 2 grade, due Monday, Oct 20.
  + Format requirements
  + MLA citations
  + Online resources
  + List of appropriate native Spanish websites
* Imperfect Tense

Week 6: (October 6-9; 4 days)

* Finish reading the story Una carta a Dios
* Complete comprehension questions
* Find, read, and understand your article
* Write a summary of the story using vocabulary words as needed, focus on the use of the preterit and the imperfect.
* Regular Preterit

Week 7: (October 14-17; 4 days)

* Discuss differences between pedir and preguntar
* Comparisons using más que; menos que; tan como
* Preterit Week 2 – Irregular verbs
* Time given in class to work in computer lab or on laptops
  + Outline due Monday with citations
  + Introduction due
  + Revisions of last week’s summary

Week 8: (October 20-24; 5 days)

* Final copy of essay due Monday
* Preterit Week 3 – Irregular verbs cont.
* Read “La Sala de Espera” in Album
* Answer Comprehension Questions
* Discussion on MBC
* Recreate the story narrating in past tenses.

Week 9: (October 27-31; 5 days)

* Finish word on imperfect.
* Read “La Sala de Espera” in Album
* Answer comprehension questions
* Discussion in class
* Recreate the story with narration in past tense. Further distinguish between the preterit and imperfect.

Week 10: (November 3-7; 5 days) Avoca marking period 1 grades due.

* Discussion of students’ past
* Interview + present partners
* Read (begin) Noche de Fuga in Album
* Vocabulary

Week 11: (Nov 10, 12-14; 4 days)

* Continue preterit.
* Grammar exercises done in En Contacto, ch 2
* Adverbs ending in “mente”
* Finish reading Noche de fuga in Album
* Comprehension questions + discussion

Week 12: (Nov 17-21; 5 days)

* Begin ch 3 of En Contacto
* Discuss use of adjectives used as nouns; i.e. los viejos
* Read “El nacimiento de la col” in Album
* Possible field trip

Week 13: (Nov 24, 25; 1 or 2 days)

* Avoca has no school on Nov 25; Prattsburgh and Odessa will still meet at the regularly scheduled time.

Week 14: (December 1-5; 5 days)

* Conditional tense
* Chapter 4 in En Contacto continued.
* Read Cajas de cartón in Album
* Comprehension questions; resumen; interpretación

Week 15: (December 8-12; 5 days) Avoca mid-marking period grades due.

* Continue conditional tense
* Imperfect vs. Subjunctive
* Learn imperfect subjunctive with if clauses
* Finish Cajas de cartón
* Finish comprehension questions

Week 16: (December 15-19; 5 days)

* Future tense
* Predict what will happen in future
* Read Apocalipsis in Album
* Chapter 4 in En Contacto

Christmas Recess from Dec 20-Jan 4, 2014.

Week 17: (January 5-9; 5 days)

* Welcome back
* Review of future & conditional tenses
* Review if clauses with imperfect subjunctive

Week 18: (Jan 12-16; 5 days)

* Review for final exam (Chapters 1 – 4 in En Contacto)
  + Present tense
  + Preterit
  + Imperfect
  + Preterit vs. Imperfect
  + Future
  + Conditional (with imperfect subjunctive)
  + Non-tense related grammatical themes
    - Adjectives used as nouns
    - Adverbs ending in mente
    - Definite and indefinite articles
    - Comparisons
    - Vocabulary
    - Etc.

Week 19: (Jan 20-23; 4 days)

* Review cont.
* Practice test for format

Week 20: (Jan26-29; 4 days) Avoca marking period 2 grades due. Prattsburgh and Odessa marking period 3 grades due.

* Final Exam Week