

SYLLABUS
SPA 101- ELEMENTARY SPANISH 1
CAMPBELL UNIVERSITY – CAMP LEJEUNE, NC.
Prerequisites: None

Instructor: Carmen Swaso
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Classroom: 402

Term: Spring 1 (Jan. 9—March 5, 2012)
Section: A1
Days: Mon. & Wed
Time: 7:50 P.M. -10:15 P.M.
Credit Hours: 3

1. COURSE DESCRIPTION:

Spanish 101 is an introductory course for students with no prior language experience. Spanish 101 is a proficiency-based course that seeks to develop the five language skills: listening, speaking, reading, writing, and culture. It prepares students to communicate effectively in written and spoken Spanish on a variety of topics related to themselves, their personal experiences, and everyday situations that one might encounter in a Spanish-speaking environment.

2. MATERIALS:

Textbook: **PUNTOS DE PARTIDA**, 8th ed. by Pérez-Girones, Knorre, Dowick, Glass & Villareal. **McGraw Hill**.
Spanish dictionary.
Flashcards (recommended)

3. MISSION STATEMENT:

The Department of Foreign Languages, as part of Campbell University's purpose, believes in the following Mission Statement:

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

To fulfill its mission, the University:

- I. presents a worldview informed by Christian principles and perspectives;
- II. affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
- III. influences development of moral courage, social sensitivity, and ethical responsibility;
- IV. gathers a diverse community of learners;
- V. delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels;
- VI. transfers to students the vast body of knowledge and values accumulated over the ages;
- VII. encourages students to think critically and creatively;
- VIII. fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
- IX. forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
- X. provides students with servant leadership opportunities;
- XI. cooperates with other educational institutions to expand learning opportunities for students;
- XII. Offers service and other opportunities to the greater community through athletics, continuing education, cultural enrichment programming, and extended-campus education.

4. GENERAL COLLEGE CURRICULUM LEARNING OUTCOMES (with corresponding numbers from the matrix outlining same)

- I.2. Students will have basic reading comprehension in a second language.
- I.4.1. Students will be able to comprehend various linguistic, compositional elements and processes leading from a topic sentence to a conclusion.
- III.1 Students will be able to use a variety of discipline-specific methods to recognize the existence of a problem.
- III.3.2 Students will be able to recognize a true solution and articulate the reasons for making that recognition.
- IV.1.5 Students will learn to minimize errors in spelling.
- IV.2.1 Students will learn the compositional and communicative elements of a second language.
- IV.2.2. Students will learn elements of a culture associated with a second language.
- V.1.5 Students will learn the rich diversity in world views created by differing theological, political, social and economic systems.
- VI.1.1 Students will become familiar with available technology and its operation in the science laboratory, in classroom situations, and in research endeavors.
- VI.2.1 Students will learn a library’s digital organization, (e.g., homepage, search tools, catalogues, etc.).
- VI.2.2 Students will learn to use the library’s digital resources to gain primary and secondary information.
- VI.2.3 Students will learn to use the resources of the internet properly in order to gain quality primary and secondary texts, images, and sounds.

COURSE SPECIFIC LEARNING OUTCOMES: The student will be able to:

- have a basic level of proficiency in the Spanish language.
 - be able to identify basic elements of the Hispanic culture.
 - be able to understand and speak the target language at a basic level.
 - be able to read and comprehend passages in the target language.
 - demonstrate compositional skills at the basic level of fluency.
 - master greetings and giving and getting autobiographical information.
 - know how to express interest and surprise.
 - Demonstrate skills in talking about present and future events.
 - know how to express likes and dislikes.
 - know how to make and understand simple descriptions.
 - be able to recount a series of events or recent experiences.
 - be able to discuss daily activities.
 - be capable of giving advice and instructions.
 - master requests in simple survival situations.

5. Instructions

Instruction involves course text, lectures, memorization, drills, oral repetition, group activities and class participation. The focus will be on grammar, written and oral exercises

GRADING CRITERIA

Vocabulary =====10% Assignment/Partic. & ClassWrk=====10%
 Conjugation =====10% Grammar/Theory =====10%
 Read/Comp./ Literature ===== 10% Final Exam===== =50%

GRADING POLICY: A=90---100 B=80---89 C=70---79 D=60---69 F=below 60

COURSE REQUIREMENTS:

1. The course will cover chapters: Preliminar to chapter 4 in the text.
2. There will be a **comprehensive final exam.**
There will be NO make-up for final exam.

Campbell University's Statement of Purpose: Campbell University is a university of the liberal arts, sciences, and professions which is committed to helping students develop an integrated Christian personality characterized by a wholeness that includes: a method of critical judgment; an appreciation of our intellectual, cultural, and religious heritage; and a sensitive awareness of the world and society in which they live and work persons.

This course is consistent with the aforementioned purpose and provides students a positive environment for learning.

ADA Statement: Students with documented disabilities who desire modifications or accommodations should contact the Camp Lejeune office.

Student Support Services:

ADA Statement: Students with documented disabilities who desire modifications or accommodations should contact the Director of the Camp Lejeune Extended Campus. Coordination will be initiated with Office of Student Success.

For academic and disability services, contact:

Laura Rich, Director of Student Success

910-814-4364, or supportservices@campbell.edu

Website: <http://www.campbell.edu/success>

ATTENDANCE: Regular attendance is mandatory. Campbell University is committed to the principle that class attendance is an essential part of its Educational program. Class lectures, demonstrations, discussions, and other in-class experiences are regarded as vital ingredients of the educational process that cannot be easily compensated for through out-of-class make up work.

Campbell's attendance policy states that regular attendance is mandatory. Students may miss only 15% of classes. Any students missing more than 15% of classes may fail the course due to lack of attendance.

ABSENCES: If you are not physically present in class, for whatever reason, you are counted absent. If you face EXTREME circumstances, it is your responsibility to notify me. Being absence from class is not an excuse for being unprepared for the next class. Contact me or another student in the class to verify that there are no additional assignments for the next class period.

CHEATING: As a students at CU, you are required to uphold academic honesty in all aspects of this course. Please try your best, : I believe in EFFORT NOT in PERFECTION.

NOTE#1: Learning a language is cumulative and sequential; therefore, daily preparation and practice are essential if one is to be successful in learning a foreign language. A language class needs to function as a unit with all members prepared and ready to participate.

NOTE # 2: Although this class is not **BLENDED or ONLINE** many of the work (such as assignments, quizzes, reading comprehension and test) will be done in **BLACKBOARD**
*******You must check your e-mail and Blackboard as often as you can.**

NOTE # 3: Please refrain from the use of profanity. It will not be tolerated; we must conduct ourselves in a professional manner as well as to keep on mind that we all must follow Campbell University Mission Statement.

PS: The classroom is not a place for **cell phone conversation** or **text messaging time**.

Please **TURN OFF YOUR CELLPHONE** as soon class begin. Also food and beverages are not allowed in this class.

SPANISH 101
COURSE OF STUDY
 CARMEN SWASO

THEORY

PRESENT TENSE

GRAMMAR

<p><u>The Article</u> a. Definite b. Indefinite</p> <p><u>The Noun</u> a. Gender(rules) b. Exceptions to the rules</p> <p><u>Formation of the Plural</u> a. all the rules b. exceptions to the rules</p> <p><u>The Adjectives</u> a. descriptive b. possessive c. demonstratives d. position e. agreement</p> <p><u>Prepositions and contractions</u></p> <p style="text-align: center;"><u>A</u></p> <p>a.(al,a la, a los, a las)</p> <p style="text-align: center;"><u>DE</u></p> <p>b.(del, de la, de los, de las) c.Uses</p> <p><u>Pronouns</u> a. Personal (subject) b. Relate subject to pronoun</p>	<p style="text-align: center;"><u>VERBS</u></p> <p><u>Regular Verbs</u> Ending in: a. -ar b. -er c. -ir</p> <p><u>Irregular Verbs</u> a. Group 1 b. Group 2 c. Group 3 d. Group 4 e. uses of gustar</p> <p><u>Stemchanging Verbs</u> a. category 1 (e=ie) b. category 2 (e=i) c. category 3 (o=ue)</p> <p><u>Reflexive Verbs</u> a. Reflexive pronouns</p> <p><u>EXPRESSIONS WITH TENER</u> a. uses b. meaning</p>	<p><u>Sentence Construction</u></p> <p><u>Type of Sentences</u> a. affirmative b. negative</p> <p><u>Type of Questions</u> a. interrogative b. non-interrogative c. prepositions & the interrogative</p> <p><u>Type of Answer</u> a. affirmative b. negative c. with information</p> <p><u>LECTURAS CULTURALES</u></p> <p>The one in the textbook, and others chosen by me. We also will discuss some Latino - American countries, their history, costumes, literature and writers.</p>

<u>PRELIMINARY</u>	<u>PRELIMINARY</u>	<u>VOCABULARY</u>
<ul style="list-style-type: none"> • The Spanish alphabet <ul style="list-style-type: none"> • Daily greetings • Formal & Familiar greetings • The numbers <ul style="list-style-type: none"> a. cardinal b. ordinal • The time <ul style="list-style-type: none"> a. expressions 	<ul style="list-style-type: none"> • Expressions of courtesy • Days of the week 	<ul style="list-style-type: none"> • The family • Clothes, colors, materials & shopping expressions • Days of the week & months of the year • Classroom's objects, subjects & people and places in the school. • House furniture & parts of the house