



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Humanities & Social Sciences
World Languages & Cultures

UNC Dual Enrollment at Eaton High School

SPAN 101-659: Elementary Spanish I 5 credits, (LAC)
Fall 2020 & Spring 2021

Instructor: **Janette Rodriguez**
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Office Hours: **Monday through Friday – 7:30 – 3:30**

TEXT:

Blanco, José A., Donley, Philip Redwine. *PANORAMA: Introducción a la lengua española* (4th edition), Vista Higher Learning, 2013.

Additional Resources: **PANORAMA Supersite** vhlcentral.com, and Workbook/Video Manual and Lab Manual / WebSAM

Catalog Description:

First part of a two-semester sequence emphasizing the development of functional proficiency in the four basic language skills of listening, speaking, reading and writing. Oral communication is stressed.

Course Objectives:

1. Students will listen to different dialects of Spanish. Students should be capable of understanding Spanish spoken slower than normal pace and some Spanish spoken at native pace. Throughout the semester, students will continue to develop coping strategies to be used when comprehension is incomplete.
2. Students should be capable of asking and answering questions on a variety of everyday topics, perform daily routines, describe people and places, and narrate in the present, past, future, conditional, perfect and subjunctive tenses.
3. Students should be capable of reading simple texts and will obtain experience in reading some texts intended for the native Spanish reader.
4. Students are expected to develop writing skills, which will allow them to answer simple questions on everyday topics, describe people and places, and narrate in various tenses.
5. Students will show understanding of cultural aspects of the Spanish-speaking world.

Evaluation Criteria

Exams	60%
Homework	20%
Classwork	15%
Class participation	5%

General Information:

This class meets 3 days per week for a total of 221 minutes each week. You are expected to bring your Spanish binder every day as well as your various books as they are being used.

Absences and Makeup Exams

Because language learning is a cumulative process, and because one student's repeated absences affect the whole class, regular attendance is essential. The attendance policy is as follows:

- 1) **A student may miss three classes without penalty.** This means you should save absences for real illness; times you might need to travel, emergencies, etc.
- 2) **After three absences the student will lose 1 point from the final grade for each absence.**
- 3) An absence for medical reasons counts as an absence, regardless of written doctor's excuses. Only in cases of documented extenuating circumstances, those students exceeding the 3 absence limit may appeal to the Spanish Department to make final decisions concerning the implementation of the policy.
- 4) Even if you are absent you are responsible for all missed assignments that must be turned in the day of the class following your return to school.

Students must participate actively in class. This means that students are expected to be always prepared for class, show interest and motivation, work well with others in groups, and use Spanish as much as possible in class.

Notes:

If you begin to experience inordinate difficulty with the course, or have issues regarding the class that you want to discuss, please let the instructor know as soon as possible. If you wait until the end of the semester, the possibilities of being helped are less promising.

Class Participation/Cultural Activities (10% of total grade)

Apart from your active class participation, you are required to attend a minimum of 4 cultural activities during the semester. Students are expected to turn in a **summary (half-page, typed, 12-font)** of each activity they attend. For example, if you go to a museum or watch a play or a movie in Spanish, you will need to bring your ticket along with a summary of the event. You could also go to an authentic Spanish/Mexican/Peruvian restaurant and bring a picture of the menu and receipt. You will turn in a Cultural Activity about once a month to be determined by your professor.

Plagiarism/Copying/Cheating

All work presented in this course must be solely the product of the individual student. Copying, cheating, or handing in identical work on any assignments will be considered academic misconduct and will result in a 0 on the assignment. **Important:** Using any kind of web-based translator is considered cheating.

→**WE RESERVE THE RIGHT TO MAKE PROGRAMMATIC CHANGES IF NECESSARY. ADVANCE NOTICE OF ANY CHANGES WILL BE ANNOUNCED IN CLASS AND POSTED IN CANVAS. THE STUDENT WILL BE HELD RESPONSIBLE FOR THE CHANGES.**

→**STUDENTS ARE RESPONSIBLE FOR ALL MATERIALS IN THE TEXTBOOK, REGARDLESS OF COVERAGE IN CLASS.**

SYLLABUS / PLAN DE ESTUDIOS

Semana	Objetivos
Semana 1	<ul style="list-style-type: none"> • Introducciones • Repaso de actividades del verano • Repaso del pretérito y el imperfecto
Semana 2	<ul style="list-style-type: none"> • Los quehaceres • Práctica del pretérito con los quehaceres
Semana 3	<ul style="list-style-type: none"> • Los quehaceres • Repaso del futuro y el condicional con los quehaceres • Cuento: Los dos esposos
Semana 4	<ul style="list-style-type: none"> • Repaso del presente perfecto y el pluscuamperfecto • Cultura: Colombia • Libro: El Secuestro
Semana 5	<ul style="list-style-type: none"> • Libro: El Secuestro • Cultura: Colombia
Semana 6	<ul style="list-style-type: none"> • Libro: El Secuestro • Cultura: Colombia • Cultura: Botero • Cuento: Marquez – Balthazar’s Marvelous Afternoon
Semana 7	<ul style="list-style-type: none"> • Libro: La casa embrujada • Cultura: Mexico, Acapulco
Semana 8	<ul style="list-style-type: none"> • Gramática: Future perfect, conditional perfect • Libro: La casa embrujada
Semana 9	<ul style="list-style-type: none"> • Perfect tenses • Libro: La casa embrujada
Semana 10	<ul style="list-style-type: none"> • Extended family • Video series/Listening practice: Isabel • Cultura: Spain
Semana 11	<ul style="list-style-type: none"> • Extended family • Video series/Listening practice: Isabel • Cultura: Spain
Semana 12	<ul style="list-style-type: none"> • Video series/Listening practice: Isabel • Gramática: Regular present subjunctive

Semana 13	<ul style="list-style-type: none"> • Gramática: Irregular present subjunctive • Cultura: Ecuador • Libro: Ojos de Carmen
Semana 14	<ul style="list-style-type: none"> • Gramática: Present subjunctive • Cultura: Ecuador • Libro: Ojos de Carmen
Semana 15	<ul style="list-style-type: none"> • Gramática: Present subjunctive • Canción: A dios le pido • Cultura: Ecuador • Libro: Ojos de Carmen
Semana 16	<ul style="list-style-type: none"> • Examen final
Semester 2	
Semana 1	<ul style="list-style-type: none"> • Gramática: Present subjunctive • Conversation and listening practice: Mexican Pizza video series
Semana 2	<ul style="list-style-type: none"> • Gramática: Present subjunctive • Conversation and listening practice: Mexican Pizza video series
Semana 3	<ul style="list-style-type: none"> • Libro: En busca del monstruo • Gramática: Present and present perfect subjunctive • Gramática: Review of direct/indirect object pronouns • Uses of personal “a”
Semana 4	<ul style="list-style-type: none"> • Libro: En busca del monstruo • Gramática: Subjunctive in adjective clauses
Semana 5	<ul style="list-style-type: none"> • Libro: En busca del monstruo • Gramática: Commands
Semana 6	<ul style="list-style-type: none"> • Libro: En busca del monstruo • Gramática: Commands w/ object pronouns
Semana 7	<ul style="list-style-type: none"> • Review of preterit before learning imperfect subjunctive • Película: El norte • Cultura: Guatemala, Mexico, Immigration, Border crossing
Semana 8	<ul style="list-style-type: none"> • Película: El norte • Cultura: Guatemala, Mexico, Immigration, Border crossing • Imperfect subjunctive
Semana 9	<ul style="list-style-type: none"> • Película: El norte • Cultura: Guatemala, Mexico, Immigration, Border crossing • Imperfect subjunctive, pluscuamperfecto del subjuntivo

Semana 10	<ul style="list-style-type: none"> • Lectura: Pablo Neruda, La United Fruit Company • Imperfect subjunctive, pluscuamperfecto del subjuntivo • Subjunctive in adverb clauses
Semana 11	<ul style="list-style-type: none"> • Libro: Vida o muerte en el Cusco • Cultura: Perú
Semana 12	<ul style="list-style-type: none"> • Libro: Vida o muerte en el Cusco • Cultura: Perú
Semana 13	<ul style="list-style-type: none"> • Libro: Marinela • Cultura: España
Semana 14	<ul style="list-style-type: none"> • Libro: Marinela • Cultura: España
Semana 15	<ul style="list-style-type: none"> • Libro: Marinela • Cultura: España
Semana 16	<ul style="list-style-type: none"> • Final oral presentations on future plans after graduation

Grading Scale:

100%	A+
93-99.9%	A
90-92.9%	A-
88-89.9%	B+
83-87.9%	B
80-82.9%	B-
78-79.9%	C+
73-77.9%	C
70-72.9%	C-
68-69.9%	D+
63-67.9%	D
60-62.9%	D-
0-59.9%	F

Students with Disabilities

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Eaton High School Disability Support Services to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

UNC's Policies

UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link <http://www.unco.edu/dean-of-students/offices-resources/student-rights-responsibilities/>.

Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: *Honesty, Trust, Respect, Fairness, and Responsibility*. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic,

professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Dropping or withdrawing from a UNC Dual Enrollment course

Note: Drop and withdrawal dates for the courses at your school can be found on your [dual enrollment page for your high school](#).

Please use the [Dual Enrollment Drop & Withdrawal Form](#).

- You can drop your course up until the designated Drop Deadline. The course will be removed from your transcript and you will receive a full tuition refund.
- After the Drop Deadline and up until the Withdrawal Deadline you can withdraw from your course. The course will remain on your transcript with a grade of “W” (this does not impact your GPA), and there is no tuition refund.
- After the withdrawal deadline you are unable to be removed from the course. The course will remain on your transcript with the grade that you have earned, and there is no tuition refund.
- If you stop attending the course but fail to officially withdraw from the course(s) at UNC, you will be responsible for full tuition and fees and the course grade will remain on your transcript.

LIBERAL ARTS CORE This course satisfies 5 credits of Area 7. (International Studies) of the UNC Liberal Arts Core.

Specific Student Learning Outcomes:

Outcomes	ACTFL Standards	Assessment
<ul style="list-style-type: none"> • Demonstrate a basic understanding of global issues and/or the cultures of other nations, which may include the use of non-English languages. 	<p>Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of the cultures studied.</p>	<p>Essays (See Rubric)</p>
<ul style="list-style-type: none"> • Demonstrate the ability to adapt and apply multiple worldviews and experiences in addressing global problems. 	<p>Communities/School and Global Communities Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>Documented community interactions and written reflection (See Rubric)</p>
<ul style="list-style-type: none"> • Demonstrate an understanding of different theoretical, cultural and intellectual perspectives within a global context. 	<p>Connections/Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p>Essays (See Rubric)</p>
<ul style="list-style-type: none"> • Critical and Analytical Thinking: Demonstrate the ability to effectively apply reading, writing, 	<p>Communication/ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or</p>	<p>Essays (See Rubric)</p>

critical thinking, and analytical skills to address significant issues in the natural and human world in a global context.	viewed on a variety of topics.	
<ul style="list-style-type: none"> • Demonstrate a Novice High Proficiency Level in Speaking** 	<p>Communication/Interpersonal Communication: Learners interact and negotiate meaning in spoken conversations to share information, reactions, feelings, and opinions.</p> <p>Communication/Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<p>Final Exam Oral Interview (See Rubric)</p> <p>Group Oral Presentation (See Rubric)</p>

**** Novice High**

“Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.” (ACTFL Proficiency Guidelines, 2012, p. 9.