



UNIVERSITY
of HAWAII
HILO

Fall 2013

**SPANISH 101 section
CRN:**

Professor:

Email:

Office: K 242

Telephone: (cell)

Office hours: MWF

933-3118 (office)

Classroom:

Class:

- MWF

Lab:

K 272 F

Value of Spanish to a liberal arts education:

This class will focus on developing students linguistically and culturally to communicate in a pluralistic American society and in a global market. Acquiring competence in another language not only enables a student to recognize the short sightedness of having only one cultural view but also to realize that other cultural experiences will challenge his own personal viewpoint. This is a critical learning moment: Expansion of mindsets is an inclusive attitude, not one of exclusion. Frequently the relationship between the structure of the target language and its cultural vision is very revealing. Thus, the study of the Spanish language reveals Hispanic or Latin cultural expectations which frequently conflict with the North American culture whose traditions arise out of Anglo-Saxon / English background. As our job markets reflect rising Latin populations, Hispanic and Latin expectations will need to be incorporated into North American culture, thus changing our understanding of our own culture.

The “Hispanic” or “Latin” cultures are represented by 20 countries, the territory of Puerto Rico and the new “Hispanidad” within the United States. Filipino cultures also reflect centuries of imperialistic Hispanic rule. This course will help you to better understand this significant global presence. The term “Hispanic” refers to a connection with Spain while “Latin” stresses Latin American autonomy.

Spanish 101 Introduction to the Spanish Language and Culture:

This course is the first in a series of four Spanish language courses offered at the University of Hawaii designed to advance the student from the novice level to the intermediate or advanced oral level. The novice will produce memorized phrases; the intermediate will create hundreds of sentences while the advanced student will narrate and describe in paragraphs. The 101 offers clear examples of cultural Hispanic or Latin perceptions that frequently parallel the structure of the language. The variety and the tensions that exist between countries in the Hispanic or Latin world are also presented and discussed. The emphasis is on oral Spanish produced in the present tense, the ability to survive within Hispanic or Latin cultures and the necessary understanding of the basic cultural expectations within these cultures.

Student profile for Spanish 101:

This class is for students who have not had previous experience in Spanish as well as those who have had up to two years of high school Spanish. Those who have had previous experience may feel more comfortable; however, both of these categories of students are capable of excelling in this class. Those who have had three or four years of Spanish may need to enroll in the 102 or the 201 class.

Objectives or course goals:

- The student will compare and contrast the syntax (word order) of Spanish and English.
- The student will comprehend, analyze and incorporate the 10 major grammatical differences of Spanish in his speech and in his writing.
- The student will actively manipulate more than 500 words of vocabulary.
- The student will conjugate all subjects into the verbs.
- The student will produce actively all his pertinent personal information.
- The student will create language describing other people, objects, classes and his future objectives.
- The student will not only compose expressions of time, but will evaluate cultural differences of time.
- The student will progress from a novice to an intermediate speaker, producing hundreds of sentences, modifying his language to perform in formal or informal situations, and devising strategies to circumvent problems of communication.

Learning outcomes of a successful student:

- In 2 weeks, the student will comprehend and manipulate introductions, recognizing the cultural implications in body language, eye contact, the two levels of formality and informality and the components of a collective culture versus an individualistic culture.

- In 2 weeks, the student will translate the subject in the verb.
- In 3 weeks, the student will produce the necessary information about himself or herself to survive an emergency room situation.
- In 4 weeks, the student will comprehend the reduction of the subject and the importance of the object: The student will begin to distinguish a greater emphasis on the person being addressed (the object), a reduction of the speaker, a cultural emphasis.
- In 6 weeks, the student will be able to identify and list the 7 major syntactical (word order) and grammatical differences between English and Spanish.
- In 6 weeks, the student will be able to convert a hundred sentences from English to Spanish using the new patterns he has learned.
- In 6 weeks, the student will be able to manipulate, modify and create his own language in sentence form. He will start to apply and predict an extension of the pattern he has learned with new material.
- In 8 weeks, the student will be able to analyze and breakdown the creative language of his colleagues.
- In 8 weeks, the student will describe people, situations, their preferences and personal information for others to recognize.
- In 10 weeks, the student will create and manipulate the hardest syntactical change with ease, the placement of the direct or indirect object before the verb, so common to daily Spanish language.
- In 10 weeks, the student can explain their activities in a present or future time frame.
- In 12 weeks, the student will recall enough vocabulary in the present tense to explain most of his activities. He will comprehend and break down questions, manipulate the subject/object inversion, reconstructing answers to many questions.
- In 12 weeks, the student will be able to identify, evaluate and react to some of the major cultural differences in Hispanic or Latin cultures.
- In 14 weeks, the student will structurally create with language and survive a personal interview with the instructor, recalling and composing all his personal information, describing his family structure, expressing his personal interests and preferences. He will also generate his future plans. The oral interview shows the student can successfully comprehend oral Spanish, creatively organize the language according to the patterns learned and modify his answers to reflect his own temperament. This goal coincides with the measurement of intermediate language: the ability to create with the language, the ability to produce hundreds of sentences, the ability to ask and answer many questions, and finally, the ability to reproduce a lot of personal information for hospitals, travel and making acquaintances.
- As a final outcome, the student will learn to modify meaning by circumlocution. If he or she cannot recall a word to say the sentence he or she wishes to express, another strategy must be devised to express almost the same meaning, thus, enhancing his learning strategies.
- The student will come to comprehend the common mistakes made by English speakers and why these mistakes shut down communication.

- The student may be able to appraise what messages one's body language gives to Latin Americans and Hispanics. Interpreting new language and new body language simultaneously is possible but challenging.
- The student acquires an understanding of second language input and output in the light of modern linguistics.

Required Texts:

- Students are required to purchase a Spanish-English dictionary of at least 50,000 words. Students are encouraged to be active learners and will be utilizing their dictionaries in class and for all on-line assignments (Tarea).
- The Grammar Handbook and all study guides can be found in the “**Resources**” folder of Laulima. Daily practices will be provided by the professor.

Homework (Tarea):

- This course is a four credit course that meets 3 times a week for 150 minutes with an additional 120 minutes of practice to be completed online. This homework (**Tarea**) will consist of grammar, structure, and vocabulary exercises that will aid the student in language acquisition.
- The homework will be diagnosed for patterns of errors. There will be mandatory advising for the student either in the lab or with the professor to understand his pattern of errors. This will present fossilization of errors and greatly improve test grades.
- Students will receive assignments in class every Monday. Assignments will be due on the following Monday at the beginning of class. **Late assignments will not be accepted.** Students who are actively playing sports and are away from campus must make arrangements with the professor on a case by case basis. Students should realize that 40% of their grade depends upon the quality of the **Tarea**.
- All assignments will be posted on Laulima in the “**Resources**” folder under their perspective chapters in the event the student should need another copy.
- **Tarea** corrections are due by the end of the chapter cycle to which they pertain.

Tarea Grading Criteria and Scoring:

3/3 (100 %)	Few errors: Student demonstrates control of the grammatical concepts and vocabulary.
2/3 (66%)	Some errors: Student makes some errors due to L1-L2 interference, but demonstrates partial understanding of grammatical concepts
1/3 (33%)	Multiple errors: Student is to redo the assignment with the tutor. (early error correction is vital for language acquisition)

Instructional Methods:

Student-centered instruction with an emphasis on oral interaction and task-based communicative activities reflect the instructors' teaching philosophy. This is an active and oral class in which the students are to analyze and problem solve in order to internalize the language. Final objectives are always practical: The active work of the student in the preliminary chapter will be linguistic survival or the giving and receiving of basic information in Spanish in an emergency room situation. Different practical contexts will enhance the purpose of learning.

Finally, the instructors recognize the different learning styles of students, and the instructors' methodologies vary from chapter to chapter so that different learning styles are addressed.

Course policies:

Spanish 101 is a four hour, Monday-Wednesday-Friday commitment on the part of all enrolled students. As class is the place where students are immersed in Spanish and as task-based assignments are usually done in class, this engenders the following policies:

- Attendance. Missing more than 3 classes will reduce a grade by one letter. Missing 6 classes will cause a double letter reduction, etc. The professor reserves the right to enact this policy when the student cannot resist the beach, etc.
- **No makeup exams without notification and scheduled makeup appointments.** Tests are scheduled every third Friday (except chapter 3 which is the second Friday).
- Makeup tests are the following Monday at _____ in my office **only when the student has contacted the instructor prior to the day of the test and arrangements have been made for a makeup exam.**
- Before every test, the professor will present an extensive review (repasso) to pull together all the material. These repasos are well worth the student's time. Tests consist of changed material in the same format as the repaso. These repasos and their answers will be available on Laulima; they will not be done in class.
- All five written tests must be taken. **Any tests missed will result in a 0.**
- The oral final exam is a very practical review of the objectives of the 101 class. The professor will prepare the students, suggesting important strategies at the last class on _____ for taking the oral. Students will sign up for a specific oral interview during the last week of instruction: _____ through _____. The oral exam will not be given during the Final Exam week but by individual appointments; the individual attention given to orals requires more time than the block period for finals assigned during Final Exam week. The exam is given in the classroom but only with the professor on a one-to-one basis. Do not enter and interrupt other students' orals! Wait outside the classroom until you are called by the professor. **The oral must be taken and passed in order to pass this course. It is an interview of the student. The student must give personal information answering a series of questions about him or herself in Spanish. NO ENGLISH is allowed in the interview!**

- This is an oral communicative class. That means students will make many mistakes. Making mistakes is a necessary step to learning so students should not feel inhibited. The effort to use oral Spanish will clearly contribute to the class participation grade and to the oral final.
- In a foreign language, few questions are stupid, and in most cases, there are other students who also want to hear the answer. The professors respect and encourage questions.

Cheating Policy:

Any student who is caught cheating on a quiz or an exam will receive a zero for the exam.

Phone, Texting & Computer Usage:

No cell phones will be used in class. Any student who needs to take a call must do so outside of the classroom. No texting or computer usage allowed. This is an orally active class!

Grading Criteria:

- **Presence and active participation in class 10%.**
- **13 Tareas** (homework assignments) **40%**
- **5 Chapter tests 40%.**
- **Oral final exam 10%.**

Grade table:

+ **solid grade** -

A	100% - 95%		94% - 90%
B	89% - 87%	86% - 84%	83% - 80%
C	79% - 77%	76% - 74%	73% - 70%
D	69% - 67%	66% - 64%	63% - 60%
F	59% -		

Assessment:

Assessment of student learning is a critical component as is the final assessment of the outcome of the Spanish program. The professors embrace the assessment norms of the American Council on the Teaching of Foreign Languages (ACTFL). They will work together to achieve these standards.

Course Calendar:

Aug 26: Presentation of Syllabus; Overview of pronunciation and Ch 1 vocabulary

Chapter 1 (Aug 28-Sep 11) Basic understanding of Spanish structures and the vocabulary.

Aug 28: Vocabulary cards prepared for 20 points **extra credit**

Sep 2: Holiday: Labor Day

Sep 4: **Tarea #1**

Sep 9: **Tarea #2**

Sep 13: **Exam #1**

Chapter 2 (Sep 16-Oct 2)

Sep 16: **Tarea #3**

Sep 18: Vocabulary cards prepared for 20 points **extra credit**

Sep 23: **Tarea #4**

Sep 30: **Tarea #5**

Oct 4: **Exam #2**

Chapter 3 (Oct 7-Oct 23) This is a two week sequence, not three!

Oct 7: **Tarea #6**

Oct 9: Vocabulary cards prepared for 20 points **extra credit.**

Oct 14: **Tarea #7**

Oct 21: **Tarea #8**

Oct 25: **Exam #3**

Chapter 4 (Oct 28-Nov13)

Oct 28: **Tarea #9**

Oct 30: Vocabulary cards prepared for 20 points **extra credit.**

Nov 4: **Tarea #10**

Nov 11: Holiday: Veterans' Day

Nov 13: **Tarea #11**

Nov 15: **Exam #4**

Chapter 5 (Nov 18-Dec 4)

Nov 18: **Tarea #12**

Nov 20: Vocabulary cards prepared for 20 points **extra credit.**

Nov 25: **Tarea #13**

Nov 27: Oral Prep for Final Exam

Nov 29: Holiday: Thanksgiving Day

Dec 6: **Exam #5**

Dec 6: **Last day of class. Oral exam appointments are selected.**

Dec 9-Dec 13: Individual appointments for oral exam.

Second Language Learning

- About 75% of traditional language learners in the US are visual learners.
- About 25% of traditional language learners in the US are aural learners.
- All second language learners pass through a U curve of errors that is fairly predictable. Thus, the route to learning a language cannot be changed; however, the rate or speed of acquisition can be strongly affected by student attitudes (willingness to make mistakes, very consistent study patterns, frequency of exposure).
- Errors reveal where a student is in the fixed route of language learning.
- Oral language is objectively measured today by ACTFL standards.
- Native languages are lodged in the left side of the brain and work like high level languages in computer programming. A newly acquired language is lodged in the right side of the brain (experiential) and works like a low level language in computer programming. This suggests why a new speaker is a slower speaker.
- Creating an “interlanguage” or an organ for a new language in the brain is a complex affair which forges a network of relationships that is constantly shifting and readjusting with the addition of new material. This suggests why sometimes a new speaker feels in control of the material and other times, he does not. This is a normal experience for those studying a new language.

The Instructors:

Faith Mishina earned her doctorate of Modern Languages at Middlebury Language Schools, the best language school in the US. Her focus is language, linguistics, and Latin American literature and culture. She has spent time in the University of Madrid (el Complutense), UNAM (la Universidad Autónoma de México) and la Universidad de Buenos Aires; so she is comfortable with and has studied the different dialects. Sra. Mishina also loves Latin film which she uses to explain Latin culture (SPAN 369 Critical analysis, Latin Film and global documentaries: an intensive writing course in English).

Monica Minnitt is a graduate of UHH with a degree in Linguistics and TESOL certification. She earned her Masters Degree in Spanish at Middlebury Language Schools, the best language school in America. Her focus is linguistics and the Spanish language. She has family in Mexico, and has spent time there. She lived with a Mexican family for two years. Señora Minnitt loves the Mexican vernacular.

Students with documented disabilities:

Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office in Hale Kauanoe A Wing Lounge, 933-0816 (V), 933-3334 (TTY), or email Susan Shirachi, the Director of University Disability Services as early in the semester as possible. Her email is: shirachi@hawaii.edu.

Students who feel they need extra help:

In registering for this class, the student has also paid for extra office hours and should not feel hesitant about asking for extra help. The professors hold regular office hours, and will accommodate appointments outside of these office hours. It is highly recommended that a student who feels uncertain contact her right away and not wait until complications develop. If the student has not done as well as expected on a test, the student should also seek this extra help immediately as language is **cumulative**. The professors will welcome students who wish to meet with them on a regular basis.

If a student is unable to take the test or exam on Thursday, she or he must contact the professors requesting the make-up on Monday at _____ in K 242.