



**Course Syllabus**  
**BEGINNING SPANISH I**  
**SPAN 1411**  
**CRN 40790 - SPRING 2015**

**INSTRUCTOR:** Carlos Villacis  
**Email.** carlos.villacis@hccs.edu

**PHONE:** 713-718-6682

**OFFICE LOCATION AND HOURS: SJAC 119**

**Course Location and Times:**

SJAC 201	M			12.00 PM	01.00 PM
SJAC 153			W	12.00 PM	03.20 PM
SJAC 153	M			01.00 PM	03.20 PM

4 credits (3 lecture, 2 lab)  
80 hours per semester  
12 weeks

**Type of Instruction:** on site

**COURSE DESCRIPTION**

SPANISH 1411, Introduction to the Spanish language and Hispanic culture. Development of basic skills in listening comprehension, speaking, reading, writing, and cultural awareness. Course includes vocabulary building, conversation and grammar. Transfers as foreign language credit. Core Curriculum Course.

**Prerequisites:** Must be placed into GUST 0342 (or higher) in reading and ENGL 0310/0349 (or higher) in writing

**Course Goal**

.In Spanish 1411, vocabulary, language patterns and grammar are introduced and applied in the context of practical communication such as greeting others and getting acquainted; identifying yourself, your family, your studies; talking about your activities; shopping; ordering something to eat and drink. The class includes dialogues, tapes, oral and written exercises, computerized practice, role-playing, partner work and laboratory exercises. You will also learn cultural information about values, beliefs and practices related to the above situations and to speakers of Spanish. In a more general sense, you will learn about the cultural contexts of the Spanish language.

## **HCC Core Curriculum**

Spanish 1411 fulfills the following core objectives: Critical Thinking, Communication Skills, Social Responsibility and Personal Responsibility.

Critical thinking will be valued at 20% of the total core objectives. Students will be assessed on their ability to compare and contrast linguistic and vocabulary patterns between target language and first language. Written exams will cover the following components: listening comprehension, vocabulary usage, completing paragraphs requiring specific grammatical structures, reading comprehension, and guided writing based on authentic real life situations

### **Program Learning Outcomes**

The student will:

1. Speak clearly and fluently enough for a target-language speaker to understand and interpret intent without difficulty.
2. Comprehend the main points of standard discourse and authentic material in target language spoken at near-native speed.
3. Write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames.
4. Read with understanding authentic written material in the target language on a variety of topics related to daily life in the target-language world.
5. Demonstrate knowledge of and sensitivity to characteristic perspectives, practices and products that reflect the culture of the target language.

### **Course Student Learning Outcomes**

The student will:

1. Communicate orally in the target language about familiar topics and activities requiring a simple and direct exchange of information.
2. Comprehend spoken words and phrases in the target language related to self, family and immediate surroundings, with allowance for repetition and re-phrasing.
3. Create simple notes, messages and paragraphs related to self, family and immediate surroundings.
4. Comprehend a short passage in the target language on a topic of everyday life using appropriate target vocabulary.
5. Demonstrate knowledge of specific aspects of target-language culture and gain insights into how language and culture reflect values, belief systems, and behavior.

### **Learning Objectives**

- 1.1 Students will comprehend words, phrases and sentences in standard spoken language where the context is familiar, mainly simple sentences using high frequency vocabulary.
- 2.1 Students will speak using words, phrases and short sentences in a number of familiar contexts.
- 3.1 The student will write short simple sentences using learned vocabulary and grammatical structures within familiar contexts.
- 4.1 The student will comprehend a passage in the target language on a topic related to daily life.
- 5.1 The student will

- a) identify regions of the world and name some countries where Spanish is spoken.
- b) demonstrate knowledge of a few basic facts about several Spanish-speaking countries or regions.
- c) show understanding of Spanish customs relating to introductions and initial social contacts, interaction in public places, dining, interaction between family and friends.
- d) show some understanding of issues in intercultural communication and cultural misunderstanding.
- e) acquire and demonstrate cultural awareness and understanding of Hispanic countries and peoples.

**7. STUDENT ASSESSMENT FOR LEARNING OBJECTIVES:**

- 1. 1: Students will construct dialogues in complete sentences about everyday activities and will be assessed using a rubric
- 2.1 Students will be interviewed by the instructor and/or their peers using questions in the present tense dealing with everyday activities and will be evaluated according to:
  - a. fluency
  - b. vocabulary
  - c. grammar
  - d. pronunciation
- 3.1 Students will write short compositions about everyday life situations, including their own experiences. They will be assessed according to content, grammar, vocabulary, and sentence structure.
- 4.1 Student will read a short passage. They will be assessed using different modalities, such as multiple choice, true/false, short answers, and/or fill in the blank.
- 5.1 Students will research and present either orally or in writing a brief report on cultural aspects of the target language such as family, education, clothing, and food.

<b>HCC Calendar: Traditional 16 week session</b>	
First day of Class	Wednesday, February 18
Official Day of Record	Tuesday, February 14
Holidays and Breaks	Feb. 16 President’s Day March 16–20 (Mon-Fri) Spring Break
Last day to drop classes with a grade of W	Monday, April 14 at 4:30 pm
Instruction ends	Sunday, May 10
Final examination	Wednesday , May 13

**SPANISH 1411 TENTATIVE LESSON PLAN**

The instructor reserves the right to make changes to the syllabus

**SPRING ACADEMIC CALENDAR 2014**

**The instructor reserves the right to make changes to the syllabus.**

**Week 1:**

Introduction to course syllabus. Chapter 1: Ante todo, Primera Parte - Greetings and polite expressions. The Spanish alphabet. Pronunciation: the vowels.

(W) Cognates; describing self and others. ¿Cómo es usted? (The verb **ser**). Cultural Note: Spanish around the world.

**Week 2:**

(M) Ante todo, Segunda Parte – Numbers: 0-30. The verb **haber - Hay**

(W) Expressing likes and preferences. Telling time. Cultural note: The Hispanic world

**Week 3:**

(M) **EXAM: Chapter 1 - Ante Todo**

**Chapter 2: University life.** Vocabulary: the classroom. Academic subjects.

Identifying people, places, things and ideas. Nouns and articles. Gender and number.

(W) Subject pronouns. Expressing actions: present tense of **-AR** verbs. Getting information: Interrogative words.

**Week 4:**

(M) Negation: Asking yes/no questions. The verb **ESTAR**. Expressing time of day. Linking words. Laboratory practice. Cultural note.

(W) **EXAM: Chapter 2 - University Life**

**Chapter 3: The Family.** Vocabulary: Identifying family members, relatives, and pets.

Numbers 31-100. Expressing age. Pronunciation: Word stress and written accent marks

**Week 5:**

(M) Describing: present tense of the verb **SER**; summary of uses. Adjectives: gender, number and position.

Expressing possession: Possessive adjectives (unstressed). Expressing actions: Present tense of **-ER** and **-IR** verbs.

(M) Subject pronouns. Telling how frequently one does things.

Laboratory practice. Cultural note.

**Week 6:**

(M) **EXAM: Chapter 3 – The Family**

(W) **Chapter 4: Shopping.** Articles of clothing. Vocabulary: More about getting information. Colors. Asking prices. Numbers beyond 100. Pointing out people and things: Demonstrative adjectives and pronouns. Pronunciation: Word stress and written accent marks.

**Week 7:**

(M) Expressing actions and states. The verbs **TENER, VENIR, PREFERIR, QUERER** and **PODER**. Idioms with **TENER**.

(W) The verb **IR + A + INFINITIVE VERB** to express future actions and destination. The contraction “al”. Using **MUCHO** and **POCO**. Laboratory practice. Cultural note.

**Week 8:**

(M) **EXAM: Chapter 4 - Shopping**

**Chapter 5: At home.** Vocabulary: days of the week. Rooms, other parts of the house and furniture. Expressing actions: Prepositions expressing “when.”

(W) The verbs **HACER, OIR, PONER, SALIR, TRAER,** and **VER**.

Present tense of stem-changing verbs.

**Week 9:**

(M) Reflexive actions: Expressing –self and –selves. Reflexive verbs and pronouns.

Sequence expressions. Cultural note.

(W) **EXAM: Chapter 5 – At Home**

**Chapter 6: The weather.** Vocabulary: the seasons, the months, the date.

More **TENER** idioms. Prepositional pronouns.

Present progressive: **ESTAR + -NDO**. The gerund with other verbs.

**Week 10:**

(M) Summary of the uses of **SER** and **ESTAR**. Using “por” after certain adjectives.

Describing: making comparisons. Cultural note.

(W) **EXAM: Chapter 6**

**Week 11**

**ORAL SECTION OF FINAL EXAM.**

**Review for Final Exam**

**Week 12** Final Exam May 15 12:00 pm – 2:00 pm

**NOTE: THE FINAL EXAM CAN NOT BE GIVEN BEFORE THE OFFICIAL EXAM DATE.**

**INSTRUCTIONAL METHODS**

As your professor, I want you to be successful in this class. We will work together to achieve the levels of proficiency previously stated. I will create activities where you can experience, speaking, reading, writing, listening, and cultural understanding of Spanish. I will also pay attention to your learning style without sacrificing the standards you should achieve. I will rely on your feedback through exams, quizzes, and lab work. There will be extra credit points that can be redeemed throughout the summer session.

Exams. All the exams test vocabulary, grammar, reading, writing, speaking and listening. If you do all assigned work and study prior to taking the exam, you should do well.

Quizzes. There will be 12 quizzes: 6 vocabulary quizzes and 6 grammar quizzes.

Web assignments: All students are expected to do all assignments in our language labs.

Workbook. All assigned workbook exercises are done at home and turned in the day of the test. No exceptions.

All the aforementioned assessment instruments determine how successfully you are at achieving the learning outcomes previously outlined. If you find you are not mastering the language skills, please reflect on your study habits and time management skills and prepare for each class.

### STUDENT ASSESSMENT

You are expected to do all assignments and tests. Students who fail to turn in an assignment will receive a grade of 0 for the assignment or test. You will be evaluated as follows:

- |    |   |     |
|----|---|-----|
| 1. | Oral participation and lab (including attendance, and tardiness): | 20% |
| 2. | Written homework and quizzes:                                     | 10% |
| 3. | 6 Chapter Tests – oral and written portions:                      | 40% |
| 4. | Final Exam – oral and written portions:                           | 30% |

### GRADE DISTRIBUTION

100-90: A      89-80: B      79-70: C      69-60: D      59-0: F

### TEXTBOOKS AND MATERIALS REQUIRED

### TEXTBOOKS AND MATERIALS REQUIRED

PUNTOS DE PARTIDA 9 ed. Volume I  
Knorre, Dorwick, Perez-Gironés, McGraw-Hill  
Houston Community College

Book set (shrink wrap) for HCC Span 1412 found at any HCC bookstore (Volume I).  
It contains: Textbook, Supplementary materials, Workbook and Lab manual.

Students will have access to audio, video, and supplementary pages through the publisher's web site. The student's password will be provided on the first page of the textbook. The publisher's web site is:

**NOTE: All students must have their books by the second day of classes. Books can be bought at any HCCS bookstore or from the publisher's web site:**

**Access Student Service Policies:** <http://www.hccs.edu/district/about-us/procedures/student-rights-policies--procedures/>

### STUDENTS WITH DISABILITIES

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office-Room LHSB Room 106 1300B Holman Phone: 713-718-6164 [equal.ed@hccs.edu](mailto:equal.ed@hccs.edu) at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office."

## **SCHOLASTIC DISHONESTY**

Students engaged in any scholastic dishonesty: cheating, plagiarism or collusion, as described by the Student Handbook may be penalized as specified in the Student Handbook (pp. 28-29). Please, familiarize yourself with the student handbook.

## **ATTENDANCE POLICY**

Class will begin at the scheduled time. Please be on time, as coming and going is disruptive. The class roll will be called every day at the beginning of class. Students are expected to attend classes every day and will be responsible for materials covered during their absence, as per the course lesson plan and additional materials assigned by instructor. Students will lose points on the participation grade for every class missed. As per HCCS policies, stated in the Student Handbook (P. 2), the instructor has full authority to drop a student after the student has accumulated absences in excess of 10 hours, including lecture and laboratory time. However, it is recommended that the student be responsible for dropping the course if he/she has been absent more than 10 hours of class. This policy will be strictly enforced, particularly for veterans. If a student is late by more than 10 minutes or leaves class 15 minutes before the class ends, the student will receive one 1/2 absence. After 2 of these absences the student will get one full absence. Poor attendance records tend to correlate with poor grades. There are no excused or unexcused absences; they are all absences.

**Absences will be counted from the first class day of the semester, no matter when the student registers or first attend.**

## **MAKE UP TEST POLICY**

Students **are responsible** for material covered during their absences. . Exchanging phone numbers with one or two other students for times when you miss a single class is a good idea. Make-up exams will not be given except in well-documented dire circumstances. Only one major exam will be made up per semester. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED.**

## **REPEATED COURSE FEE**

Students who repeat a course for a third or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your professor / counselor about opportunities for tutoring / other assistance prior to considering course withdrawal or if you are not receiving passing grades.

## **CLASSROOM BEHAVIOR**

The guidelines for student conducts and consequences for their violation are specifically defined in The Student Handbook " [As] mature, responsible adults., they will voluntarily observe these rules as a matter of training and habit. Students [will] not interfere with or disrupt the orderly educational process of the College System." It is expected that the students will demonstrate both courtesy and cooperation in the classroom. **A student who either cannot or will not extend both courtesy and cooperation may not continue the course.**

## **USE OF RECORDING DEVICES IN HCC FACILITIES**

Per HCCS Policy, "Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations."

## **IMPORTANT DATES THIS SEMESTER AND WITHDRAWAL INFORMATION.**

**NOTE: Faculty members will not be able to give a “W” after April 14. The student will receive the grade that he/she is making. If a student does not take the final exam and/or misses other exams, a grade of “0” will be assigned for those exams. If you will drop the class, you MUST drop it before April 14. If you just disappear from your class, you will get an “FX” as your final grade.**

## OTHER STUDENT INFORMATION

### **DISCRIMINATION**

HCC is committed to providing a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title Coordinator available at 713-718-8271 or email at [oi@hccs.edu](mailto:oi@hccs.edu)

### **PHONES, BEEPERS, AND FOOD**

Ringling cellular phones or sounding beepers constitute an interruption of instruction. Students must remember to turn off phones and beepers in class.

Eating is not allowed in the classroom except for a medical condition. Please notify the instructor and provide a note from your physician if you need to eat or drink while in class.

### **SUPPORT SERVICES**

**Equipment:** Computers are available in the library., LHSB

**Tutoring:** There is free Foreign Language (Spanish) tutoring available on a walk in basis. Please, go to the Learning Emporium - 3<sup>rd</sup> floor SJAC building. Many students of all skill levels take advantage of this service. Go early and often to get help in generating ideas, developing organization, and practicing grammar. Check the schedule on the door for the times for World Language tutors.

### **SCHOOL CLOSING**

Please check the local radio and TV stations for information regarding school closing due to inclement weather. You can also check the following web site:

<http://www.school-closing.net>

### ***EGLS<sub>3</sub> (Evaluation for Greater Learning Student Survey System)***

***At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for continual improvement of instruction. Go to [www.hccs.edu/egls3](http://www.hccs.edu/egls3) for more information.***