

Department of Classical & Modern Languages
Cornell College
SPANISH 102 – Term 3
Fall 2019

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Office Hours: Mondays & Wednesdays 3-4pm / Tuesdays & Thursdays 10:30am-12noon
Class hours: Mondays - Fridays 12noon – 3pm

COURSE DESCRIPTION Spanish 101-102-103 is a three-term sequence of beginning-level Spanish language at Cornell College. Students will interact actively in class through group activities, dialogues, and oral work. *VISTAS, 6th edition* as well as the workbook (*Student Activities Manual*) that accompanies the textbook is used in all three courses. A Spanish-English dictionary is recommended. Class activities will be conducted primarily in Spanish. Cultural readings, videos, and short writings will help students practice and learn language in a cultural context.

COURSE GOALS

In the introductory sequence the overarching goal is effective communication in the target language. There is an emphasis on the four communicative skills: reading, writing, listening, and speaking.

The Spanish Program strives to meet the educational objectives of Cornell College, especially those related to effective communication, intercultural knowledge, questioning of unexamined assumptions about other cultures, and thinking critically and analytically about language and the semiotics of culture. At all levels, students will gain experiential knowledge of Spanish speaking cultures through films, music, and readings about Spain, Latin America, and the United States.

Our program prepares students to be life-long learners with an appreciation for and sensitivity to other languages and literatures in their cultural and historical context and to acquire an understanding of themselves as participants in a global community. We strive to emphasize the interconnectedness of knowledge, to challenge students' unexamined assumptions, and to encourage reflection on their own cultural values, beliefs, and behaviors through an in-depth study/experience of other cultures.

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, communication, intercultural literacy, and vocation.

GENERAL PROCEDURES & LEARNING ENVIRONMENT EXPECTATIONS

In the interest of preserving an effective learning environment, as free of as many disruptions as possible, all cellular telephones & electronic equipment must be turned off or placed in a non-audible mode while in the classroom. Students should also respond respectfully to other students as well as the teacher while in class. Cell phones should be kept in your backpack or bag, **not** on your person. If you are texting or using your phone during class, you will get one warning & lose an attendance point. The second time I will take your phone for the rest of the class session.

Use pencil or blue/black pen for assignments and tests. There will be NO make-up quizzes, exams or compositions without an excused absence. You should plan to spend at least three to four hours daily studying, preparing for class, and doing homework. If you spend less than this amount of time on this course, do not complain to the professor about low grades or difficult assignments. Before coming to class, review grammar and vocabulary, familiarizing yourself with the materials we will be covering that day.

ACCOMODATIONS FOR ALL STUDENTS

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml> .

ACADEMIC DISHONESTY

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in *The Catalogue*, under the heading "Academic Honesty."

RECOMMENDATIONS FOR SUCCEEDING IN CLASS

1. Come prepared to class every day and on time.
2. Pay attention and ask questions.
3. Do your job. If you feel lost after spending hours in a subject, look for help. Visit

your professor during office hours. Schedule meetings with a tutor. Form a study group.
4. Get exposed to the Spanish language. Try to immerse as much as possible in Spanish, reading online news, watching TV, listening to songs, watching movies or just browsing the internet in Spanish. Try to use Spanish with friends and classmates.

5. Diversify the way you study: write cards with vocabulary, use charts to visualize irregular verbs. Do practice exercises from the companion website.

<https://www.vhlcentral.com/>

EVALUATION

Tarea: Homework must be completed on time and will be checked at the beginning of each class. Partially completed homework will receive partial credit. Each You will not receive credit for any late homework without an excused absence. Each assignment will be worth 5 points. We will review homework in class.

Asistencia: Class attendance is particularly important in an intensive course. Therefore, only medical, emergency, or school related absences will be excused (certified by Student Health Services or a school official). Attendance will be taken daily, at the start of class and after the break. Each session (when attendance is taken) is worth 2 points. Please note that use of a cell phone or laptop in class is strictly prohibited. For every time I tell you to put away your cell phone (off your person) you will lose an attendance point. If you miss more than two days of class, you should speak with the instructor about dropping the course. After two unexcused absences, your grade will drop half a letter grade. Your grade will continue to drop for every additional absence.

Pruebas: There will be 10 quizzes which will cover vocabulary and grammar. Quizzes will be given at the beginning of the class. Please be on time for class! If you are late and miss the quiz, there will be no makeup for it. Each quiz is worth 10 points.

Composiciones: Each student will write 3 compositions *in class*. You should plan to bring a dictionary that day. Each composition will be worth up to 10 points.

Exámenes: There will be 3 tests. The third is the final exam. Each exam is worth approximately 100 points. The final exam is not comprehensive.

Mid-term oral: Each student will meet individually with the professor for a 2-3 minute oral presentation. These presentations will be storytelling in the past tense. Students will provide their own visual aid(s) / image(s), which should be emailed to the professor no later than 10pm on Wednesday, October 30th. (Provide 1-2 related images.) No notes will be allowed during the presentations. Students are encouraged to practice on their own prior to the meeting. Details will be discussed in class.

Presentación Oral: During the final days of class, each student will give a 4-6 minute oral presentation based on the history and / or culture of a Spanish speaking country. Grading of the oral presentations will be based on vocabulary usage, grammatical

structure, comprehensibility / fluency, content, and overall presentation. Presentations **must not** be written out either in an outline or on power point. Only a general outline with key words will be permitted at the time of the presentation. The outline should not include complete sentences, nor conjugated verbs. Failure to follow these guidelines will result in a lower grade. Each oral presentation outline must be submitted to my email via google docs with permission to edit & with sources sited, before 10pm on Friday, November 8th. I will print the approved outline for you to use during your presentation.

Grading Scale:

Out of a possible 679 points

Tarea	60	94%-100%	A
Asistencia	64	90%-93%	A-
Pruebas	100	87%-89%	B+
Composiciones	30	84%-86%	B
Exámenes	300	80%-83%	B-
Presentación Oral	100	77%-79%	C+
Mid-term oral	25	74%-76%	C
		70%-73%	C-
		67%-69%	D+
		64%-66%	D
		60%-63%	D-
		59% or less	F

List of in class activities and homework – Note: may be subject to change
For listening exercises in the textbook, go to www.vhlcentral.com & select content.
WB= workbook Texto= textbook leer= read estudiar = study

En clase

Tarea

lunes, el 21 de octubre

Nos presentamos / el plan de curso

Indirect object pronouns

Preterite tense of regular verbs

**Picking countries for final oral presentations*

WB: p. 62- 65 Escuchar

Texto: p. 219 Escuchar / “la ropa” & ¿cierto / falso?

martes, el 22 de octubre

Prueba #1: indirect object pronouns & preterite

Demonstrative adjectives and pronouns

Panorama

Composición #1: De Compras

WB: p. 66-67 (not #5), 69-70

Texto: leer p. 216-217 +completar & ¿cierto / falso?

miércoles, el 23 de octubre

Prueba #2: Demonstrative adjectives and pronouns

Cap. 7: La Rutina Diaria

Fotonovela

Reflexive verbs

Panorama: Peru

WB: p. p. 73-76, p. 83-84

Texto: p. 233 pronunciación
 Cultura p. 234-235, actividad 1 & 2

jueves, el 24 de octubre

Prueba #3: la rutina diaria
Indefinite & negative words
Preterite of ser & Ir
Verbs like gustar

WB: p. 77-81

Estudiar para el examen

viernes, el 25 de octubre

Examen cap. 6.3-7
Cap. 8: La Comida
Fotonovela

WB: p. 85-86

Texto: escuchar p. 293 + ahora escucha & seleccionar

Texto: p. 271 pronunciación

lunes, el 28 de octubre

Prueba #4: la comida
Preterite of stem changing verbs
Double Object Pronouns
Composición #2: Escribir una crítica p.292

WB: p. 87-90

Prep for mid-term orals

Texto: cultura, p.272-273
+ actividades 1 & 2

martes, el 29 de octubre

Prueba #5: Preterite of stem-changing verbs
Comparisons
Superlatives
Panorama: Guatemala

WB: p. 91-93, 95-96

miércoles, el 30 de octubre

Prueba #6: Guatemala
Cap. 9: Las Fiestas
Fotonovela
Mid-term orals (10)

WB: p. 97-98

Texto: Cultura p. 308-309

+ actividades 1 & 2 & p. 307 pronunciación

Prep for mid-term orals

jueves, el 31 de octubre

Prueba #7: las fiestas
Irregular Preterites
Verbs that change meaning in the preterite
Mid-term orals (10)

Texto: p. 325 escuchar + ahora escucha &
¿cierto / falso?

WB: p. 99-101

Estudiar para el examen

viernes, el 1 de noviembre

Prueba #8: irregular preterites
¿Qué /Cuál?
Pronouns after prepositions
Panorama: Chile

WB: p. 102-103, 105-106

lunes, el 4 de noviembre

Examen cap. 8-9
Cap. 10: En el Consultorio
Fotonovela

WB: p. 109-110

Trabajar en la presentación oral

Texto: Ortografía p. 339 + práctica;
cultura p. 340-341 + actividades 1 & 2

martes, el 5 de noviembre

Prueba #9: en el consultorio
The imperfect tense
The preterite & the imperfect
Constructions with “se”

WB: p. 111-118

Trabajar en la presentación oral

miércoles, el 6 de noviembre

Prueba #10: the preterite & imperfect
Adverbs
Panorama: Costa Rica
Cap. 11: La tecnología
Composición #3: Escribir una historia

Trabajar en la presentación oral

WB: p. 119-122 (not síntesis, p. 120)

Texto: cultura p. 376-377 + actividades 1 & 2

jueves, el 7 de noviembre

Cap. 11: La Tecnología
Fotonovela
Familiar Commands

Trabajar en la presentación oral

WB: p. 123-126

Texto: leer p. 400-401 + actividades 1 & 2

viernes, el 8 de noviembre

Por & Para
Reciprocal reflexives
Stressed possessives

WB: p. 127-133

lunes, el 11 de noviembre

Cap. 12: La Vivienda
(Fotonovela)
Relative Pronouns
Formal Commands

WB: p. 135-139

martes, el 12 de noviembre

los exámenes orales

miércoles, el 13 de noviembre

Examen cap. 10-12.2