

Course Information

Spanish 101 ONLINE

First Semester Spanish

Recommended for students with no or few previous knowledge of Spanish

Basic Information about the Professor

Name: Eduardo Gregori, PhD

Office Hours: Tuesdays (2-4) and Fridays (12-2). E-mail me if you want to set up a n appointment.

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Background Information about the Professor

I was born and raised in Valencia, Spain. I attended Universidad de Valencia, where I graduated with a major in English in 2001. The following year, I enrolled as a graduate student at the University of Nebraska-Lincoln, where I completed my M.A. in Spanish in 2005. Between 2005 and 2009 I completed my Ph.D. in Spanish at Penn State University. I have been a Professor of Spanish at UW-Stevens Point at Wausau since August 2009. Since 2019 I teach full-time at the main campus of Stevens Point.

Textbook

Blanco, José A. and Philip R. Donley. *Vistas: Introducción a la lengua española*. 6th ed.

I've used *Vistas* for first and second-semester Spanish during the last three or four years. No textbook is perfect, but I think *Vistas* combines just the right amount of grammatical instruction and interactive content. I might change it in the near future for another beginner textbook from Vista Higher Learning. Simply put, VHL is the best publisher of foreign language learning materials in the U.S. They do a terrific job integrating online accessibility with their written texts. We'll make use of this textbook throughout the academic year, covering approximately the first half for 101, during the Fall Semester, and the second half for 105, during the Spring semester. Since this will be a completely online

course, the idea is to have the ebook. However, if you want to have the physical version, I have no problem with that whatsoever.

Access this site and follow the steps: www.vhlcentral.com/help/student-startup

Course Description

Spanish 101 is the starting course in the basic sequence of foreign-language instruction. In terms of the flow of the course, we'll go rather fast. As you can see in the class-by-class course schedule below, we'll cover one chapter every two weeks. Being an online course, you will have to be on top of the material and on charge of your own progress. I will detail in the next section a PROPOSED schedule. That is, in my opinion and experience, the best way to arrange your time. However, the only mandatory schedule is to hand in the homework and test on the due dates. As long as you meet the deadlines (Fridays, every other week), you'll be fine. **No late work will ever be accepted.** In an online setting, late work is, simply, unmanageable. My role, as a teacher, is that a guide. I'll be there to help you with any doubt, but you are the one responsible for learning.

We'll always begin with the "Contextos" section (vocabulary), and then move on to "Fotonovela" (an audiovisual integration of the chapter's main contents). After that, we'll devote a couple of days to the "Estructura" section (grammar). The last sections of every chapter would be "Lectura/Escuchar" (short readings and listening activities) and "Flash cultura" (a cultural overview of some interesting aspect of a particular Spanish-speaking country or region). In doing this, you'll be exposed to all the components of foreign-language instruction (listening, speaking, reading, and writing).

Major grammatical topics included in the course will be: Present and preterite verbal tenses, major verbal irregularities in the present and preterite verbs (stem-changes, irregular "yo" forms, etc.), nouns, articles, numbers, demonstrative and possessive adjectives, direct and indirect object pronouns, reflexivity, IOP verbs (a.k.a. "verbs like *gustar*") and more.

Major communicational topics included in the course will be: How to ask questions, how to tell the time, how to talk about likes and dislikes, how to describe oneself and others, and how to hold short and basic conversations. As pertains to a foreign-language introductory course, we will assess accuracy of pronunciation throughout the semester, in order to minimize potential comprehension problems later on.

Student Learning Outcomes

SLO are the set of skills that students will acquire at the end of the course. They are typically divided, from more specific to more general, into foundational, mediating, and ultimate outcomes.

Foundational outcomes: reading, writing, listening, and speaking.

Mediating outcomes: ability to work in short-term groups and (potentially) long-term groups as well. Ability to speak in public, both individually and in groups.

Ultimate outcomes: Good basic understanding of the Spanish verbal system (present and preterite), including major irregularities. Good pronunciation of the language. Good understanding of basic linguistic and cultural interactions. Good basic vocabulary range.

SLO Disclaimer

(1) Students may vary in their competency levels of these outcomes, and (2) they can expect to achieve these outcomes *only if* they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Graded Course Requirements [310 points total]

7 Chapter Homework (10 points each; 70 points total)

7 Voice Recordings (10 points each; 70 points total)

7 Compositions (10 points each; 70 points total)

7 Chapter Tests (10 points each; 70 points total)

1 midterm oral interview (10 points)

1 final oral interview (10 points)

1 final exam (10 points)

Grading Criteria

Homework:

I'll let you know in advance what activities from the book need to be completed and sent my way.

Voice Recordings:

You will have to record short monologues in Spanish. Every voice recording will deal with a particular aspect studied throughout the lesson (greetings and introductions, family, items of clothing, daily routines...). Obviously enough, the degree of difficulty will progressively increase. This is not a reading activity, but rather a semi-spontaneous output of L1.

Compositions:

At the end of every chapter, you will have to write a composition. All compositions must be typed, double spaced, with 1-inch margins, and using a 12-point font. Accent marks and special Spanish characters need to be typed too. All compositions must be written by the student without assistance. Write them in Spanish from the get go. Do not write them in English and have them translated online. The results of doing that tend to be quite awful and, most importantly, you learn absolutely nothing in the process.

Chapter Tests

Short and fast. On Canvas.

Oral Interviews

Interviews with me, in Spanish. In Zoom (integrated in CANVAS).

Final Exam

Cumulative. On Canvas.

Grading Scale (of 100 possible points)

A= 93-100

A-= 90-92

B+= 87-89

B= 83-86

B-= 80-82

C+= 77-79

C= 73-76

C-= 70-72

D= Below 70

F= Below 60

PROPOSED Course Schedule

Week One (2-4 September)

Chapter 1. Contextos.

Chapter 1. Fotonovela.

Chapter 1. Estructura.

Week Two (7-11 September)

Chapter 1. Lectura.

Chapter 1. Escuchar.

Chapter 1. Flash cultura.

11 September: Homework, Oral Activity, Composition and Test.

Week Three (14-18 September)

Chapter 2. Contextos.

Chapter 2. Fotonovela.

Chapter 2. Estructura

Week Four (21-25 September)

Chapter 2. Lectura.

Chapter 2. Escuchar.

Chapter 2. Flash cultura.

25 September: Homework, Oral Activity, Composition and Test.

Week Five (28 September-2 October)

Chapter 3. Contextos.

Chapter 3. Fotonovela.

Chapter 3. Estructura.

Week Six (5-9 October)

Chapter 3. Lectura.

Chapter 3. Escuchar.

Chapter 3. Flash cultura.

9 October: Homework, Oral Activity, Composition and Test.

Week Seven (12-16 October)

Chapter 4. Contextos.

Chapter 4. Fotonovela.

Chapter 4. Estructura.

16 October: Chapter 4. Midterm Oral Interview.

Week Eight (19-23 October)

Chapter 4. Lectura.

Chapter 4. Escuchar.

Chapter 4. Flash cultura.

23 October: Homework, Oral Activity, Composition and Test.

Week Nine (26-30 October)

Chapter 5. Contextos.

Chapter 5. Fotonovela.

Chapter 5. Estructura.

Week Ten (2-6 November)

Chapter 5. Lectura.

Chapter 5. Escuchar.

Chapter 5. Flash cultura.

6 November: Homework, Oral Activity, Composition and Test.

Week Eleven (9-13 November)

Chapter 6. Contextos.

Chapter 6. Fotonovela.

Chapter 6. Estructura.

Week Twelve (16-20 November)

Chapter 6. Lectura.

Chapter 6. Escuchar.

Chapter 6. Flash cultura.

20 November: Homework, Oral Activity, Composition and Test.

Week Thirteen (23-27 November)

Chapter 7. Contextos.

Chapter 7. Fotonovela.

Chapter 7. Estructura.

Week Fourteen (30 November-4 December)

Chapter 7. Lectura.

Chapter 7. Escuchar.

Chapter 7. Flash cultura.

4 December: Homework, Oral Activity, Composition and Test.

Week Fifteen (7-11 December)

Study.

9 December: Final Oral Interview.

11 December: Final Exam.

COMPOSITION RUBRIC

CONTENT (5 points)

- [5] EXCELLENT: very complete information; no more can be said; thorough; relevant; on target
- [4] GOOD: adequate information; some development of ideas; some ideas lack supporting detail or evidence
- [3] FAIR: limited information; ideas present but not developed; lack of supporting detail or evidence
- [2] POOR: minimal information; information lacks substance (is superficial); inappropriate or irrelevant information
- [1] UNSATISFACTORY: not enough information to evaluate

ORGANIZATION (5 points)

- [5] EXCELLENT: required format (letter, essay, e-mail, etc.) and length; logically and effectively ordered; main points and details are connected; fluent; not choppy whatsoever; appropriate use of connectors
- [4] GOOD: correct format and length; an apparent order to the content is intended; somewhat choppy; loosely organized but main points do stand out although sequencing of ideas is not complete; missing some connectors
- [3] FAIR: format acceptable; required length; limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy; disjointed; lack of connectors
- [2] POOR: format acceptable; short essay; series of separate sentences with no transitions; disconnected ideas; no apparent order to the content
- [1] UNSATISFACTORY: format not acceptable; short essay; not enough information to evaluate

VOCABULARY (5 points)

- [5] EXCELLENT: broad; impressive; precise and effective word use and choice; extensive use of words studied
- [4] GOOD: adequate but not impressive; some erroneous word usage or choice, but

meaning is not confused or obscured; some use of words studied

[3] FAIR: erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied

[2] POOR: inadequate; repetitive; incorrect use or non-use of words studied; literal translations; abundance of invented words

[1] UNSATISFACTORY: not enough information to evaluate

GRAMMAR (5 points)

[5] EXCELLENT: no errors in the grammar presented in lesson; very few errors in subject/verb or adjective/noun agreement; work was well edited for language

[4] GOOD: no errors in the grammar presented in lesson; occasional errors in subject/verb or adjective/noun agreement; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete

[3] FAIR: no errors in the grammar presented in lesson; some errors in subject/verb agreement; some errors in adjective/noun agreement; erroneous use of language often impedes comprehensibility; work was poorly edited for language

[2] POOR: one or more errors in use and form of the grammar presented in lesson; frequent errors in subject/verb agreement; non-Spanish sentence structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language

[1] UNSATISFACTORY: not enough information to evaluate

MECHANICS (5 points)

[5] EXCELLENT: almost no errors in spelling, punctuation, or capitalization

[4] GOOD: very few errors in spelling, punctuation, or capitalization

[3] FAIR: few errors in punctuation, spelling, or capitalization

[2] POOR: frequent errors in punctuation, spelling, or capitalization

[1] UNSATISFACTORY: very frequent errors in punctuation, spelling, or capitalization

VOICE RECORDING RUBRIC

CONTENT (5 points)

- [5] EXCELLENT: very complete information; no more can be said; thorough; relevant; on target
- [4] GOOD: adequate information; some development of ideas; some ideas lack supporting detail or evidence
- [3] FAIR: limited information; ideas present but not developed; lack of supporting detail or evidence
- [2] POOR: minimal information; information lacks substance (is superficial); inappropriate or irrelevant information
- [1] UNSATISFACTORY: not enough information to evaluate

FLUENCY (5 points)

- [5] EXCELLENT: Normal to high speed.
- [4] GOOD: Normal speed.
- [3] FAIR: Rather slow and choppy speech, but understandable throughout.
- [2] POOR: Slow and choppy speech, listener's understanding requires effort.
- [1] UNSATISFACTORY: Very slow and choppy speech; to the point where listener's understanding is compromised.

VOCABULARY (5 points)

- [5] EXCELLENT: broad; impressive; precise and effective word use and choice; extensive use of words studied
- [4] GOOD: adequate but not impressive; some erroneous word usage or choice, but meaning is not confused or obscured; some use of words studied
- [3] FAIR: erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied
- [2] POOR: inadequate; repetitive; incorrect use or non-use of words studied; literal translations; abundance of invented words
- [1] UNSATISFACTORY: not enough information to evaluate

GRAMMAR (5 points)

- [5] EXCELLENT: no errors in the grammar presented in lesson; very few errors in subject/verb or adjective/noun agreement; work was well edited for language
- [4] GOOD: no errors in the grammar presented in lesson; occasional errors in subject/verb or adjective/noun agreement; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete

[3] FAIR: no errors in the grammar presented in lesson; some errors in subject/verb agreement; some errors in adjective/noun agreement; erroneous use of language often impedes comprehensibility; work was poorly edited for language

[2] POOR: one or more errors in use and form of the grammar presented in lesson; frequent errors in subject/verb agreement; non-Spanish sentence structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language

[1] UNSATISFACTORY: not enough information to evaluate

PRONUNCIATION (5 points)

[5] EXCELLENT: Very light accent, perfectly understandable by a native speaker.

[4] GOOD: Light accent, easily understandable by a native speaker.

[3] FAIR: Strong accent, but overall understandable by a native speaker.

[2] POOR: Thick accent, to the point where a native speaker might have difficulty understanding at times.

[1] UNSATISFACTORY: Very thick accent, to the point where a native speaker might not understand.

Face Coverings: • At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course. Other Guidance: • Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646). o As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus. • Maintain a minimum of 6 feet of physical distance from others whenever possible. • Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room. • Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face. • Please maintain these same healthy practices outside the classroom.