

ELS101. _____ (_____) Elementary Spanish 1 (Elem. Spa. 1)
Fall II, 2023-2024 / January - February 2024

Instructor's Information

Instructor: _____

Email: _____ @lagcc.cuny.edu

Office Hours: _____

Preferred communication: _____, with which you should expect my response in less than 24 hours on weekdays.

Class Schedule: _____

Lab: _____

Lab Instructor: _____ **Email:** _____ @lagcc.cuny.edu

Introduction

Welcome to Fall II (01/03/2024 - 02/23/2024) ELS 101, Elementary Spanish 1. This course will be a combination of Lectures, individual/group activities, and Lab work. Three hours of lecture classes and one hour of lab. Assignments will be done through our online system: Vistas 7e SSPlus (Supersite Plus).

Course goals and objectives

Catalog Course Description: This course aims to develop listening, speaking, reading, and writing skills in Spanish. Knowledge and understanding of Spanish culture are also nourished through the examination of cultural practices, products, and perspectives. Note: This class is not for native or heritage speakers of Spanish. Students proficient in Spanish and heritage speakers must take higher-level courses appropriate to their proficiency levels.

Section Description: Spanish I.

Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways).

In this course you will:

- Gather, interpret and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

More specifically, by the end of the semester, you will be able to

- Carry on a conversation in Spanish on topics such as nationality, family life, travel, tourism, careers, education, parenting, social and economic issues. Ability to comprehend and respond to basic conversational patterns.
- Communicate orally with a native speaker of Spanish in a controlled situation.
- Explain the meanings of graded texts in Spanish within the topical outline of the course.
- Write coherent idiomatic Spanish demonstrating an understanding of syntax and grammar.
- Present projects about aspects of Hispanic culture that they have researched.
- Proficiency and knowledge of basic grammatical structures and terminologies
- Basic proficiency in reading and writing the language.
- Knowledge of significant cultural practices and historical events from the Spanish-speaking world

Tutoring

All students are encouraged to use the Modern Language free tutoring sessions. I will send the schedule and the steps to make an appointment.

Textbook, grading, and other class logistics

Textbooks: The following textbook is **required** for this class.

Blanco, José A., Donley, Philip Redwine. VISTAS: Introducción a la lengua española (7th edition), Vista Higher Learning, 2024.

For ELS 101 Only: Vistas 7e SSPlus (Supersite Plus) 5 months access: 978-1-54338-990-6

For ELS 101 and 102: Vistas 7e SSPlus 12 month access: 978-1-54338-992-0

Grades:

Your final grade will be determined based on the following evaluation points:

Quizzes 20%

Homework 15%

Midterm 15%

Final exam 20%

Final Project 10%

Lab 10%

Participation 10%

Grade distributions:

A: 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

Weekly schedule (subject to change)

Semana / Día	Tema	Objetivos	Libro
Semana 1 Día 1 L1	<input type="checkbox"/> Introductions, greetings, and say goodbye.	<input type="checkbox"/> Learn and practice: basic greetings, introductions, and courtesy expressions	<input type="checkbox"/> Introduction to the course <input type="checkbox"/> Lección 1: Introduction, p. 1 <input type="checkbox"/> Contextos, pp. 2–5 – Hola, ¿qué tal?

Semana 1 Día 2 L1	<input type="checkbox"/> Greetings – Conversation (Fotonovela) <input type="checkbox"/> The alphabet	<input type="checkbox"/> Understand greetings and introductions. <input type="checkbox"/> Learn the Spanish alphabet	<input type="checkbox"/> Fotonovela, pp. 6–8 <input type="checkbox"/> Pronunciación, p. 9
Semana 1 Día 3 L1	<input type="checkbox"/> Cultura – Saludos y besos <input type="checkbox"/> Nouns and articles.	<input type="checkbox"/> Read about greetings, famous friends and couples, and the plaza principal. <input type="checkbox"/> Learn informal greetings and leave takings. <input type="checkbox"/> Learn the gender of nouns. <input type="checkbox"/> Learn about definite and indefinite articles.	<input type="checkbox"/> Cultura, pp. 10–11 <input type="checkbox"/> Estructura 1.1 Nouns and articles, pp. 12–15
Semana 2 Día 1 L1	<input type="checkbox"/> Numbers 0-30 <input type="checkbox"/> Verb SER	<input type="checkbox"/> Learn numbers 0–30 and perform simple math problems. <input type="checkbox"/> Learn the verb SER. <input type="checkbox"/> Identify different ways to conjugate the verb SER.	<input type="checkbox"/> Estructura 1.2 Numbers 0–30, pp. 16–18 <input type="checkbox"/> Estructura 1.3 Present tense of ser, pp. 19–23
Semana 2 Día 2 L1	<input type="checkbox"/> Telling time <input type="checkbox"/> Review and vocabulary L1	<input type="checkbox"/> Ask for and tell time. <input type="checkbox"/> Talk about the time of day. <input type="checkbox"/> Review grammar concepts from Lesson 1	<input type="checkbox"/> Estructura 1.4 Telling time, pp. 24–27 <input type="checkbox"/> Recapitulación, pp. 28–29 <input type="checkbox"/> Vocabulario
Semana 2 Día 3 L1	<input type="checkbox"/> Lectura y Panorama (Hispanic communities)	<input type="checkbox"/> Read and answer the questions.	<input type="checkbox"/> Lectura, pp. 30-31 <input type="checkbox"/> Panorama, pp.36-38
Semana 3 Día 1 L2	<input type="checkbox"/> Vocabulary: At the University, the days of the week, the class, and the subjects	<input type="checkbox"/> Learn names for people, places, and things at the university	<input type="checkbox"/> Lección 2: Introduction, p. 41 <input type="checkbox"/> Contextos, pp. 42–45 – En la Universidad
Semana 3 Día 2 L2	<input type="checkbox"/> Classes – conversation (Fotonovela) <input type="checkbox"/> Vowels	<input type="checkbox"/> Talk about classes. <input type="checkbox"/> Learn Spanish vowels	<input type="checkbox"/> Fotonovela, pp. 46–48 <input type="checkbox"/> Pronunciación, p. 49
Semana 3 Día 3 L2	<input type="checkbox"/> Cultura – Carrera Universitaria <input type="checkbox"/> Present tense of -ar verbs	<input type="checkbox"/> Read about universities. <input type="checkbox"/> Talk about activities in the present tense. <input type="checkbox"/> Form negative sentences.	<input type="checkbox"/> Cultura, pp. 50–51 <input type="checkbox"/> Estructura 2.1 Present tense of -ar verbs, pp. 52–56
Semana 4 Día 1 L2	<input type="checkbox"/> Verb GUSTAR	<input type="checkbox"/> Talk about likes and dislikes.	<input type="checkbox"/> The verb gustar, p. 54
Semana 4 Día 2 L2	<input type="checkbox"/> Forming questions in Spanish	<input type="checkbox"/> Ask and answer simple questions in Spanish	<input type="checkbox"/> Estructura 2.2 Forming questions in Spanish, pp. 57–60
Semana 4 Día 3 L2	<input type="checkbox"/> Verb ESTAR	<input type="checkbox"/> Talk about people’s health and well-being. <input type="checkbox"/> Describe the location of a person or object.	<input type="checkbox"/> Estructura 2.3 Present tense of estar, pp. 61–64

Semana 5 Día 1 L2	<input type="checkbox"/> Numbers 31 + <input type="checkbox"/> Review and vocabulary L2	<input type="checkbox"/> Learn numbers 31 and higher and perform simple math problems. <input type="checkbox"/> Review grammar concepts from Lesson 2	<input type="checkbox"/> Estructura 2.4 Numbers 31 and higher, pp. 65–67 <input type="checkbox"/> Recapitulación, pp. 68–69 <input type="checkbox"/> Vocabulario
Semana 5 Día 2 L2	<input type="checkbox"/> Lectura y panorama (España).	<input type="checkbox"/> Predict content through text formats. <input type="checkbox"/> Read a document in Spanish. <input type="checkbox"/> Read about Spain	<input type="checkbox"/> Lectura, pp. 70–71 <input type="checkbox"/> Panorama, pp. 76–78
Semana 5 Día 3 L3	<input type="checkbox"/> Vocabulary: Family <input type="checkbox"/> Family – Conversation (Fotonovela)	<input type="checkbox"/> Talk about families and professions. <input type="checkbox"/> Listen to the fotonovela.	<input type="checkbox"/> Lección 3: Introduction, p. 81 <input type="checkbox"/> Contextos, pp. 82–85 <input type="checkbox"/> Fotonovela, pp. 86–88
Semana 6 Día 1 L3	<input type="checkbox"/> Family pronunciation <input type="checkbox"/> Cultura – Parientes	<input type="checkbox"/> Learn about diphthongs and linking. <input type="checkbox"/> Read about surnames and families.	<input type="checkbox"/> Pronunciación, p. 89 <input type="checkbox"/> Cultura, pp. 90–91 - ¿Cómo te llamas?
Semana 6 Día 2 L3	<input type="checkbox"/> Descriptive adjectives	<input type="checkbox"/> Describe people and things	<input type="checkbox"/> Estructura 3.1 Descriptive adjectives, pp. 92–96
Semana 6 Día 3 L3	<input type="checkbox"/> Possessive adjectives	<input type="checkbox"/> Express ownership	<input type="checkbox"/> Estructura 3.2 Possessive adjectives, pp. 97–99
Semana 7 Día 1 L3	<input type="checkbox"/> Present tense of -er and -ir verbs	<input type="checkbox"/> Use the present tense (-er and -ir verbs)	<input type="checkbox"/> Estructura 3.3 Present tense of -er and -ir verbs, pp. 100–103
Semana 7 Día 2 L3	<input type="checkbox"/> Present tense of tener and venir	<input type="checkbox"/> Learn the forms of tener and venir <input type="checkbox"/> Talk about what you have and what you have to do. <input type="checkbox"/> Talk about how you feel using tener	<input type="checkbox"/> Estructura 3.4 Present tense of tener and venir, pp. 104–107
Semana 7 Día 3 L3	<input type="checkbox"/> Review and vocabulary L3	<input type="checkbox"/> Review grammar concepts from Lesson 3 <input type="checkbox"/> Use context clues while reading. <input type="checkbox"/> Read about Ecuador	<input type="checkbox"/> Recapitulación, pp. 108–109 <input type="checkbox"/> Vocabulary <input type="checkbox"/> Lectura, pp. 110–111 <input type="checkbox"/> Panorama, pp. 116–118
Semana 8 Día 1 L4	<input type="checkbox"/> Vocabulary – Los pasatiempos <input type="checkbox"/> Sports conversation (Fotonovela)	<input type="checkbox"/> Talk about pastimes, sports, and places in a city. <input type="checkbox"/> Make plans and invitations	<input type="checkbox"/> Lección 4: Introduction, p. 121 <input type="checkbox"/> Contextos, pp. 122–125 <input type="checkbox"/> Fotonovela, pp. 126–128

Semana 8 Día 2 L4	<input type="checkbox"/> Pronunciation <input type="checkbox"/> Cultura – Real Madrid y Barza	<input type="checkbox"/> Talk about pastimes. <input type="checkbox"/> Learn about word stress and accent marks. <input type="checkbox"/> Read about soccer rivalries and famous athletes.	<input type="checkbox"/> Pronunciación, p. 129 <input type="checkbox"/> Cultura, pp. 130–131
Semana 8 Día 3 L4	<input type="checkbox"/> Stem-changing verbs e:ie, o:ue, e:i	<input type="checkbox"/> Speak in the present tense using stem-changing verbs (e:ie, o:ue) <input type="checkbox"/> Speak in the present tense using stem-changing verbs (e:i)	<input type="checkbox"/> Estructura 4.2 Stem-changing verbs e:ie, o:ue, pp. 135–138 <input type="checkbox"/> Estructura 4.3 Stem-changing verbs e:i, pp. 139–141
Semana 9 Día 1 L4	<input type="checkbox"/> Present tense of ir <input type="checkbox"/> Verbs with irregular yo forms	<input type="checkbox"/> Learn the forms of ir <input type="checkbox"/> Express future events <input type="checkbox"/> Express <i>let's</i> ...	<input type="checkbox"/> Estructura 4.1 Present tense of ir, pp. 132–134
Semana 9 Día 2 L4	<input type="checkbox"/> Verbs with irregular yo forms	<input type="checkbox"/> Use verbs with irregular yo forms. <input type="checkbox"/> Review grammar concepts from Lesson 4	<input type="checkbox"/> Estructura 4.4 Verbs with irregular yo forms, pp. 142–145 <input type="checkbox"/> Recapitulación, pp. 146–147
Semana 9 Día 3 L4	<input type="checkbox"/> Review and vocabulary L4	<input type="checkbox"/> Predict content from visuals. <input type="checkbox"/> Read a magazine article. <input type="checkbox"/> Read about México	<input type="checkbox"/> Lectura, pp. 148–149 <input type="checkbox"/> Panorama, pp. 154–156 <input type="checkbox"/> Review and vocabulary L4
Semana 10 Día 1 L5	<input type="checkbox"/> Vocabulario – Las vacaciones <input type="checkbox"/> Viaje conversation (Fotonovela)	<input type="checkbox"/> Talk about travel and vacations. <input type="checkbox"/> Talk about seasons and weather. <input type="checkbox"/> Learn ordinal numbers. <input type="checkbox"/> Talk with hotel personnel.	<input type="checkbox"/> Lección 5: Introduction, p. 159 <input type="checkbox"/> Contextos, pp. 160–165 <input type="checkbox"/> Fotonovela, pp. 166–168
Semana 10 Día 2 L5	<input type="checkbox"/> Pronunciation <input type="checkbox"/> Cultura – San Juan	<input type="checkbox"/> Pronounce b and v. <input type="checkbox"/> Read about popular vacation destinations	<input type="checkbox"/> Pronunciación, p. 169 <input type="checkbox"/> Cultura, pp. 170–171
Semana 10 Día 3 L5	<input type="checkbox"/> Estar with conditions and emotions	<input type="checkbox"/> Describe conditions and emotions.	<input type="checkbox"/> Estructura 5.1 Estar with conditions and emotions, pp. 172–173
Semana 11 Día 1 L5	<input type="checkbox"/> The present progressive	<input type="checkbox"/> Talk about an action that is in progress	<input type="checkbox"/> Estructura 5.2 The present progressive, pp. 174–177
Semana 11 Día 2 L5	<input type="checkbox"/> Ser and estar	<input type="checkbox"/> Understand the uses of ser and estar	<input type="checkbox"/> Estructura 5.3 Ser and estar, pp. 178–181
Semana 11 Día 3 L5	<input type="checkbox"/> Direct object nouns and pronouns	<input type="checkbox"/> Learn about direct objects. <input type="checkbox"/> Review grammar concepts from Lesson 5	<input type="checkbox"/> Estructura 5.4 Direct object nouns and pronouns, pp. 182–185
Semana 12 Día 1 L5	<input type="checkbox"/> Review and vocabulary L5	<input type="checkbox"/> Review grammar concepts from Lesson 5 <input type="checkbox"/> Read a brochure about ecotourism in Puerto Rico	<input type="checkbox"/> Recapitulación, pp. 186–187

	<input type="checkbox"/> Review for the Final exam	<input type="checkbox"/> Read about Puerto Rico <input type="checkbox"/> Review for the final exam.	
Semana 12 Día 2 L5	<input type="checkbox"/> Final Project	<input type="checkbox"/> Presentation	
Semana 12 Día 3 L5	<input type="checkbox"/> Final exam		

How to Do Well in this Class

1. Be an active learner. Active learners often have questions that reflect their engagement with the material.
2. Put yourself out there. Language learning requires you to make mistakes, both in your assignments and in discussion forums.
3. Personalize vocabulary. You will remember vocabulary when you “own” it. Make words relevant to your life by thinking of what you can say about yourself with them. Write extra sentences that are meaningful to you so that the vocabulary becomes “yours” and expresses something about your world. Use the new vocabulary in your videos.
4. Develop your memorization skills. Experiment with different techniques, combining listening, speaking, and writing together as much as possible.
5. Read out loud and repeat new words many times. The only way to train your brain and your mouth to speak this language is by doing it aloud.
6. Correct yourself. Good language learners learn from their own successes and mistakes and those of others. Correcting mistakes is an essential part of the learning process.

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Emails/Slack messages: Make sure you always include a greeting. You are writing to your professor and/or LAGCC Community. This is a professional environment, and you should communicate orally and written according to it. **If you are absent, you will need to go over the topic (Syllabus) and find notes. Be responsible for what you missed.**

Valuing LaGuardia’s Diversity: As a college community, we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College’s Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).