**Dartmouth College**

**Department of Spanish and Portuguese**

Spanish 1: INTRODUCTORY SPANISH (Fall 2022)

**Professor: Gema Mayo-Prada**

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**Office: ????**

**Office hours: T 11:00-12:00, F, 10:15-11:15, or by appointment**

### A note about Fall 2022 [Do we still want this message about the fall term?]

We are happy you will be able to join us and follow along on a path to learn Spanish and about the communities that speak Spanish. As we continue to adjust (we hope) to a post-pandemic living and learning situation, we know that these can sometimes still be complicated times, and we want our language classes to be spaces for normality and predictability in a context in which many things can still be unpredictable. Our goal is to foster a sense of community to learn together and from each other.

### Course Description

Spanish 1 (Introductory Spanish) is an introduction to Spanish as a spoken and written language. The work required for the course includes regular oral practice – in class and in drill sessions in preparation for understanding and using the spoken language. Elementary reading materials integrated into the course foster vocabulary building, reading strategy development, and basic analytical processes. Writing exercises stem from the reading materials and focus on a combination of grammatical accuracy and development of ideas. The primary goal of this course is to gain a novice level of proficiency in speaking and understanding the Spanish language as well as a novice level of proficiency in reading and writing.

### Course Objectives

By the end of the term students should be able to:

* orally communicate simple ideas using basic vocabulary (Novice-High ACTFL)
* listen to and understand global ideas in brief passages of connected speech
* read basic structured texts
* write simple descriptive paragraphs (Intermediate Low ACTFL)

### Textbook Information

**VISTAS: INTRODUCCIÓN A LA LENGUA**

**ESPAÑOLA**

**(6TH EDITION)**

PUBLISHER VISTA HIGHER LEARNING

A sign on a rock

Description automatically generated

All students are required to purchase access to the online component of the textbook in order to do homework and online quizzes. Students are **NOT REQUIRED** to purchase a hardcopy of the book. Therefore, a CODE-ONLY OPTION is highly recommended. There are three price tiers depending on how long you estimate it will take you to complete the language requirement. For students in Spanish 1, the most logical choice is the 12 or 36 -month code.

CODE-ONLY OPTIONS

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| **Vistas 6e SSPlus + wSAM (6M)** | 978-1-54330-645-3 | $97.00 |
| **Vistas 6e SSPlus + wSAM (12M)** | 978-1-54330-641-5 | $114.00 |
| **Vistas 6e SSPlus + wSAM Code (36M)** | 978-1-54330-639-2 | $143.00 |

3-VOLUME SPLIT WITH SUPERSITE PLUS AND WSAM

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| **Vistas 6e SE (LL) V2 (12-18) + SSPlus (v) + wSAM (6M)** | 978-1-54330-687-3 | $128.00 |

**To order the book, go directly to the store site for Dartmouth students:** [**https://vistahigherlearning.com/school/dartmouth**](https://vistahigherlearning.com/school/dartmouth)

If you need to purchase a code, make sure to wait for confirmation that you are in the right level, or at least receive instructions to get access to the textbook via the **publisher’s grace period.**

**You can order the book and online access set, or online access only, at the publisher webpage above.**

**Please follow this link to connect with the right section:**

11:00 <https://www.vhlcentral.com/section/543b21b2-6141-4a3e-bfed-dd7cbebf21c6/student_instructions>

12:00 <https://www.vhlcentral.com/section/7979ae65-810e-4d84-9be0-72e6dee133ae/student_instructions>

**Use of CANVAS:** We will be using CANVAS throughout the term. Please check often for changes in the syllabus.

**SPANISH 1**

### GENERAL INFORMATION

**Attendance:** Classes are held 4 days a week; drills meet 3 days a week (Mondays, Wednesdays, and Fridays). **Attendance to all class and drill sessions is mandatory**. Absences (class and drill combined) will lower grade. **Students who accumulate 3 or more UNEXCUSED absences will only be able to earn a maximum of 75 on their final grade**. **Three tardies are equal to one full absence.** If you miss class, *you* are responsible for finding out what went on, including announcements, changes to the syllabus, and assignments. Athletes in season should meet with their professors after class on the first day of classes to review expectations and class attendance.

**Class Preparation:** Students should thoroughly prepare for each day’s class by **studying all material indicated on the syllabus and Canvas**. We will spend roughly 5-6 days progressing through each chapter. The calendar below is the pace that we are expected to follow. Typically, you will find on VHL activities for class preparation, and for practice. **Activities designated as preparation on your VHL platform should be done ahead of class.**

**Drills:** Drill sessions are scheduled **at 7:45am, 2:30 pm, and 5:35pm**. Each student will register at the beginning of the term for one of these sessions and attend that session on Mondays, Wednesdays, and Fridays throughout the term. Please, make sure you look at your availability for these times, and commit to one for your weekly drill.

**Class / Drill Participation:** In addition to attendance to and preparation for all classes, your willingness to contribute, your personal effort and progress are essential to your own progress. Efforts to communicate with classmates respectfully and meaningfully in Spanish and to listen carefully to fellow students are of utmost importance. Even more so now that cannot take that contact for granted. **No gum, no eating during class, no hats, no phones.**

**\*\*Notes on Participation**

**Homework:** All of the automatic feedback electronic workbook exercises are expected **before class** (by 9:59 pm) on the date due. Most homework will be via the VHL SuperSite Plus / WEBSAM license associated with the textbook.

**Compositions:** Compositions will be written in class without the aid of online translators. The topics will be provided the day of the composition.

**Exit interview/ Final Project/Presentation:** During the last week of class, students will have one final opportunity to demonstrate their ability to use Spanish in conversation. Further guidelines will be presented halfway through the term.

***Written Exams:*** There will be two scheduled exams and a final exam. Please note that conditions for test-taking are different from regular homework (e.g. number of times you can try). **No student will be allowed to take an exam on a date other than that scheduled**. **No postponements of any exams.**

**The Final Exam must be taken on the scheduled date. *Sunday, November 20, at 11:30 am*** (It is listed as the “Joint Language” exam in the official final exam schedule: [https://www.dartmouth.edu/reg/calendar/exams/22-23.html] The room will be announced later in the term.)

A = 95–100

A– = 90–94

B+= 87–89

B = 84–86

B– = 80–83

C+ = 77–79

C = 74–76

C– = 70–73

D = 60–69

**Final Grade:** Your final grade will be determined as follows:

* Class Participation and Preparation (25%)

Class participation and preparation comprises drill attendance and participation, daily before class and after class assignments on VHL, and your contributions in the classroom.

* Portfolio of writing and speaking assignments (20%)
* Quizzes (30%)
* Final Exam (25%)

Notes on Class participation**: Students are expected to come to class having prepared ALL materials assigned. In class, students must participate actively speaking in group activities and class discussions. Missing class lowers the participation grade - no attendance, no participation at all - when a student is not in class, he/she gets a 0 for that day.**

Active Participation in class will be graded as follows:

**A: *Excellent participation*** (the student answers questions and offers interesting comments without the need of the professor calling on him/her. The comments and answers show that the student is well prepared, completed and understood the assignment).

**B: *Good participation*** (the student answers questions and offers interesting comments whenever the professor calls on him/her. Sometimes, the student participates without being asked. The comments and answers show that the student is prepared and understood the assignment).

**C: *Fair participation*** (the student answers questions and offers comments only when the professor calls on him/her. The comments and answers show that the student prepared or attempted to complete the assignment, but doesn’t seem to understand it all).

**D: *Poor participation*** (the student answers questions and offers very brief comments only when the professor calls on him/her. The comments and answers show lack of interest, improvisation and/or a poor preparation).

**E: *Lack of participation*** (the student does not answer questions and does not offer any comments in the class or group discussion. The lack of comments and answers or incorrect answers shows that the student has not completed the assignment or prepared for the class. If he/she has done it, it has been in a careless or incomplete way).

### Policies and Statements

#### **Student Accessibility Needs**

“Students requesting disability-related accommodations and services for this course are encouraged to schedule a phone/Zoom meeting with me as early in the term as possible. This conversation will help to establish what supports are built into my course. In order for accommodations to be authorized, students are required to consult with Student Accessibility Services (SAS; [Getting Started with SAS webpage;](https://students.dartmouth.edu/student-accessibility/students/working-sas/getting-started) [student.accessibility.services@dartmouth.edu](mailto:student.accessibility.services@dartmouth.edu); 603-646-9900) Services and to request an accommodation email be sent to me.

We will then work together with SAS if accommodations need to be modified based on the online learning environment. If students have questions about whether they are eligible for accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

#### **Statement on Mental Health**

The academic environment at Dartmouth is challenging, our terms are intensive, and classes are not the only demanding part of your life. This is particularly true this term. There are a number of resources available to you on campus to support your wellness, including your:

* Undergraduate Dean (<https://students.dartmouth.edu/undergraduate-deans/>);
* Counseling and Human Development (<https://students.dartmouth.edu/health-service/counseling/about/>);
* Student Wellness Center (<https://students.dartmouth.edu/wellness-center/>).

#### **Religious Observances**

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

#### **Academic Honor Principle**

The Academic Honor Principle depends on the willingness of students to maintain and perpetuate standards of academic honesty. Students may not ask anyone other than the professor of their course to correct written work for this course. Students may not use automatic translators to draft their written assignments. Students must rely on their judgment and conscience to determine whether a specific question might be addressed to a classmate or a friend (e.g. help with an idiom not readily available in a dictionary, or the conjugation of a rare irregular verb), but in any case, such aid must be minimal, occasional, and acknowledged. Outside proofreading/correcting changes the student's work, gives the professor an inaccurate idea of the student's skills, and as such violates the Dartmouth College honor principle. As a Dartmouth Student you are required to comply with the Academic Honor Principle: <https://students.dartmouth.edu/judicial-affairs/policy/academic-honor-principle>

#### **Dartmouth's Anti-Hazing Policy**

The Spanish and Portuguese Department is a firm supporter of Dartmouth's Anti-Hazing Policy. We reject hazing in all of its manifestations. In order to promote a safe environment for all students and not interrupt the learning experience at Dartmouth College, evidence of hazing-related practices, as defined by the Dartmouth College Anti-Hazing Policy, will not be considered appropriate in the classroom, virtual or otherwise.

#### **Title IX**

At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our Principles of Community. We are dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities Dartmouth offers. We strive to promote an environment of sexual respect, safety, and well-being. In its policies and standards, Dartmouth demonstrates unequivocally that sexual assault, gender-based harassment, domestic violence, dating violence, and stalking are not tolerated in our community.

The Sexual Respect Website (<https://sexual-respect.dartmouth.edu>) at Dartmouth provides a wealth of information on your rights with regard to sexual respect and resources that are available to all in our community.

Please note that, as a faculty member, I am obligated to share disclosures regarding conduct under Title IX with Dartmouth's Title IX Coordinator. Confidential resources are also available, and include licensed medical or counseling professionals (e.g., a licensed psychologist), staff members of organizations recognized as rape crisis centers under state law (such as WISE), and ordained clergy (see <https://dartgo.org/titleix_resources>).

Should you have any questions, please feel free to contact Dartmouth's Title IX Coordinator or the Deputy Title IX Coordinator for the Guarini School. Their contact information can be found on the sexual respect website at: <https://sexual-respect.dartmouth.edu>.

#### **Textbook costs and financial difficulty**

If you encounter financial challenges related to this class, please let me know.

#### **Diversity and inclusion statement**

I would like to create a learning environment for students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this: if you have a name and/or set of pronouns that differ from those that appear in your official records; if you feel like your performance in the class is being impacted by your experiences outside of class; or if something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it or leave a written message on my mailbox anonymously.

ONLINE RESOURCES FOR SPANISH AND PORTUGUESE LANGUAGE STUDENTS:

<https://spanport.dartmouth.edu/resources/digital-resources-students>

Spanish Grammar Aid

* [http://www.colby.edu/~bknelson/exercises](http://www.colby.edu/%7Ebknelson/SLC/index.php)
* <http://www.studyspanish.com/tutorial.htm>
* [http://www.indiana.edu/~call/courses.html](https://www.indiana.edu/%7Ecall/courses.html)

Online Verb Conjugator

* [http://www.elemadrid.com/spanish\_verbs.htm](http://www.conjuga-me.net/)

Online Newspapers

* <http://www.onlinenewspapers.com/>

Library Research Guides

* [Hispanic Studies: Guide to Library Resources at Dartmouth](http://researchguides.dartmouth.edu/hispanicstudies)

**PROGRAMA**

**Semana 1** **12 – 16 de septiembre**

First week of Fall term schedule adjustment (add/drop). Permission to add courses is not necessary unless normally required.

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| **Día** | **En clase** |

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| 1 | Introduction to the course. **LECCIÓN 1:** Introduction, p. 1. *Contextos,* pp. 2–5 |
| 2 | Lección 1: *Pronunciación*, p. 9; *Cultura,* pp. 10–11; *Panorama,* pp. 36–37; ***Estructura 1.1*** Nouns and articles, pp. 12–15 |
| 3 | Lección 1: ***Estructura 1.2*** Numbers 0–30, pp. 16–18; ***Estructura 1.3*** Present tense of **ser**, pp. 19–23; |
| 4 | Lección 1: ***Estructura 1.4*** Telling time, pp. 24–27; *Recapitulación*, pp. 28–29; *Lectura,* pp. 30–31 |

**Semana 2 19 – 23 de septiembre**

Second week of Fall term schedule adjustment (add/drop). All courses require instructor permission to add.

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| 1 | Lección 2:Introduction, p. 39; *Contextos*, pp. 40–43; *Pronunciación*, p. 47; *Cultura,* pp. 48–49 |
| 2 | Lección 2: *Estructura 2.1* Present tense of **-ar** verbs, pp. 50–54; the verb **gustar**, p. 52 |
| 3 | Lección 2: *Estructura 2.2* Forming questions in Spanish, pp. 55–58; *Estructura 2.3* Present tense of **estar**, pp. 59–62 |
| 4 | Lección 2: *Estructura 2.4* Numbers 31 and higher, pp. 63–65; *Recapitulación*, pp. 66–67; *Escritura,* p. 70; *Escuchar,* p. 71; *Flash cultura,* p. 73; *Panorama,* pp. 74–75 |

**Semana 3 26 – 30 de septiembre**  ***DRILL STARTS Monday, September 26***

26 de septiembre Final day for electing use of the Non-Recording Option (NRO)

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| 1 | Repaso lección 2 **(D 1/1)** | |
| 2 | Lección 3:Introduction, p. 77; *Contextos*, pp. 78–81; *Pronunciación*,p. 85; *Panorama*, pp. 112–113 | |
| 3 | Lección 3: *Cultura,* pp. 86–87; *Estructura 3.1* Descriptive adjectives, pp. 88–92; *Estructura 3.2* Possessive adjectives, pp. 93–95. **(D 1/2)** |
| 4 | Lección 3: *Estructura 3.3* Present tense of **-er** and **-ir** verbs, pp. 96–99; *Lectura*, pp. 106–107; *Escritura,* p. 108; *Escuchar,* p. 109; *En pantalla,* p. 110; *Flash cultura,* p. 111.  **(D 1/3)** |

**Semana 4 3 – 7 de octubre**

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| 1 | | Lección 3: *Estructura 3.4* Present tense of **tener** and **venir**, pp. 100–103; *Recapitulación*, pp. 104–105; *Lectura*, pp. 106–107; *Escritura,* p. 108. **(D 2/1)** |
| 2 | | **Prueba Capítulos 1-2-3** |
| 3 | Lección 4:Introduction, p. 115; *Contextos*, pp. 116–119; *Pronunciación*, p. 123 **(D 2/2)** | | |
| 4 | Lección 4: *Cultura,* pp. 124–125; *Estructura 4.1* Present tense of **ir**, pp. 126–128; *Lectura,* pp. 142–143; *Panorama*, pp. 148–149 **(D 2/3)** | | |

**Semana 5 10 – 14 de octubre**

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| 1 | Lección 4: *Estructura 4.2* Stem-changing verbs: **e:ie**, **o:ue**, pp. 129.132; *Estructura 4.3* Stem-changing verbs: **e:i**, pp. 133-135. **(D 3/1)** |
| 2 | Lección 4: *Estructura 4.4* Verbs with irregular **yo** forms, pp. 136–139; *Escritura,* p. 144 |
| 3 | *Recapitulación*, pp. 140–141; Repaso Lección 4 **(D 3/2)** |
| 4 | IN-CLASS COMPOSITION #1  **(D 3/3)** |

**Semana 6** **17 – 21 de octubre**

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| 1 | Lección 5:Introduction, p. 151; *Contextos*, pp. 152–157;; *Pronunciación*, p. 161; *Panorama,* pp. 186–187  **(D 4/1)** |
| 2 | Lección 5: *Cultura,* pp. 162–163; *Estructura 5.1* **Estar** with conditions and emotions, pp. 164–165; *Estructura 5.2* The present progressive, pp. 166-169. |
| 3 | Lección 5: *Estructura 5.3* **Ser** and **estar**, pp. 170-173; *Lectura,* pp. 180– 181. **(D4/2)** |
| 4 | Lección 5: *Estructura 5.4* Direct object nouns and pronouns, pp. 174–177; *Escritura,* p. 182 **(D 4/3)** |

**Semana 7**  **24 – 28 de octubre**

October 24, Final day for dropping a fourth course without a grade notation of "W."

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| 1 | *Recapitulación*, pp. 178–179; Repaso Lección 5 **(D 5/1)** |
| 2 | **Prueba Capítulos 4-5** |
| 3 | Lección 6: Introduction, p. 189; *Contextos*, pp. 190–193; *Pronunciación*, p. 197 **(D5/2)** |
| 4 | Lección 6: *Cultura,* pp. 198–199; *Estructura 6.1* **Saber** and **conocer**, pp. 200–201. **(D5/3)** |

**Semana 8 31 de octubre – 4 de noviembre**

November 1st, Final day to withdraw from a course; any later request requires petition to a special committee.

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| 1 | | Lección 6: *Estructura 6.2* Indirect object pronouns, pp. 202–205; *Escuchar*, p. 219 **(Drill Conversaciones)** |
| 2 | | Lección 6: *Estructura 6.3* Preterite tense of regular verbs, pp. 206-209; *Escritura* p. 218 |
| 3 | Lección 6: Preterite tense of regular verbs, additional practice; *Estructura 6.4* Demonstrative adjectives and pronouns, pp. 210–213 **(Drill Conversaciones)** | |
| 4 | Lección 6: *Recapitulación*, pp. 214–215;  *En pantalla*, p. 220. *Lectura,* pp. 216–217 **(D6/1)** | |

**Semana 9 7 – 11 de noviembre Drill termina el miércoles 9 de noviembre**

November 8th, Last day in term for holding a major test or examination.

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| 1 | IN-CLASS COMPOSITION #2.  **(D6/2)** | |
| 2 | **Conversaciones/Entrevistas** | |
| 3 | | **Conversaciones/Entrevistas (D6/3)** |
| 4 | | **Repaso General** |

**Semana 10 14 de noviembre**

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| 1 | **Repaso General – Último día de clase** |

***EXAMEN FINAL: Sunday, November 20, at 11:30 am*** (It listed as the “Joint Language” exam in the official final exam schedule: [<https://www.dartmouth.edu/reg/calendar/exams/21-22.html>] The room will be announced later in the term)

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