**Intermediate Spanish I - HISP-101-01**

**Course Number 1694**

**Hispanic Studies Program**

**Language and Culture Studies**

**Fall 2024 – In Person**

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| Instructor: | Edwin Alverio  | Office Phone: | 860.297.2680  |
| Days/Times: | Mon/Wed/Fri9:00am–9:50am | Office hours: | Mon/Wed/Fri S-0098:00 am–9:00 am by Appointment |
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**I. Textbook:**

Vistas: Introducción a la lengua española. (7th ed). Blanco & Donley. Vista Higher Learning.

**II. Course Description:**

This course is designed for students with no previous experience in the language. It focuses on communicative skills of listening comprehension, speaking, reading, and writing. Also stresses student participation in skills development. Includes high frequency vocabulary, common phrases, cultural aspects, and basic constructions in the present. Students with 3 or more years of pre-college Spanish study will not be allowed to enroll in this course. Any request for exceptions should be addressed to the coordinator of Hispanic Studies. (Also offered under the Latin American and Caribbean studies concentration of the International Studies Program.)

**III. Objectives**:

 The goals of HISP 101 are multiple. By the end of the semester, students should be able to:

* Accurately produce understandable simple sentences in Spanish using the present tense.
* Write understandable sentences in Spanish using the correct word spelling, grammar and diacritical marks.
* Accurately express ideas using simple vocabulary on social greetings and courtesies, university life, family, pastimes, and travel in Spanish.
* Answer basic questions after listening to Spanish-spoken narrative, dialogue, or conversation.
* Answer basic questions concerning a specific reading passage.
* Learn the basics of Spanish pronunciation.
* Identify, contrast and explain basic facts and cultural traditions associated with Spanish-Speaking countries.

**IV. Methodology and Teaching Philosophy:**

The instructor will speak Spanish in class and only use English to clarify instructions or explanations when necessary. **Students are expected to speak Spanish, and refusal to do so will result in a lower participation grade.** The instructor will concentrate on the content of the student’s participation and not on the form, though occasionally, the instructor may find it helpful to draw attention to the form of the student’s comment.

Following the *Natural Approach*, grammar will be practiced rather than presented in class by the instructor. **To this end, students are expected to participate actively in class activities and discussions to intuit grammar usage. In preparation for each class, the student must read the Gramática section of the textbook (which contains grammatical explanations) and complete all related assigned online (Connect) exercises before class discussion.** The instructor will answer grammar questions in class, but it should be clear that students are responsible for studying and practicing all grammatical concepts included in each chapter.

**V. Course Delivery:** In Person

**VI. Evaluation & Grading:** The course grade will base based on the following criteria:

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| --- |
|  **Grading Scale** |
| **A+** | 100-97 |
| **A** | 96-93 |
| **A-** | 92-90 |
| **B+** | 89-87 |
| **B** | 86-83 |
| **B-** | 82-80 |
| **C+** | 79-77 |
| **C** | 76-73 |
| **C-** | 72-70 |
| **D+** | 69-67 |
| **D** | 66-63 |
| **D-** | 62-60 |
| **F** | 59-0 |

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| **Grade Distribution** |
|  Attendance & Participation  | 30 % |
|  Homework - (Vistas and other assignments) | 20 % |
|  Compositions (2) | 10 % |
|  Written Exams (4)  | 10 % |
|  Oral Presentations (4)  | 10 % |
|  Final Oral Presentation (1) | 10 % |
|  Final Written Exam (1) | 10 % |
| Total | 100 % |

**a) Class Attendance and Participation (30%):**

***Attendance***: Regular attendance is crucial to attaining the course objectives successfully. Therefore, attendance to class is mandatory. You are allowed a total of three **(3) absences** (excused and unexcused) during the semester.After the third absence, a full point will be deducted from the final grade for each additional absence.You may not miss any scheduled evaluations. Students are responsible for any materials missed.

***Preparation***: Students are expected to come to class prepared. This means that students should read the pages which will be covered that day in class and study the Gramática pages (posted on this syllabus and the class schedule on Moodle) as well as the chapter vocabulary.

***Participation***: Students are expected to participate actively in class, by answering the instructor’s or another student’s questions or by asking questions or making relevant comments IN SPANISH. Speaking in English during the class hour will result in a low participation grade. The instructor will evaluate participation.

 **b) Homework (20%):**

The Online Workbook exercises (Connect) should be **fully completed and submitted the day before the Test for that specific chapter**. You may make as many attempts as you need for each exercise for correctness; however, on the due date, your most recent response will be graded. Late homework will not be accepted. **You will be responsible for checking the class schedule for the exact page assignments and specifics.**

**\*\*Please refer to the statement below.**

 **c) Compositions (10%):**

Twice in the semester, you will be required to type and hand in your answer to a series of questions about an event outside the classroom. During the semester, there are many opportunities to attend and engage with the wider Trinity and Hartford community. I will announce some possible options in Moodle, but if you are interested in other activities, consult with your professor if it could count for these “compositions.”

More specific information will be given when appropriate (in Moodle).

No make-ups will be allowed. **\*(See explanation below)**. Late work will not be accepted. **You will be responsible for checking the class schedule for the exact Date\***

 **d) Written Exams (10%):**

Exams will be offered after each chapter is completed, as indicated in the Class Schedule. They are designed to measure the student’s comprehension, and retention of the material discussed the preceding week. No make-ups will be allowed. **\*(See explanation below)**

 **e) Oral Presentations (10%):**

As indicated in the Class Schedule, oral presentations will be offered at the end of each chapter during the semester. Students will present a spoken conversation using no written support. The main purpose of an oral presentation is to present the subject content in an organized, concise, and effective manner. They are designed to measure students’ comprehension of the material discussed the preceding week. No make-ups will be allowed. **\*(See explanation below)**

 **f) Final Oral Presentation (10%):**

The Final Oral presentation will be the last oral presentation of the semester, as indicated in the Class Schedule. The Final Oral Presentation will be a cumulative examination covering the material studied throughout the semester. Students will present a spoken conversation using no written support. The main purpose of an oral presentation is to present subject content in an organized, concise, and effective manner to a live audience. The Final Oral Presentation will measure the student’s comprehension of the material discussed over the semester. The location will be announced in class. No make-ups will be allowed. **\*(See explanation below)**

 **g) Final Exam (10%):**

The final will be a cumulative examination covering the material studied throughout the semester. The date, and time, are indicated in the Class Schedule, and any change (if any) will be announced in class. No make-ups will be allowed. **\*(See explanation below)**

**\*Please be aware that scheduled evaluations may not be made up in case of absence. The only exceptions to this rule will be determined by the Instructor if there is a valid reason for the absence. In this case, the Instructor must be contacted PRIOR to the evaluation date. Evaluations include quizzes, tests, compositions, oral exams, and oral presentations. If any of these are missed by a student without a valid reason determined by the Instructor, he/she shall receive a zero.**

**\*\*All homework and additional assignments must be handed in DURING THE CLASS HOUR on the due date. Late homework WILL NOT be accepted. If a student misses a class due to illness or any other valid reason (determined by the Instructor), he/she must contact the Instructor to make arrangements to hand in any missed assignment.**

**VII. Academic Integrity**:

Article II: Academic Integrity and Intellectual Dishonesty

By choosing to matriculate at Trinity College, we have entered an academic community that thrives on its small size, student-professor interaction, and the free flow of ideas.

Our academic community can only thrive if each of us maintains the highest standards of academic integrity. Intellectual honesty is doing our own work and fully crediting the work of others if we use their ideas in our own work. Each student is responsible for knowing what constitutes intellectual honesty in every examination, quiz, paper, lab report, or academic exercise submitted for evaluation at Trinity College. Specific examples of academic dishonesty are listed in the Student Handbook. (p. 13.)

While we are each ultimately responsible for our personal conduct, we also have a responsibility to one another to uphold high standards. Therefore, each student is strongly urged to report suspected cases of academic dishonesty to the Honor Council.

<https://www.trincoll.edu/dean-of-students/community-standards/student-integrity-contract/>

<https://www.trincoll.edu/wp-content/uploads/2021/01/StudentHandbook.pdf>

**VIII. Accommodation**

Your professor and Trinity College are committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days’ notice is required. Please be sure to meet with me privately to discuss implementation.

Student Accessibility Resources can be reached by emailing SARC@trincoll.edu.

**IX. Peer Tutoring - Blume Language Lab**

*Need some extra help*? The Blume Language Lab, located in room 119, Raether Library and Information Technology Center, is there to help you. Click on the link to reserve time with a peer tutor. Schedule your meeting at least, 24 hours in advance to give your tutor enough time to prepare for your meeting. <https://blume.mywconline.com/>

**X. Student & Faculty Communication:**

Good communication between students and their instructors can make a big difference in academic experiences. If the student has a question or problem with the course or an assignment, they should always try to talk to their instructor first. Please reach out to your instructor to arrange a time to meet to discuss any issues, questions, or problems you may be facing **as soon as possible**.

**XI. Course Outline/Readings:**

**PROPOSED SCHEDULE**

|  |  |  |
| --- | --- | --- |
| **DATE** | **Lessons/Readings** | **To Do** |
| Sep/04 | *(Bienvenida y prontuario)**Bienvenidos**Panorama** *El español en EE. UU.*
* *Cognates*
 | *Moodle**Vistas 7 Assignments**Others* |
| Sep/06 | ContextosGreetings and farewells | *Moodle**Vistas 7 Assignments**Others* |
| Sep/09 | ContextosIdentifying yourself and othersExpressions of courtesy | *Moodle**Vistas 7 Assignments**Others* |
| Sep/11 | FotonovelaAmigos de todas partesThe Spanish alphabetCulturaSaludos y besos  | *Moodle**Vistas 7 Assignments**Others* |
| Sep/13 | EstructuraNouns and articlesNumbers 0-30 | *Moodle**Vistas 7 Assignments**Others* |
| Sep/16 | EstructuraPresent tense of “ser” | *Moodle**Vistas 7 Assignments**Others* |
| Sep/18 | EstructuraTelling time | *Moodle**Vistas 7 Assignments**Others* |
| Sep/20 | AdelanteLectura – Mafalda, Los animalesRepaso  | *Moodle**Vistas 7 Assignments**Others* |
| Sep/23 | Primer Examen - Capítulo 01 (In-Person -Everyone)Primera Presentación Oral (online)Chapter #01 Homework due | *Moodle**Vistas 7 Assignments* |
| Sep/25 | ContextosVoc. La universidad ComunicaciónFotonovela¿Te gustan los lunes? | *Moodle**Vistas 7 Assignments**Others* |
| Sep/27 | PronunciaciónLas vocalesCulturaUna Carrera universitaria | *Moodle**Vistas 7 Assignments**Others* |
| Sep/30 | EstructuraPresent tense of -ar verbs  | *Moodle**Vistas 7 Assignments**Others* |
| Oct/02 | EstructuraForming questions | *Moodle**Vistas 7 Assignments**Others* |
| Oct/04 | EstructuraPresent tense of “estar” | *Moodle**Vistas 7 Assignments**Others* |
| Oct/07 | EstructuraNumbers – 31and higher PanoramaEspaña | *Moodle**Vistas 7 Assignments**Others* |
| Oct/09 | Segunda Presentación Oral (In-Person Group #1) | *Moodle**Vistas 7 Assignments**Others* |
| Oct/11 | Segunda Presentación Oral (In-Person Group #2) | *Moodle**Vistas 7 Assignments**Others* |
| Oct/14 | Trinity Days – No Classes |  |
| Oct/16 | Segundo Examen - Capítulo 02 (In-Person -Everyone)Chapter #02 Homework dueFirst Composition Due | *Moodle**Vistas 7 Assignments**Others* |
| Oct/18 | Contexto* La familia

Fotonovela* Una visita inesperada - ¿qué pasó?

PronunciaciónDiptongos y nexosCulturaNombres y apellidos | *Moodle**Vistas 7 Assignments**Others* |
| Oct/21Mid-Term | EstructuraLos adjetivos descriptivos  | *Moodle**Vistas 7 Assignments**Others* |
| Oct/23 | EstructuraLos adjetivos posesivos  | *Moodle**Vistas 7 Assignments**Others* |
| Oct/25 | EstructuraPresent tense of -ir and er verbs  | *Moodle**Vistas 7 Assignments**Others* |
| Oct/28 | EstructuraPresent tense of “tener” and “venir”AdelanteLectura – GentePanormaEcuador | *Moodle**Vistas 7 Assignments**Others* |
| Oct/30 | Tercer Examen - Capítulo 03 (In-Person -Everyone)Tercera Presentación Oral (online)Chapter #03 Homework due  | *Moodle**Vistas 7 Assignments* |
| Nov/01 |  ContextosLos pasatiempos | *Moodle**Vistas 7 Assignments**Others* |
| Nov/04 | ContextosComunicación – entrevista y conversación | *Moodle**Vistas 7 Assignments**Others* |
| Nov/06 | EstructuraPresent tense of “ir” | *Moodle**Vistas 7 Assignments**Others* |
| Nov/08 | EstructuraStem-changing verbs e🡪ie, e🡪i, o🡪ue  | *Moodle**Vistas 7 Assignments**Others* |
| Nov/11 | EstructraThe “yo” verbs   | *Moodle**Vistas 7 Assignments**Others* |
| Nov/13 | AdelanteLectura – No solo en fútbolPanoramaMéxico | *Moodle**Vistas 7 Assignments**Others* |
| Nov/15 | Cuarto Examen - Capítulo 04 (In-Person -Everyone)Cuarta Presentación Oral (online)Chapter #04 Homework due  | *Moodle**Vistas 7 Assignments* |
| Nov/18 |  ContextosLas vacacionesLos mesesLas estacionesEl clima | *Moodle**Vistas 7 Assignments**Others* |
| Nov/20 | Pronunciación“b”and “v” | *Moodle**Vistas 7 Assignments**Others* |
| Nov/22 | AdelanteTurismo ecológico en Puerto RicoCulturaEl Viejo San JuanPunta del este | *Moodle**Vistas 7 Assignments**Others* |
| Nov/25 | EstructuraEstar - conditions and emotionsThe Present Progressive | *Moodle**Vistas 7 Assignments**Others* |
| Nov/26Dec/01 | Thanksgiving Break – No Classes |  |
| Dec/02 | EstructuraSer and Estar | *Moodle**Vistas 7 Assignments**Others* |
| Dec/04 | EstructuraDirect Object nouns and pronouns | *Moodle**Vistas 7 Assignments**Others* |
| Dec/06 | Presentación Oral Final – (In-Person Group #1) | *Moodle**Vistas 7 Assignments**Others* |
| Dec/09LastClass | Presentación Oral Final – (In-Person Group #2)Chapter #5 Homework due Second Composition Due | *Moodle**Vistas 7 Assignments**Others* |
| Dec/12**Thursday** | Final Exam12:00 pm |  |

This Schedule may be modified at the instructor’s discretion to accommodate students’ needs, and the instructor will notify the students when doing so. Still, students are responsible for being aware of any changes.

**XII. HISP Policy:** Effective Communication and Writing Skills:

* Attend scheduled office hours to engage in one-on-one discussions with the instructor.
* Seek clarification on language-related queries, concepts, or concerns.
* Write notes or questions about doubts to enhance understanding.
* Write notes or questions about expressions, grammar, or vocabulary.
* Use comment tools or highlight specific areas to seek clarification.
* Utilize reputable dictionaries and grammar references to address language doubts.
* Incorporate external references (like RAE) to strengthen writing quality.
* Employ a Spanish spell checker like Microsoft Word's language settings.

¡Algo más!

* Do not ask a friend or tutor to read your composition and correct the errors.
* Do not turn in a composition that translates your writing from English to Spanish.
* Do not use automatic translation devices from the Internet or other sources (machine translation is easily identifiable).
* Do not use ChatGPT (or tools like it) for your work for this class.