



Penn State
Lehigh Valley
A CAMPUS OF THE PENNSYLVANIA STATE UNIVERSITY

Spanish 100 A – Spanish for Heritage Speaker Spring 2014

Prof. Ana Figueroa-Coddou

Classes: Tuesday and Thursday: 10:50 am to 12:05 pm.

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Office Hours: T-R 12:15-3:15 or by appointment

WELCOME to Spanish 110 we will work on mastering practical spoken Spanish in its cultural context. Our goal is to use the language strategically, to accomplish objectives and resolve conflicts, in culturally accurate circumstances using appropriate vocabulary. In this course, class activities will help you to:

- Develop the ability to maintain a conversation, handle common situations in Spanish and negotiate differences of opinion with a high level of vocabulary.
- Enhance your fluency and increase your specific vocabulary.
- Acquire confidence in using your professional Spanish.
- Expand, in very specific areas, your vocabulary.
- Acquire information about life, problems and current trends in the Hispanic world.
- Develop sensitivity to Hispanic traditions and customs.

Course and Program Goals:

The goal of this semester in Spanish 100 is to help you become proficient in communicating with native speakers of Spanish and help you interact with the Spanish speaking communities, not on everyday life, but in specific and profession scenarios. Special focus is given to communicating about yourself and others, places, interests and activities and to speaking. This course emphasizes speaking fluency. With this goal in mind, the course will also provide exposure to the other language skills (reading and listening-comprehension, writing, vocabulary acquisition, socio-cultural competence) which are integral to developing speaking fluency. Certain grammar points will be reviewed based on the texts and on issues that arise in class. Individual and group presentations provide students with practice in making formal presentations in Spanish, a skill that is necessary for many professional settings such as international affairs, business, and teaching. Classroom and small group discussions will provide practice in a more informal style of speech that is encountered in travel and social situations.

This course provides a close encounter with one of the most famous Latin American indigenous culture, the INCA culture. The immersion experience in Cusco will take your handle on the Spanish language to new levels. Students, who want to travel with me, should know that we will be spending time in Cusco –Perú. Situated high in the Andes Mountains in Southeastern Peru, Cusco stands tall as the ancient capital of the Inca Empire. The nearby Inca archaeological site of Machu Picchu has long been one of the most inspirational destinations for countless travelers. Spaniards first arrived to Peru in the 1530s, with conquistador Francisco Pizarro. Due to heavy Spanish influence for many decades, much of the architecture in present-day Cusco is a mix of Inca and Spanish design. Traveling to Perú students will engage in service learning in Cuchuma. We will be working with an NGO center in order to improve the living conditions of indigenous people by training and preparing them to face the new challenge of a global society. Students will interact widely with the Cuchuma community. Students have a rare opportunity to learn how Peruvians and Indigenous people lives and deepen in their culture to understand the evolving US-Latin American relationship.

To take Spanish 100, you must have knowledge of Spanish at the intermediate or higher level. Speaking competency is just as important as learning about the Spanish language, and in this class you will learn how to use, and increase your vocabulary. The successful student will develop a high to specific-high proficiency in the language by engaging in a variety of

communicative activities that focus on developing reading, writing, speaking and listening skills in **Spanish**. In addition, the student will develop cultural awareness and become prepared to encounter real life situations outside of the classroom through discussions of cultural customs and behavior and by reading authentic materials written in **Spanish**. Your success in this class will depend on your active participation in the various class activities. Therefore, this is what I expect of you:

- to prepare all lesson materials before coming to class,
- participate actively and with a positive attitude, and
- speak in Spanish in class and to your classmates

Course Requirements:

Book: *Conexiones: comunicación y cultura*. Zayas-Bazán – Bacon – García. Fourth edition.

- Dictionary: Dictionary: Either a Spanish/Spanish dictionary (e.g. *Larouse Usual* by Ramón García-Pelayo) or a Spanish/English dictionary (e.g. *Vox*)

Attendance and participation: Students must complete homework, reading and creative assignments and vocabulary preparation for each class. Students must participate actively and consistently in class activities as well as ask question and provide response to oral presentations given by classmates. Because of the oral nature of this class, an extended absence (even for health or personal problems) will significantly lower your grade and may even make it necessary to drop the class. **In the case of extended health or personal problems it is essential that you inform me as soon as possible.** Remember attendance is *mandatory*. A significant portion of your grade will depend on oral participation in class. Penn State University Rules and Regulation about attendance establish:

- **“A student should attend every class for which the student is scheduled and should be held responsible for all work covered in the courses taken.** In each case, the instructor should decide when the class absence constitutes a danger to the student's scholastic attainment and should make this fact known to the student at once. A student whose irregular attendance causes him or her, in the judgment of the instructor, to become deficient scholastically, may run the risk of receiving a failing grade or receiving a lower grade than the student might have secured had the student been in regular attendance (...) ***An instructor might not consider an unavoidable absence legitimate if the student does not contact the instructor before the evaluative event.*** Students will be held responsible for using only legitimate, unavoidable reasons for requesting a make-up in the event of a missed class or evaluative event. Requests for missing class or an evaluative event due to reasons that are based on false claims may be considered violations of the policy on Academic Integrity (Policy 49-20).”
- In case of class absence, student should submit a **[class absence form](http://www.psu.edu/oue/aappm/classabs.pdf) a week in advance:** <http://www.psu.edu/oue/aappm/classabs.pdf>
- Two (2) class absences without a medical, or dean's, excuse will lower the course final grade by 10%; more absences will lower it proportionally. Three (2) late arrivals will count as one (1) absence

GRADING:

Preparation and participation in class discussions	15%
Final Evaluation	20%
Group scenarios	10%
Presentations	20%
Exams	20%
Peru Project	15 %

Peru Project

Students who decide to discover the joy of community service through visiting and working with local community in Peru, they will have also the possibility to write a journal and a final paper talking about his/her experience. This personal journal would be the base for his her final paper. In keeping a journal, students have an opportunity to reflect on your place your ideas about the encounter with the new culture. Students have the opportunity to study and write about several topics on our trip. Topics such as: ecology, women culture, child work, history preservation, etc. Working with local communities, students have the possibility to interviewed shamans, herbalists, agriculturalists, women who work in the kitchen as well as worked with children and teachers in community schools of the region. Interactions with local people are often a highlight of student experiences

Group Scenarios: Students will present one short individual oral presentations of 2-3 minute at the beginning of the new topic to allow me, and your classmates to establish a starting point for students' language skills and help each student to elaborate specific and personal goals.

Presentation: Students will do group presentations about a topic previously approved by the instructor. Students will provide the instructor with a list of sources. Students should strive for a professional appearance and demeanor in this presentation. Each group should have 3-4 students and each student should speak for 3-4 minutes for a maximum of 16 minutes per group. The rest of the class will take notes during these presentations and ask questions afterwards. There will be a group component as well as an individual component to this grade. Follow the specific guidelines for research and presentation format indicated on the attached evaluation sheet.

Final evaluation: Students will do an individual final presentation of 8-10 minutes on a topic previously approved by the instructor. Students will provide instructor with a list of sources. Follow the specific guidelines indicated for research and presentation format on the attached evaluation sheet. **Because of the oral nature of this class these final oral evaluations count as the final exam and there will be no written final exam. The class will end on the last day of classes: April 30th, 2012.**

PREPARATION AND PARTICIPATION IN CLASS DISCUSSIONS: Thorough preparation of all assignments is essential for active participation in class and is expected of all students. Daily in-class participation will be assessed as follows:

A (90's) - participates actively in class and small group discussions, prepares homework, volunteers answers and speaks with few mistakes.

B (80's) - active participation, prepares homework, volunteers, but makes some mistakes.

C (70's) - answers when called upon, may or may not prepare homework, shows little initiative, and makes more frequent mistakes.

D (60's) - shows no interest in speaking Spanish, does not prepare for class.

Pruebas (Exams): It will base on grammar points from the book and some specific vocabulary call "OJOS" presented in the *Vocabulary Packet* on ANGEL. "Ojos" are words that look or sound similar to one in English but that actually has a totally different meaning is called "falsos amigos". In this class you will find a group of these words in the RP that we call "ojo" (it means beware). There are several "Ojo" in the RP on ANGEL.

Classroom Behavior Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. I strongly recommend that students should:

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- be respectful to one another at all times,
- Turn-off all *cellular phones* before class starts, *texting, sending emails or doing other activity not connected with the class (while you are in class) or going back and forth to the restroom is COMPLETELY FORBIDDEN.*
- Refrain from eating and drinking in class (not chew gum while in class);
- Arrive on time to class. To be tardy is disrespectful to both your teacher and your classmates. Please let me know about conflicts with your other classes. If you arrive late, enter the class and sit near the door, if possible, instead of walking across the room in front of everyone. **If you arrive after the roll has been checked, you are responsible for letting me know so that I can make the necessary corrections.**
- Attend class; if unable to attend, know that you are responsible for what you have missed (homework and knowledge of class material).
- Come prepared for class each day; do not expect others to supply you with paper or a pen/pencil or share their book with you.
- Come to class prepared and ready to actively participate.
- Take notes in class; this requires good listening skills and attentive involvement in the class.
- Seek help from your instructor and/or the Learning Center as soon as you experience academic difficulties. Do not let yourself get further and further behind. Help is

available. If you schedule an appointment in the Learning Center, do not miss the appointment.

- Be prepared with class notes and textbook when seeking help; the instructor or tutor is there to help you and not do your homework for you.
- Be on time for appointments; if you miss an appointment, let the person know why you did not show up. A simple apology goes a long way.
- Be able to answer questions on a test that are different than those presented in class, during a review session, or at any other time; you are in college, and the test questions can most definitely be different and even more challenging than those covered previously. If you are presented with a study guide or copies of previous tests, they are NOT meant to tell you the questions on a test but are simply intended as a guide.
- Be academically ethical in all assignments, and do your own work.
- Respect the academic environment of the university classroom as well *as* each other.
- Understand that ***the grading system established by your professor is for everyone***; asking for extra credit assignments to help raise a grade, turning in assignments late and expecting no penalty, or asking for more points than those earned ***are inappropriate requests***.
- Hand in grammatically correct written assignments in all disciplines, not just in English classes.
- Hand in assignments when they are due.
- Understand that grades are earned not given by the instructor.
- Respect copyright laws.
- Not use a computer in class or tape record a lecture unless granted permission by the instructor.

In keeping with the professionalism of the class, students are requested to address Dr. Figueroa, either as Dr. Figueroa or Professor Figueroa, in both speaking and writing. All other forms of address are inappropriate in a professional setting.

Plagiarism. Remember

- *Use of any previous semester course materials, such as tests, quizzes, homework, projects, and any other coursework, is prohibited in this course. Using these materials will be considered a direct violation of academic policy.*
- *Plagiarizing is defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source." If caught plagiarizing, you will be dealt with according to the University regulations. The University's policy on academic integrity can be found on the Web at www.psu.edu/polreg/studguid.html#R64. Section 49-20 of this code, describes academic dishonesty by including cheating, plagiarizing, fabricating information or citation, facilitating acts of academic dishonesty by others, having unauthorized examination, submitting the work of others or previously submitted work without instructor's permissions, and tampering with the work of others. Student violating this code will fail the course and be referred to Judicial Affairs for further disciplinary action.*

- *Please note that any proofreading of written assignments by another person and/or the use of bibliographical sources (including Internet materials) without proper acknowledgment is an infraction of the University regulations.*
- *The use of any electronically translator is considering as a plagiarism by the university rules.*
- *If you see something – say something. According with the Academic Dishonesty code 10.08, you are obligated to say something if you see or know if someone is breaking the rules.*

Normas de evaluación para las presentaciones individuales:

Tema/Contenido (OJO: El/la estudiante debe buscar la aprobación del tema de parte del/a instructor/a antes del día de la presentación)

25 -22 Excelente	Un acercamiento profesional o académico a un tema relevante al curso y/o la formación académica/profesional del estudiante. Las ideas son complejas y la argumentación es excelente. Un vestuario acorde con la circunstancia.
21 -18 Bueno	Un acercamiento profesional, académico o filosófico a un tema relevante al curso y/o la formación académica/profesional del estudiante. Las ideas se adecuan al tema propuesto y la argumentación está bien sostenida.
17 - 11 Apenas aceptable	Un acercamiento y/o un tema superficial (descripciones de comida, viajes, bailes) Las ideas están mal organizadas y no tienen mucha relación con el tema.
10 – 0 No aceptable	Temas no relevantes ni al curso ni a la formación del estudiante (por ejemplo “como lavarse los dientes” o “mi coche favorito”), acercamientos hechos con el propósito de ofender o de promover un solo punto de vista sobre temas de gran debate en la sociedad. (Está bien presentar temas controvertidas si se presentan varios lados del debate, una estructura de debate es aceptable para las presentaciones de grupo)

Organización/recursos audiovisuales (OJO: los recursos audiovisuales cambiarán según el tema)

20-18 Excelente	Las secciones de la presentación están debidamente organizadas en torno a una idea y hay una evolución clara entre ideas. Los recursos audiovisuales son adecuados al tema. No debe haber faltas de ortografía ni escritura en las presentaciones.
17-14 Bueno	Hay sustantivos e ideas repetidas. La evolución de ideas entre secciones está menos definido. Los recursos audiovisuales son adecuados al tema. Sólo leen las diapositivas o no se comunican.
13-10 Apenas	La presentación no es fluida porque hay interrupciones. No se usa los

acceptable	pronombres. Los recursos audiovisuales no son adecuados al tema. No hay una real preparación.
9-0 No aceptable	Los secciones de la presentación están mal organizados. Las ideas se repiten con mucha frecuencia. Los recurso audiovisuales distraen de la presentación, o hace falta el uso de algún recurso audiovisual.

Gramática:

25-22 Excelente:	Se usa la gramática correspondiente a las estructuras estudiadas en el nivel sin errores. Menos uso de frases cortas y mayor uso de oraciones con cláusulas subordinadas.
21-18 Bueno:	Se usa la gramática correspondiente a las estructuras estudiadas en el nivel. Hay algunos errores significativos y más frases cortas.
17-11 Apenas aceptable:	No se aplica la gramática correspondiente al nivel y hay algunos errores básicos (por ejemplo uno o dos verbos mal conjugados etc.) y muchas frases cortas.
10-0 No aceptable:	No se aplica la gramática correspondiente al nivel y hay varios errores básicos. (por ejemplo muchos verbos mal conjugados, errores sintácticas, transcripciones verbatim del inglés etc.)

Vocabulario (OJO: Escribir las palabras nuevas de vocabulario en la pizarra. Explicarlas en español)

20-18 Excelente:	El vocabulario es avanzado y corresponde a o supera el nivel. Hay nuevas palabras presentadas a la clase.
17-14 Bueno:	El vocabulario es avanzado pero hay errores de precisión léxica. Hay algunas nuevas palabras.
13-10 Apenas aceptable:	El vocabulario es de nivel mediano. Hay algunos anglicismos. Hay muy pocas nuevas palabras presentadas a la clase..
9-0 No aceptable:	El vocabulario es deficiente. Hay muchos anglicismos. No hay nuevas palabras presentadas a la clase.

La pronunciación /la fluidez/el estilo: (OJO: La presentación debe ser clara, que se comprenda, no rápida, de frente viendo al público con un ritmo, tono y movimiento corporal natural. El estudiante debe mostrar seguridad al hablar)

Pronunciación: (La refinación de la pronunciación es un proceso de largo plazo. A este nivel la pronunciación no debe dificultar la comprensión. Preste atención a la pronunciación de los vocales sobre todo.)

Fluidez: (La presentación debe ser clara, no demasiada rápida pero tampoco con muchas pausas. El/la estudiante no debe titubear ni hacer interjecciones por frustración ni añadir palabras en inglés. No debe leer.)

Estilo: (El/la estudiante debe mostrar seguridad al hablar con buena entonación y modulación de la voz. Debe hablar de frente viendo al público con un ritmo, tono y movimiento corporal natural y hacer contacto visual.)