

Fall 9-1-2018

## SPNS 101.06: Elementary Spanish I

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## SPNS 101: Elementary Spanish I, Fall 2018

**Instructor: Caroline Lonski**

**Email:** [caroline.lonski@mso.umt.edu](mailto:caroline.lonski@mso.umt.edu) (You must use your *official UM account* for any email correspondence with your instructor.)

**Office:** LA 421 (SW corner, top floor of LA building.)

**Office hours:** **M, T, W: 2:00-3:00 PM**, and by appointment. I am frequently in my office outside of office hours; stop by and if I can help you, I will. Afternoons are usually best.

**Course Description:** The purpose of this course is to begin developing proficiency in Spanish in all four skills (listening, speaking, reading, and writing). While grammatical topics are covered, the importance of using language for communicative purposes is emphasized. Since acquisition cannot take place without input in the target language, instructors use Spanish *almost exclusively*.

**Learning Outcomes: The successful student will be able to:**

1. Understand spoken and written Spanish in the context of common situations and in a basic range of grammatical structures and expressions, specifically, those emphasized in the *Puntos de partida* textbook, Chapters 1 - 6.
2. Produce comprehensible spoken and written Spanish, including short paragraphs and brief verbal responses to a range of communication topics, also specified by *Puntos de partida*.
3. Acquire knowledge of the geography, culture and people of regions where Spanish is spoken, as indicated by the cultural units provided in *Puntos de partida*.

**Required Class Materials:**

- **Textbook:** Dorwick, Thalia...[et al.] *Puntos de partida: an invitation to Spanish, 10th edition*, Student Edition. Your textbook is good for SPNS 101 and 102.
- **Workbook:** Arana, Alice A...[et al.] *Workbook/Laboratory Manual to accompany Puntos de partida, Chapters 1-6*, custom bound edition. Available at The Bookstore (\$60.50).
- **Moodle:** Homework is posted on Moodle, as are links to grammar tutorials, workbook audio, and other practice content.
- 3 narrow red scantrons (available at Bookstore, Market, and Corner Store), a #2 pencil
- A three-ring binder to organize class papers
- Standard 10.5" x 8" lined loose-leaf notebook paper without fringe for handing in class work
- A colored highlighter or red pen for making homework corrections

**Recommended Materials:**

- A Spanish-English Dictionary
- *501 Spanish Verbs*
- Any content in Spanish of interest to you such as music, news, movies, TV, radio, podcasts....

**Materials in The Mansfield Library:**

- *Puntos de partida* Textbook, Chapters 1-6
- *Puntos de partida Workbook and Lab Manual Vol. 1*, Chapters 1-6
- Emily Spinelli's *English Grammar for Students of Spanish*

**Grading:**

- Exams: 50% (Exams 1-2 = 15% each, **Final Exam = 20%**)
- Quizzes 15%
- Homework, Participation, Preparation and Regular Attendance: 35%
  - Homework and Daily Preparation, writing assignments, projects etc.: 25%
  - Participation & Attendance: 10%
    - The *attendance* portion of your grade will not be factored in until the END of the semester, so be aware of how your absences may impact your final grade.

- Please be advised that late arrivals and early departures as well as engaging in non-class activities such as cell phone use are grounds for a lowered participation/attendance score.
- Four absences or fewer will be considered perfect attendance (100%). See chart below for score equivalencies for five absences or more:

Absences:	Attendance grade %:	Absences:	Attendance grade %:
0-4	100	17-19	50
5-7	90	20-22	40
8-10	80	23-25	30
11-13	70	More than 25	0
14-16	60		

**Exam Policy:** You will need a narrow red scantron and pencil for each exam. *Only one missed exam is allowed if you contact the instructor PRIOR to the exam with an acceptable excuse.* The final exam grade will be used to replace the excused exam at the end of the semester. There will be no makeup exams. Please note; the final exam is cumulative, with a focus on the last two chapters. All electronic devices must be packed away for the duration of the exam. Baseball caps or hats with visors cannot be worn for any of the exams. Once graded, exams will be available for viewing and review during office hours. **Students will not keep their exams.**

**Quizzes:** Your instructor will give quizzes on a regular basis, and will announce them at least a day in advance to allow time for preparation. *Only one missed quiz is allowed if you contact the instructor PRIOR to the quiz with an acceptable excuse.* If you miss a quiz for an acceptable excuse, the subsequent quiz grade will also be entered in the grade book in place of the missed quiz grade. (I may instead require a makeup instead of a grade replacement.) All electronic devices must be packed away for the duration of the quiz.

**Testing Anxiety:** There are many strategies for coping with testing anxiety. Some resources on campus include [Curry Health Center's Testing Anxiety workshops and courses in meditation](#), and [Campus Recreation's Yoga classes](#).

**Homework:** You will have homework to complete every night. Your instructor will post this daily, and will check your completion and comprehension of the material in a number of different ways in class. In addition to spending time on new material, you should incorporate review on a regular basis. Please note that University guidelines state that for every one hour spent in class, you should expect to spend two hours on homework. This course is 4-credits and fast-paced, and your success in it will depend on your consistent dedication to your work, both in and outside of class. It is important that you **plan to spend at least 12 hrs./ wk. on this course.**

- **Turning in homework:** In addition to exercises from the text and workbook, you will be asked to write a few short paragraphs or compositions to turn in. These will be announced in class. All such work should be neatly hand-written, double-spaced with minimal cross-outs, on loose leaf paper (no spiral fringe) and ready to hand in at the start of class on the due date, unless otherwise specified. Please note that you may not submit these via email. *You will be expected to use ONLY the vocabulary and grammatical structures that you have learned by the time of the assignment.* Take on the challenge and be creative in expressing yourself with the language that you do know, rather than trying to express yourself on a level above your current ability. Ultimately, you will have much more success in a second language if you are able to engage in this process. Please note that **the use of online translators is prohibited at all times.** You are permitted to use a dictionary or your book's glossary. [Wordreference.com](http://Wordreference.com) is an excellent online dictionary.

**Participation and in-class assessments:** There will be frequent in-class assessments of your progress over the course of the semester. No makeups will be permitted and each missed assessment is a loss of points, unless you have an excused absence. These may be pop quizzes or other in-class work to ensure that you study at home and prepare for class, and will count toward your class participation. All electronic devices must be packed away for the duration of the assessment.

1. **Attendance:** Arrive for class on time, and plan to take care of bathroom visits before or after class. Attendance will be recorded daily at the beginning of class; if you show up late it is YOUR responsibility to check in with me at the end of the class to avoid an absence. (Students who show up more than 10

minutes late may still be marked absent, depending upon circumstance.) More than four absences will result in a lower participation grade, as will unexcused late arrivals or early departures. If you do miss a class, it is *your* responsibility to find out what written work or other activities you missed to get caught up; communication with your instructor is key. Lessons, interactions, conversations and discussions in class are impossible to make up, which is why it is crucial to be in class *every day*. Find an accountability partner now. I suggest that you exchange contact information with at least two other classmates for this purpose.

2. **Homework:** Have homework already completed before class and be ready to discuss your work with others. Unannounced spot checks of homework may be used in calculating your participation grade.
3. Make a strong effort to **speak Spanish** exclusively in class, even after finishing assigned activities.
4. **Volunteer** often to respond to the instructor's questions or to offer ideas and opinions to the entire class.
5. **Participate actively** in small group and pair discussions by presenting ideas and opinions.
6. Demonstrate an attentive, alert, and engaged attitude during class as well as respect for others by doing what you can to **contribute to a classroom atmosphere conducive to learning**. This class requires a certain amount of partner and class-wide practice; if you come prepared you will be able to *comfortably* participate in a manner that protects the integrity of the environment and contributes to your fellow students' success. We are in this together!
7. **Electronics: Please mute your cell phone and keep it packed away during class. The use of cell phones or other electronic devices during class without prior arrangement with your instructor is unacceptable**, and will result in a participation grade reduction. If you have only purchased access to your textbook via an online platform, you may have your computer open to access your book. Other use of the computer during class, such as emails, social media, or completing work for other classes is also unacceptable.

#### **Tutoring:**

- Talk with your instructor right away if you feel like you need extra help. If you earn a C or lower on any exam, you should work with a tutor. A list of private tutors is posted on Moodle.
- [Study Jam Sessions](#) are **FREE** and meet Mondays and Wednesdays 6:30 – 9:00 pm in the UC Commons (2<sup>nd</sup> floor dining area). The first session will be Wed., Sept. 5.
- [TRIO](#) has **FREE** tutoring for those eligible. [Visit their website](#) for more information, or go to their office in Lommasson Center, 180.
- The UM app. has a Tutoring Board where you can search for tutors in various disciplines. Look under “Languages” to find help in Spanish.
- Some private tutors advertise on the MCLL bulletin board, on the southwest stairway, between the 3<sup>rd</sup> and 4<sup>th</sup> office floors.

**Academic honesty:** All students must practice academic honesty and abide by the [Student Conduct Code](#). Academic misconduct is subject to a disciplinary sanction by the University and/or academic penalty by the course instructor. In order to protect student and complainant rights to Due Process, the designated UM official must be notified of any violations to the Student Conduct Code.

**Grading scale \* Be sure you know what grade you need for your major**

Letter grade	Number grade	Letter grade	Number grade
A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

\*For CR/NCR grading option, you must earn a D- or above to receive credit.

- Please note that your instructor is not permitted to share grading information with you via email.
- Please arrange an appointment with your instructor if you would like to discuss your grade.
- All email communication with your instructor must take place through official UM email addresses.

**Course withdrawal and deadlines:**

- Monday, Sept. 17, 2018 is the last day to withdraw from the course with a *partial refund*.
- Monday, Oct. 29, 2018 is the last day to withdraw without Dean's signature and without notation of Pass/Fail status on transcript.
- For a detailed listing of important University dates and deadlines, please see the [Registrar's Calendar links online](#).

**Students with disabilities:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students \(DSS\)](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with [DSS](#), please contact [DSS](#) in Lommasson 154. I will work with you and [DSS](#) to provide an appropriate accommodation.

**Communication:** I am here to support and facilitate your learning, and enjoy meeting with students individually. Please know that I DO place your success at center, and am here to support you as my duties and responsibilities allow. If you cannot make office hours, please feel free to stop by anyway; if I cannot help you in the moment I will let you know and can at least schedule an appointment.

PUNTOS DE PARTIDA SPNS 101				
Day			Pages	Topic
1.	M	8/27	1-5	<b>Cap. 1</b> Intro. to course, Intro. to Spanish Language, Making Introductions
2.	T	8/28	5-8	Introductions, pronunciation, and Alphabet
3.	W	8/29	8-12	Ser, Adjectives, Intros., Alphabet, Reading about Spanish Language
4.	Th	8/30	13-14	Hay, Numbers 0-30
	M	9/3	<b>No class – Labor Day</b>	
5.	T	9/4	14-16	Numbers and gustar
6.	W	9/5	17-19	Telling Time
7.	Th	9/6	1-23	Review, Video Cap. 1
8.	M	9/10	27-29	<b>Cap. 2</b> Classroom vocabulary
9.	T	9/11	28-32	School Subjects vocabulary and Interrogative Words
10.	W	9/12	38-44	Pronunciation, Nouns, Gender and Articles
11.	Th	9/13	41-44	Personal Pronouns, -ar verbs
12.	M	9/17	41-47	-ar verbs + estar
13.	T	9/18	48-50	yes/no questions, -ar verbs
14.	W	9/19	50-52	Review
15.	Th	9/20		<b>EXAM 1 (Caps. 1-2) – Bring red scantron and pencil</b>
16.	M	9/24	61-63	<b>Cap. 3</b> Family
17.	T	9/25	64-65	Numbers and Family
18.	W	9/26	64, 69-74	Adjectives as vocabulary and their grammar
19.	Th	9/27	75-79	Ser
20.	M	10/1	75-79	Possessive Adjectives, Ser
21.	T	10/2	80-82	-er/ -ir verbs and possessive adjectives
22.	W	10/3	83-85	-er/-ir verbs
23.	Th	10/4		Review Cap. 3
24.	M	10/8	98-102	<b>Cap. 4</b> Clothing and Tag Questions
25.	T	10/9	103-105	Colors, Clothing and Tag Questions
26.	W	10/10	105-106	Numbers 100 and up
27.	Th	10/11	68, 108-109	Pronunciation, vocabulary review and practice, Intro. demonstratives
28.	M	10/15	110-113	Demonstrative Adjectives and Pronouns
29.	T	10/16	110-113	Demonstrative Adjectives and Pronouns and stem-change verbs
30.	W	10/17	114-116	Stem-Change Verbs
31.	Th	10/18	116-118	Tener Idioms and stem-change verbs, ir
32.	M	10/22	119-121	ir+a+infinitive
33.	T	10/23	119-121	ir+a+infinitive / Review
34.	W	10/24		Review
35.	Th	10/25		<b>EXAM 2 (Caps. 3 - 4) – Bring red scantron and pencil</b>
36.	M	10/29	130-134	<b>Cap. 5</b> House Vocabulary, Days of the Week
37.	T	10/30	134-137	Prepositions, The House / Day of the Dead
38.	W	10/31	139-142	-go verbs
39.	Th	11/1	139-144	More –go verbs
40.	M	11/5	145-147	Stem-change verbs
41.	T	11/6	<b>No class – Election Day</b>	
42.	W	11/7	145-149	Stem-change verbs
43.	Th	11/8	150-155	Reflexive verbs
44.	M	11/12	<b>No class – Veterans' Day</b>	
45.	T	11/13	150-155	Reflexive Verbs

PUNTOS DE PARTIDA SPNS 101				
Day			Pages	Topic
46.	W	11/14		Review
47.	Th	11/15	164-167	<b>Cap. 6</b> Weather and Tener Idioms
48.	M	11/19	164-167	Weather and Tener Idioms, Geography
49.	T	11/20	168-171	Months, Seasons, Prepositions of Place
	W	11/21	<b>No class – Thanksgiving Break</b>	
	Th	11/22	<b>No class – Thanksgiving Break</b>	
50.	M	11/26	173-175	Prepositions of Place / Present Progressive
51.	T	11/27	173-177	Present Progressive
52.	W	11/28	178-181	Ser vs. Estar
53.	Th	11/29	173-184	Present Progressive and Ser vs. Estar
54.	M	12/3	185-189	Comparisons of inequality
55.	T	12/4	185-191	Comparisons of equality
56.	W	12/5		REVIEW
57.	Th	12/6		REVIEW and Evaluations
58.	M	12/10		<b>FINAL EXAM CUMULATIVE (focus on Caps. 5-6)</b> Monday, December 10, 6:30-8:30 pm

	<b>Spanish 101 Communicative Goals</b>	<b>Spanish 101 Grammatical Structures</b>
<b>Cap. 1</b>	<ul style="list-style-type: none"> <li>• meet and greet others</li> <li>• describe yourself and others</li> <li>• use alphabet for communicative clarification</li> <li>• count to 30 and do simple math</li> <li>• talk about likes and dislikes</li> <li>• tell time</li> <li>• get information by asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• ser, some uses and forms</li> <li>• some interrogative words</li> <li>• gustar</li> <li>• hay</li> </ul>
<b>Cap. 2</b>	<ul style="list-style-type: none"> <li>• talk about your university</li> <li>• discuss your schedule, courses and professors</li> <li>• talk about activities you do on campus</li> <li>• get information by asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• articles, grammatical number and gender</li> <li>• -ar verbs, pres. tense</li> <li>• estar</li> <li>• negation</li> <li>• interrogative words</li> </ul>
<b>Cap. 3</b>	<ul style="list-style-type: none"> <li>• describe friends and family and their relationships to one another</li> <li>• tell your age and birthday, use numbers 0 - 100</li> <li>• identify a person's nationality</li> <li>• indicate purpose and reason for doing something</li> <li>• tell what belongs to you and others</li> </ul>	<ul style="list-style-type: none"> <li>• ser</li> <li>• possessive adjectives</li> <li>• -er and -ir verbs, pres. tense</li> <li>• placement and forms of adjectives</li> </ul>
<b>Cap. 4</b>	<ul style="list-style-type: none"> <li>• discuss clothing and colors, and shopping</li> <li>• ask for and give prices, numbers 0 - millions</li> <li>• point out people and things (demonstratives)</li> <li>• discuss preferences and wishes</li> <li>• talk about the future</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrative adjectives and pronouns</li> <li>• stem-changing pres. tense verbs</li> <li>• tener idioms</li> <li>• <b>ir + a + infinitive</b></li> <li>• the contractions <b>al</b> and <b>del</b></li> </ul>
<b>Cap. 5</b>	<ul style="list-style-type: none"> <li>• discuss weekly and daily routines and sequences</li> <li>• describe where you live</li> </ul>	<ul style="list-style-type: none"> <li>• more stem-changing verbs, pres. tense</li> <li>• reflexive verbs,</li> <li>• prepositions of time</li> </ul>
<b>Cap. 6</b>	<ul style="list-style-type: none"> <li>• talk about the weather</li> <li>• talk about seasonal activities</li> <li>• point out where things are located</li> <li>• talk about what you are doing right now</li> <li>• describe personality traits and conditions</li> <li>• make simple comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• prepositions of place</li> <li>• <b>present progressive</b></li> <li>• ser vs. estar</li> <li>• más/menos...que</li> <li>• tan/tanto/a/os/as... como</li> </ul>



## Did you know that...?\*

- Spanish is the third most widely-spoken language in the world after English and Mandarin. Being able to speak Spanish allows you to communicate with the over 400 million Spanish speakers sharing our planet!
- Spanish is the official language in twenty-one countries.
- Experts predict that by the year 2050, there will be 530 million Spanish speakers, of which 100 million will be living in the US.
- The United States currently has the second largest Spanish-speaking population in the world after Mexico. In the US there are over 50 million Spanish speakers (41 million native speakers, 11 million fluent 2<sup>nd</sup> language speakers).
- Hispanics are the largest minority in the US, and Spanish is the second most spoken language in the US. In fact, Spanish is currently spoken by 16% of the US population.
- Latin American countries are some of the US's most important trading partners.
- Although it is difficult to find consistent data for the number of bilingual speakers in the world, most reputable sources state that the number is between 45% and 55%. That's a lot of workforce competition for a person limited to one language (monolingualist.)
- Being able to speak Spanish greatly enhances your resume, no matter your major. If you are bilingual, you are more competitive in the workplace, are more valuable and relevant to the world community, and are simply more able to connect with more people in general.

\*Source: UM MCLL Spanish Department

## SPNS 101 Student Survey Fall 2018:

Please print, answer, and return; ALL information will remain confidential.

**Your first and last/legal name:**

**Name you prefer to be called (if different from above):**

**Preferred gender pronoun: She/He/They/Other:**

**Major and year:**

**Email:**

**Phone number:**

1. Is this your first Spanish class? (If not, please tell me how much Spanish you have taken, and where and when you studied it.)
2. Have you ever traveled to or lived in a Spanish-speaking country or region? (Where? For how long?)
3. What other languages have you studied? (For how long? What languages do you speak fluently?)
4. Why would you like to learn Spanish?
5. What grade do you plan to earn in this class? Do you have the study skills, time and attitude to accomplish that goal? (If not, do you know how to seek help if you need it?)
6. Please share any expectations/needs/hopes/fears for this class:
7. Is there any information that you would like to share that would help me support you in your success?
8. What else would you like me to know about you? What are some of your interests/hobbies/skills?
9. What is "success" for you in this class? At UM? Overall?
10. Of what accomplishment are you most proud, that you would like to share?
11. Some of my responsibilities as an educator are to conduct my professional affairs with integrity; share my knowledge and expertise as I support your learning to the best of my abilities; adhere to best practices; contribute positively to the success of each individual and our group as a whole; model responsible and respectful behavior; nurture a love for learning and an appreciation for education and its power; and be kind, compassionate, patient, reasonable, positive, and thoughtful. What do you consider to be your responsibilities as a student?