SPAN100

Course Summary

Course : SPAN100 **Title :** Spanish I
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course will expose the student to the fundamentals of the Spanish language. The student will learn basic vocabulary, verb conjugations and grammatical usage through workbook and listening exercises. The student will also learn about the Spanish culture through reading and listening exercises. Please note the technical specifications below. These are required to interface with the online version of Rosetta Stone. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact classroomsupport@apus.edu if you are unsure or have any questions. * The ability to download and install the speech component. * A working microphone installed on the computer for speech recognition. * Access to streaming media is also required and should be confirmed before registering for the class.

Course Scope:

Standards for Foreign Language Learning in the 21st Century (1999) "Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language…"

Our major focus is on learning to communicate appropriately in practical, culturally authentic contexts. Students are asked, to a limited extent, to use their Spanish to engage in simple dialog and talk about themselves and create with the language in practical ways. Students also correct peer work and in doing so, students solve problems (and thus engage in analysis, synthesis, and evaluation).
In these courses, students gradually add to their vocabulary and communication skills, practice question-and-answer techniques, and apply what they learn in order to communicate and solve problems in practical situations.

Objectives

Students who successfully complete Spanish 100 should be able to:

► Listening Skills

1. Distinguish all the sounds of Spanish important to meaning.
2. Comprehend brief sentences expressed within the framework of high-lfrequency vocabulary, grammatical forms, and sentence structures.
3. Determine the meaning of unfamiliar words or phrases though logical guessing based on contextual clues.

► Speaking Skills
1. Produce all the sounds of Spanish and link sounds together in sentences with sufficient accuracy to communicate with Spanish speakers.
2. Use high-lfrequency vocabulary, grammatical forms, and sentence structures to converse in brief sentences in everyday situations (such as greetings, asking for directions, answering short questions, expressing basic needs and reactions, exchanging information, or persuading others)

► Reading Skills
1. Comprehend non-ltechnical, narrative Spanish.
2. Accurately answer straightforward questions based on a reading passage.
3. Determine the meaning of unfamiliar words or phrases through logical guessing based on contextual clues.
4. Identify errors in peer work and determine corrections to words and grammar errors

► Writing Skills
1. Compose in Spanish a brief paragraph about an everyday topic, with the help of a dictionary and grammar book, without committing major errors and with sufficient clarity for Spanish speakers to comprehend the paragraph the first time they read it.
2. Compose in Spanish a succinct paragraph about an everyday topic, without using a dictionary or grammar book, with sufficient clarity for Spanish speakers to comprehend the paragraph, even though the student might have committed certain errors, such as verb or adjective agreement.

► Culture-lrelated Skills
1. Demonstrate basic knowledge of similarities and differences in the main aspects of the culture of Spanish-lspeaking countries and corresponding aspects of life in the United States.
2. Demonstrate basic knowledge of culturally conditioned behavior patterns (such as formality or familiarity in addressing people, gestures used in greeting others, and table manners) and employ those patterns appropriately with Spanish speakers.

Outline

Week 1: LANGUAGE BASICS

Topics

Unit I, lesson one, lesson 2: direct objects, people and animals

Learning Outcomes

Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order

Required Readings

-l Read opening announcement,

-l Read "Accents and Punctuation" (both documents in the the Reading and Resources section via LESSONS.

- Week 1Forum topic in Reading & Resources section via LESSONS

Assignments

- RS Unit 1, lessons 1 and 2: Complete Unit I, lessons I and 2 (core lessons— diamond—and focused activities, which are the squares, that follow)

- Week 1 Forum: (introduction)

- Take syllabus/User guide quiz (click "Tests and quizzes" then "Syllabus/User Guide quiz")

- Complete and correct corresponding workbook materials (Found under Reading & Resources section of in LESSONS, "RS Workbook" and RS key" links)—optional

- Journal Entry One

Week 2: LANGUAGE BASICS Part 2

Topics

Continue reviewing previous content, Unit 1, lessons three and four will introduce colors, sizes, pronouns, professions, questions and answers, Numbers 1-6; clothing and quantities

Learning Outcomes

  Demonstrate proficiency with Unit I, lessons 1-3 (quiz #1)

Apply thematic concepts to identify errors and make changes to peer's work

Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order

Required Readings

Professor's note; Read my forum posts

Assignments

- RS Unit 1, lessons 3 and 4: Complete lessons 3 and 4 (core lessons— diamond—and focused activities/ squares that follow.

- Complete Milestone activity at the end of Unit One.

- Complete quiz #1 (click "Tests and Quizzes" link and find Quiz #1)

- Complete and correct corresponding workbook materials (found in Reading & Resources section, "RS Workbook" and RS key" links)- optional

- Week 2 Forum: (1) Library Course Guide

- Journal Entry Two

Week 3: GREETING AND INTRODUCTIONS

Topics

Unit 2, lessons 1 and 2: family relationships, numbers 7-12 and ages, prepositions of place, family at home, location and ownership

Learning Outcomes

See, hear, speak, and write using topics in a meaningful way, demonstrate proficiency on quiz 2, create sentences exercising ability to produce with thematic content, identify errors in grammar and vocabulary of peer work.

Required Readings

Professor's note, Forum topic in Reading & Resources section, Forums folder , Read Grammar Notes (found in Reading & Resources section in LESSONS)

Assignments

- RS Unit 2, lessons 1 and 2: Complete core lessons 1and 2 (diamonds) and focused activities that follow (squares).

- Complete and correct corresponding workbook materials (found in Reading & Resources, "RS Workbook" and RS key" links)- optional

- Week 3 Forum

- Quiz 2

- Journal Entry Three

Week 4: GREETING AND INTRODUCTIONS Part 2

Topics

Review; Continue Unit 2, lessons 3 and 4:

Where are you from? Greetings and introductions, Clothing, colors, and physical attributes; physical states, conversational dialogue

Learning Outcomes

Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order.

Create sentences demonstrating ability to produce with thematic tenses and concepts, determine errors in grammar and vocabulary of peer work

Required Readings

Professor's note Read my Forum posts for week 4, Grammar notes and Cultural topic in Reading & Resources section of LESSONS

Assignments

- RS Unit 2, lessons 3 and 4: Complete core lessons 3 and 4 (diamonds) and all focused activities that follow (squares).

- Milestone activity at the end of Unit 2.

- Complete and correct corresponding workbook materials (found in Reading & Resources, "RS Workbook" and RS key" links)- optional

- Week 4 Forum

- Journal Entry Four

Week 5: WORK AND SCHOOL

Topics

Unit 3, lessons 1 and 2: locations and times of day: when, but, before, and after; time of day greetings, numbers 13-20, Calendar terms, polite conversation, senses and seasons

Learning Outcomes

  Demonstrate proficiency with Units 1 and 2-Unit 3, lesson 1 (quiz#3)

Discover vocabulary through picture association, hear and speak vocabulary, see and apply proper word order in sentence creation

Required Readings

Professor's note; read Unit 3 Grammar Notes (found in Reading & Resources in LESSONS)

Assignments

- RS Unit 3, lessons 1and 2: Complete core lessons 1 and 2 (diamonds) and all focused activities that follow (squares).

- Complete and correct corresponding workbook materials (found in Reading & Resources, "RS Workbook" and RS key" links). --optional

- Week 5 Forum

- Quiz 3

- Journal Entry Five

Week 6: WORK AND SCHOOL Part 2

Topics

Review; Continue Unit 3, lessons 3 and 4: Speaking languages; numbers 21-69; teaching and studying languages, Waking up and washing up; why and because; grooming habits

Learning Outcomes

See, hear, speak, and write using topics in a meaningful way, Demonstrate proficiency with Units 1-3 (quiz #4)

Required Readings

Professor's note, Forum document found in Reading and Resources section, my posts on the Forum

Assignments

-RS Unit 3, lessons 3 and 4: Complete core lessons 3 and 4 (diamond) and all focused activities that follow.

- Complete Milestone activity at the end of Unit 3.

- Complete and correct corresponding workbook materials --optional

- Week 6 Forum

- Quiz 4

- Journal Entry Six

Week 7: SHOPPING

Topics

Unit 4, lessons 1 and 2: Have and need; buying, selling, and shopping; using landmarks to provide directions, Leisure and prefer activities; quantity comparisons and differentiation; currency and cost

Learning Outcomes

Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order

Required Readings

Professor's note; read Unit 4 Grammar Notes (found Reading & Resources) Read my Forum posts for week 7,

Common Pitfalls in Reading & Resources section

Assignments

- RS Unit 4, lessons 1 and 2: Complete core lessons and focused activities.

Complete and correct corresponding workbook materials (found Reading & Resources section, "RS Workbook" and RS key" links);

- Week 7 forum

- Journal Entry Seven

Week 8: SHOPPING Part 2

Topics

Review; Continue Unit 4, lessons 3 and 4: Materials and merchandise; weight and speed, young and old, Comparing and contrasting; size and preference

Learning Outcomes

  Reinforce proficiency by seeing, hearing, speaking, and writing.

Apply grammar concepts to demonstrate ability to talk about self in various thematic tenses using remembered vocabulary, Demonstrate proficiency with Units 1-4 (Cumulative Review)

Required Readings

Professor's note

Assignments

- RS Unit 4, lessons 3 and 4: Complete core lessons 3 and 4 and focused activities.

- Complete Unit 4 Milestone

- Reflection forum

- Complete and correct corresponding workbook materials (found in Reading & Resources, "RS Workbook" and RS key" links)- optional

- Cumulative Review

Evaluation

In this course, you will be evaluated on the level of demonstrated proficiency in written assignments, quizzes and exams that include multiple choice, fill-in, and matching. Homework activities including practice with reading, listening, writing, and speaking in the target language will assist you towards becoming proficient with the content.

The first Forum is a virtual introduction that allows us to get to know each other a little bit and also to define ourselves as individuals. It also includes a cultural piece on Introductions in some Spanish-speaking communities.

Your RS participation is worth 25 percent of your final grade. This score comes from the percentage of successfully completed work on the RS site. The RS site basically functions as your class time and text and is where the material will be presented and practiced. You are able to do the RS assignments as many times as you'd like to continue to improve your scores—you have unlimited access to these activities. If you ever have any type of technical trouble with RS, e-mail **ClassroomSupport@APUS.EDU.** **NOTE: Rosetta Stone work is NOT optional but is a mandatory part of the coursework.**

There are four units covered in RS in SPAN 100, and each of the four units has four core lessons (so a total of four units, 16 core lessons) and each unit ends with a milestone activity (a total of 4 milestones). You will have 4 quizzes as you progress through the content covered on the RS site and in the classroom (multiple-choice/fill-in) and one Cumulative Review. The quizzes make up 15 percent of your grade and the cumulative review is worth 20 percent of the grade.

Students are also evaluated on participation in 8 Forum assignments covering cultural topics that require a posted commentary on the topic as well as replies other students´ comments. These together make up 15 percent of the overall grade. There are three grammar assignments that allow you to create sentences and practice with the content in a personal way. These are together worth 15 percent of your grade.

Grading:

Name	Grade %
User Guide - Syllabus Quiz	5.00 %
Week 1: Syllabus/User Guide Quiz	5.00 %
Rosetta Stone Participation	25.00 %
RosettaStone Participation	25.00 %
4 RS Content Quizzes	15.00 %
Week 6: Quiz #4	3.75 %
Week 5: Quiz #3	3.75 %
Week 3: Quiz #2	3.75 %
Week 2: Quiz #1	3.75 %
Forums	20.00 %
Week 1 Forum	2.50 %
Week 2 Forum	2.50 %
Week 3 Forum	2.50 %
Week 4 Forum	2.50 %
Week 5 Forum	2.50 %
Week 6 Forum	2.50 %
Week 7 Forum	2.50 %
Week 8 Forum	2.50 %
Journal Entries	10.00 %
Week 1: Journal Entry One	1.43 %
Week 2: Journal Entry Two	1.43 %

Week 3: Journal Entry Three	1.43 %	
Week 4: Journal Entry Four	1.43 %	
Week 5: Journal Entry Five	1.43 %	
Week 6: Journal entry Six	1.43 %	
Week 7: Journal Entry Seven	1.43 %	
Cumulative Review	25.00 %	
Week 8: Cumulative Review	25.00 %	

Materials

Book Title: The RosettaStone materials will be provided via the classroom.

Author:

Publication Info: RosettaStone

ISBN: NTR

Site Name	Website URL/Address
Language.org	http://language.org/de
WeSpeke	http://en-l us.wespeke.com/index.html
Study Languages	www.studyspanish.com
I love Languages	www.ilovelanguages.com
Help With Spanish	www.utm.edu/vlibrary/vlhome.shtml
Trinity	www.trinity.edu/mstroud/spanish/help.html#grammar

Course Guidelines

Citation and Reference Style

- Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments
<u>School of Arts & Humanities Late Policy</u>

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

  Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

Turn It In

- Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a

message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.

- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum is due mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum may not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week may not be graded.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

University Policies

Student Handbook

- Drop/Withdrawal policy
- Extension Requests
- Academic Probation
- Appeals
- Disability Accommodations

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.