Berkshire Community College

**Department of Modern Languages**

**Prof. Lois Cooper** **Spanish 201**

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Call: 774.776.3304 (or 774-PROFE04) Classroom: Melville 112

E-mail: [lcooper@berkshirecc.edu](mailto:lcooper@berkshirecc.edu) Send written assignments to: [profelocoops@gmail.com](mailto:profelocoops@gmail.com)

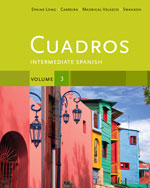
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| Cuadros Online Materialshttp://www.qrtrace.com/qr.php?campaign_id=574&size=medium&color=black | **SPA 201 ~ Intermediate Spanish I ~ Fall 2015**  **Office Hours:**  Monday, Wednesday: 12:55pm-1:55pm;  Tuesday, Thursday: 10:50am-11:50am  ...and by appointment. | Spanish Program Blog http://www.qrtrace.com/qr.php?campaign_id=571&size=medium&color=black |

* *If you are graduating in January and need other Core Competencies, see me early in the semester. I will try to work with you to design a project to enable you to earn the competency you need for graduation.*



See the ***Spanish Program Blog*** for more information on the Core Competency Requirements for BCC and how you may apply work you complete in this course toward satisfying them.)

**SPA 201 is a** **four-credit course.** This means that the workload in the course is 25% heavier than most of the courses you take at BCC that are three-credit courses. Expect to spend between two and four hours preparing for each class, depending on your previous language-learning experience and aptitude. Further, you will need to schedule one hour a week to spend in the Language Lab, as well. (We call the Language Lab “FRED.” Ask me why!)

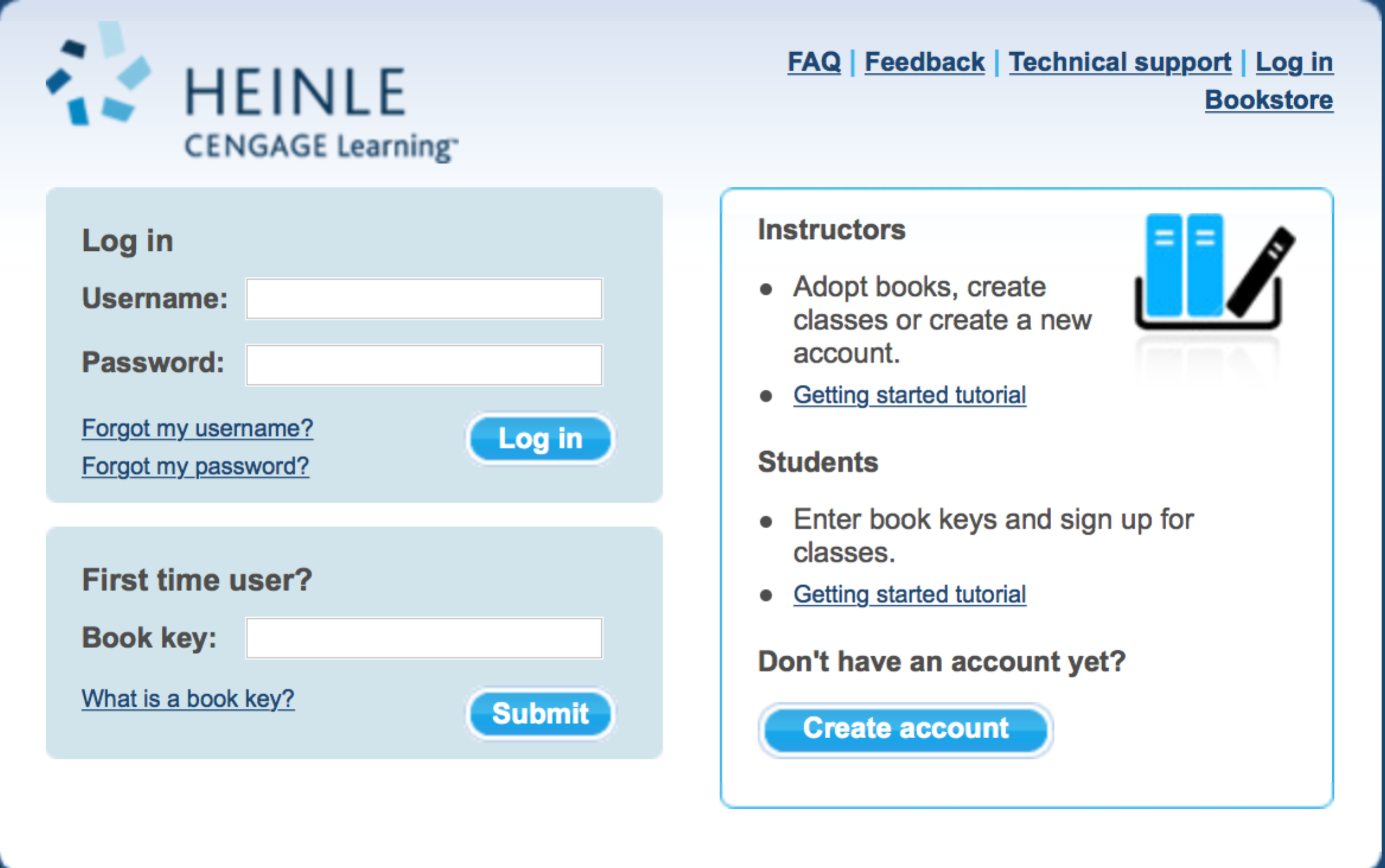
**\*\*Required Text: SPA 201. \*\*Please purchase from the BCC Bookstore. It’s cheaper!**

**Bundle: Cuadros Student Text, Volume 3 of 4: Intermediate Spanish + iLrn™ Heinle Learning Center 6 month-Semester Printed Access Card, Vol. 3 ISBN-10**: 1-133-28723-9, **ISBN-13**: 978-1-133-28723-0 (The bookstore price is: $**137.50)**

(This edition comes bundled with an electronic “access code” for the online version of the Student Activities Manual.) ISBN-9781133497998

**\*\*Please Note:** We discourage you from ordering your textbook from online bookstores, like Amazon or Barnes and Noble. Why? There are many editions of the textbook. If you end up with the wrong version, you will be at a disadvantage in the class. Further, once you have your textbook, you will still need to purchase access to the online materials that are required for the course. That will set you back almost another $100.

**Textbook: iLrn Course Code: HPKJ868** To log into the *Cuadros*/iLrn site for the first time, type in this address into the browser on your computer: <http://hlc.quia.com>



Click here to create your iLrn account. (ILrn is the portal for all your online assignments and learning resources for *Cuadros*.) Clicking here sends you to a page on which you will fill out your username, your password, your email address, your phone, etc. When you click “submit” on that page, you will be asked for two things:

1)The iLrn Course Code: **HPKJ868**. Everyone taking SPA 101 uses this code to gain access to all the online assignments and learning resources for the course.

2) Your **“book key” –** a code that belongs ***only to you***. You will find your own, personal book key number inside a cardboard envelope ***bundled with*** your textbook.

If you have trouble opening your *Cuadros*/iLrnaccount, see Professor Cooper.

Once you have input your course code, you can begin using the online material for *Cuadros* iLrn online.

You will find the daily homework assignments for ***Cuadros*** and my feedback on your work on this site. The version of the ***Cuadros*** text bundle we have for this year includes all the homework activities, including the Lab Manual (with audio material to use), as well as downloadable grammar videos and PowerPoint presentations, flash cards, practice quizzes and practice test prep chapter tests that generate individualized study plans according to your results on these practice tests.

There are many, many learning resources on iLrn. I am confident that if you “work it,” you will learn a \*TON\*!

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| **Materials to acquire to enhance your success in this course:**  **•**Sticky flags to mark pages in textbook  •Binder with dividers and pockets  •Red pen for correcting your homework exercises  •Hole-puncher  •E-mail address (If you do not already have an e-mail address, inform your instructor and she will show you how to get a free e-mail address you can use in the language lab and on any computer with internet capability.)  •Flash drive to transport written work and PowerPoint presentations you create on your own computer | ***Optional, but highly, highly recommended:***  •Webcam with microphone for your home computer or laptop  We will be creating online videos and conducting oral evaluations online hat will make having this aparatus extremely useful.  (***Note:*** As of September 2, 2010, [www.amazon.com](http://www.amazon.com)  lists webcam/microphone units for as little as $7.89.) |

**What your BCC Catalog says about Intermediate Spanish 1 (SPA 201):**

# SPA 201 Intermediate Spanish I 4 Credits •Hu/hu

The development of language skills and cultural awareness of the Spanish-speaking world through readings and discussions and authentic audio and video materials. The course is a review of basic grammatical structures through activities emphasizing oral and written expression in Spanish. This class, conducted in Spanish, meets four hours a week. One additional hour of laboratory is required. Prerequisite: C- or better in [SPA 102](http://berkshirecc.edu/wm/catalog/course.jsp?code=SPA&number=102&previndex=0), SPA placement, or permission of the instructor. *Prerequisite: C- or better in SPA 102, SPA assessment, or permission of the instructor.*

**What skills will I acquire in Spanish 201 that will give me an advantage on the job market,**

**that prospective employers will find useful?**

**This course can give me:**

1. The ability to understand basic Spanish and respond appropriately so that I can begin to establish relationships with Spanish speakers on campus and in the community;
2. Communication skills in Spanish that my employers will appreciate and come to rely on;
3. Items I can include in my job-seeking portfolio that demonstrate my work ethic and the quality and creativity of my work: written and spoken samples of my work in Spanish that I post to my own Spanish blog.
4. Life-long learning and study skills I can use for the rest of my academic and professional careers to help me earn good grades, get jobs that I love, and continue to grow intellectually.
5. Opportunities for developing leadership and interpersonal skills in a team environment, skills that employers seek in the best job candidates;
6. Practical experience with computer-based technologies, essential for me to compete in today's job market;
7. Marketable skills, like creating web blogs for businesses and organizations;
8. Problem-solving and critical thinking abilities that employers consider among the most important skills in the workplace;
9. How to understand my own culture and those of others. Given the increasing numbers of immigrants to the Berkshires (Spanish-speaking and others), this kind of understanding, essential for developing tolerance and cooperation, is sought after by employers, for it is critical for a harmonious and productive workplace and for building and strengthening community.

# Class Organization

Spanish 201 meets in Melville 112 ***twice*** a week, Mondays and Wednesdays, from 11a until 12:55p. Students also spend an hour a week to work on lab assignments in Melville 112. All of you should have Friday, 11a free. This would be the logical time for you to schedule lab time.

After our first class meeting, classes will be conducted mostly in Spanish. Don’t worry about this, though; we’re all learning, and we all make mistakes! It is absolutely necessary to make lots of mistakes in order to learn to speak a language well. The more mistakes you make, the more you’re participating, and the more you’re learning! So, tell yourself you make lots and lots of mistakes this semester!

**Are you worried you don’t remember enough Spanish to succeed in SPA 201?**  Students come into SPA 201 with different levels of proficiency. Even students with the strongest proficiencies must review what they’ve already learned and practice and perfect their spoken and written Spanish. So, don’t fret about where YOU are compared to others. EVERYONE will be reviewing!

**Classroom Time:** Classes will be devoted almost exclusively to activities that allow you to interact with others in Spanish. You will be speaking Spanish with your classmates from the very first week! Pairs and groups of students will act out ***situaciones*** your instructor has designed on themes corresponding to those in each chapter. By acting out these ***situaciones***, you will learn how to express yourself in the following contexts, and much more. (See page 8 of this document – and the Table of Contents of ***Cuadros*** ! – for a more complete list of what you will learn in this class.)

* Talk about your childhood;
* Describe your house or apartment and talk about household furnishings;
* Talk about entertainment and high and low culture;
* Express wishes, doubt, unrealized desires, unknown situations and opinions;
* Talk about health and illness;
* Describe future events;
* Talk about current events;
* Talk about your skills and experience and be able to act out roles in a job interview;
* Make travel plans and talk about travel;
* Describe animals and geography;
* React to past events.

The priority of this class is to get YOU communicating in Spanish. (See page **9** or a more comprehensive list of concepts you will learn in this class.)

**Out of Class Time:** You will use your textbook and online materials to study and learn the vocabulary and grammar of each chapter so you can participate energetically with your classmates in the ***situaciones*** your instructor will hand out for each class. These ***situactiones*** are based on themes and speaking tasks you find for each chapter.

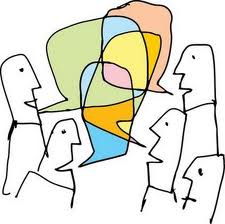
***Daily preparation:***

* **First**, you will read the vocabulary and grammar sections in the textbook assigned for your next class. Take notes as you study. Your notes will serve as you “bible” and personal reference tool as you move forward.
* **Then**, you will log on to your iLrn workstation at <http://hlc.quia.com>, and l look under the **Practice tab**. There, you will use flashcards and interactive practice quizzes to help you learn **vocabulary grammar.** You’ll also find **PowerPoint and video grammar tutorials** to help you understand the grammar you will be using in class. (If you see something in the PowerPoints or tutorials that helps you learn, jot it down in your notebook, your “bible” and personal reference tool for the class.)
* Not everyone will want or need to use every resource or learning tool on iLrn. Use the components you find useful!
* After having used the online grammar tutorials, if you need help understanding the grammar, make an appointment to work individually with your instructor or with a Spanish tutor.
* **Finally**, you will complete the assigned activities for the next class that are listed in your iLrn Assignment Calendar on your workstation.

***Preparation for chapter tests:***

* After you have finished all the vocabulary for a given chapter, visit the **Practice tab** and take the **Vocabulary and Grammar practice quizzes** to help you prepare for your chapter tests. You can take them over and over again until you feel confident you have mastered the material. (Email these to me for bonus points!)
* Once you have finished the practice tests under the Practice tab, you are ready to see how well you are likely do on the chapter test. Now, visit the **Self-Tests tab** in your workstation. You will find a Pre-Test that will be very similar to the actual chapter test. This test is automatically scored. When you are done, the computer generates a customized study plan to help you review the parts of the pre-test on which you made errors. The study plan provides links to the actual activities recommended for your review. After you have completed all the review activities you think are necessary, return to the Self-Tests tab for the Post-Test. Again, the computer generates a study plan based on your results. If you use these online resources, you will have very strong test results!

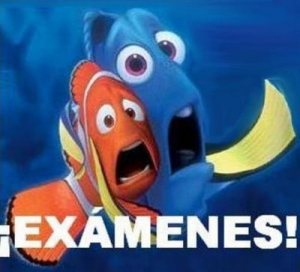
**Language Lab / FRED**

SPA 201 is a **four-credit course**, and so you are **required** to spend **an extra hour** each week in our language lab, which we call **FRED**. It makes little sense to study a foreign language unless you are actually communicating with another person! If you are not actually using the language to speak to a classmate or a friend, the material you are studying becomes abstract and more or less useless to you. It is likely, then, that even if you earn high grades on tests, you will quickly forget what you have learned. What a waste that would be!! Further, research shows that students learn much more effectively when they collaborate on projects and when they work together to learn.

As noted, above, the most logical time for your lab is Friday, 11am, since our class meets Mondays and Wednesdays, 11a-12:55. If you are not able to schedule a Friday 11a FRED time, do try to find a time to work in FRED when one or more of your classmates is also there. You will use your FRED (lab) time to work on specific projects, not only as a time to study and learn as part of your regular homework or to do your online work. (Naturally, you may do this, too!) Remember: The hour you spend in **FRED** is an integral part of the class, so you must arrange your schedule to accommodate this extra hour.

Typically, I will provide you with lab activities that you will complete either alone, with a partner, or as part of a team. I may ask, for example, that you use a website called [www.voicethread.com](http://www.voicethread.com) to communicate in Spanish with your partners, conduct Internet searches on cultural topics, videotape dialogs you write, download your written, audio and video work to a blog that you create. There are many platforms online that enable one to create wonderful, creative work in Spanish. We will, perhaps, discover new ones over the course of the semester. Remember:

Yes, we will be blogging and creating lots of online content, this year, and we’ll be collaborating to make it very compelling, original and fun. If you have not already done so, you will choose a Hispanic identity for yourself. You will decide what country you are from, whether you live in the city or in the country, what social class you belong to, what profession you are engaged in. You will also invent a family – a large one, preferably! – and, you will figure out a “back story” for each of your family members. This will truly be a “Second Life” for you, and so we call this project *Segunda vida*. You will use your Hispanic identity to explore many aspects of the country you adopt: cultural, economic, educational and political realities. And, you will write, speak, invent skits, videotape yourselves, and post all your work to your own blog that your instructor will link to the Spanish Program Blog. (For more on Voicethreads and Blogs, read on…)

Will you be able to use FRED as a place to study and review? Absolutely! But, labs will be your place to show off your creativity! I hope you enjoy it!

# Chapter Tests, Oral Evaluations and Final Exam

At the end of each chapter of *Cuadros*, there will be a chapter test as well as an oral evaluation. You will often work with a partner to prepare your oral evaluations. You will have ample opportunity to practice the oral evaluation tasks in advance. See the tentative syllabus, below, for dates of these tests. (Test dates may change; your instructor will give you ample advance notice in the event of a change in test date.) Each testhas an aural comprehension component in which you will hear a passage in Spanish and respond by writing the correct answer, as well as written sections.

**Good News!** If you’re not happy with a test grade, review like crazy (using the Pre- and Post-tests in iLrn) and then I will give you an alternate version of the test. I do not average the two grades; I record the higher of the two. **FURTHER**, I drop your lowest test grade when I calculate your final grade.

**Why do I do this?**  I know YOU care more about your grades than I do. What I care about is that you \*GET\* the material and that you acquire the language so you can use it and thereby make your life better!! ☺

There will be no mid-semester exam, but there will be a final exam. Make-up exams are given rarely, and only at the instructor's discretion. This means the instructor has the right to refuse to allow a student to sit for a make-up exam. **Make-up exams are not given for unexcused absences**.

# Homework

[**hlc.quia.com/books**](http://www.books.quia.com)

The homework I assign in the *Cuaderno de práctica* on iLrn are listed in the “view by date” tab on the Assignment Calendar (the first view you get after you log into iLrn). When you do your homework online (on *Cuadros’* online site: [hlc.quia.com/books](http://www.books.quia.com) ) many of the activities are graded and corrected automatically. Some of the activities require my feedback. I make every attempt to do these corrections quickly. I require that you actually READ my feedback and, upon occasion, make corrections.



I do not assign a letter grade for individual assignments in iLrn (with the exception of some of the activities that I do have to correct). However, the number and quality of homework assignments will be evaluated as part of your homework grade. At the end of every chapter, I do a simple calculation of how many assignments you completed out of all the possible assignments. The result of that calculation is your homework grade.

Take the time to complete homework whenever it is assigned and use it as an opportunity for practice and review. You’ll find this regular practice will help you become proficient in the language and you’ll be happy you made the commitment to it!

If you do not own a computer, you may use the computers in **FRED/Language Lab** or any internet-capable computer, phone or tablet, anywhere in the world to connect to the ***Cuadros*** website.

# Participation and Attendance

Class participation is a vital part of your learning experience and 20% of your final grade in this course is based on the quality of your involvement in class discussions and activities. Participation grades are given in 5-point increments: 100%, 95%, 90%, 85%, etc.

You can improve your participation grade by

* Coming to class prepared and ready to participate on a regular basis;
* Consistently interacting in Spanish with your instructor and classmates;
* Working in the Language Lab for at least one hour a week. (More hours >>> bonus points and higher participation grades!)

**ATTENDANCE IS REQUIRED.** Regular attendance and active participation count for 20% of your final grade. If you must miss a class because of illness, family emergency, field trips in other courses or athletic meets, contact me as soon as possible. It is best to provide advance notice for classes to be missed and in any case within 24 hours of a missed class. Because the participation component of the course is so important for your success inthe class, unexcused absences will be reflected in your final grade. **N.B.: More than three unexcused absences MAY result in a failing grade for the course.**

**Voicethreads:**

You will demonstrate you can use what you have learned in each chapter to express yourself in Spanish is by creating short (very!) audio or video clips that you will post online in what is called a ***Voicethread***. Your instructor will post an assignment along with instructions on the Spanish Program Blog and on <http://voicethread.com> . These Voicethread assignments will be based on the ***situaciones*** themes you practice in class. You will write a script (a ***guión***) that your instructor will correct. Then, you will learn your script and create your video. You may not read your text aloud for your video, but you may make a bullet-list of the main ideas to remind you of what you want to say and to keep you on track. Once you have gotten your (free) Voicethread account, you will be able to create your videos. Your instructor will send a video response to your email account with comments, corrections, along with your grade.

***Segunda vida* and your own Hispanic *alter ego:***

Every student who takes SPA 101-202 adopts a Spanish language name, along with a Spanish-speaking country of “origin.” Your instructor and your classmates will address you by your Spanish name, and you will write all your compositions in the “voice” of your Hispanic *alter ego.* What is the goal of this project? Since there are 21 Spanish-speaking countries in the world, it is too heavy a task to learn about all these countries and their cultures in one semester. As you develop your Hispanic *alter ego* over the course of this semester – and beyond, through SPA 202, if you decide to continue – you will become the knowledge source for your classmates. You will have a deeper understanding of your own country’s culture than your classmates, so you will have the opportunity to teach them about it throughout the semester.

**Your Spanish Language Blog:**

You will create a blog that serves as an electronic portfolio of all your written and audio/video work. Your instructor will provide you with a short checklist of cultural topics and other items for you to research and post for your classmates. Learning all the skills you need to produce your blog will provide you with marketable skills you can use to earn extra money, as well!

You can see examples of blogs students created in previous years on the Spanish Program Blog under the Spanish Classes tab > Spanish 201 > *Blogs de nuestros estudiantes*.

Service Learning

http://files.campus.edublogs.org/blogs.berkshirecc.edu/dist/d/10/files/2011/12/Carlos-and-Greg-3-F11-23f7l7q-300x223.jpgThere is a great variety of Service Learning opportunities for this year.

***BCC Service Learning at Local Elementary Schools:***

Students from our Beginning and Intermediate Spanish classes have also taught Spanish to children in local elementary schools. A few of these students were reluctant to try this, as they described themselves as shy. I was not at all surprised when they came bounding into my office after their first classes, filled with enthusiasm, excited at the contributions they were making in the lives of the children at these schools. These students have also contributed to organizing efforts for Berkshire Immigrants’ Day, a huge event that typically has a massive turnout from both immigrants and Berkshire natives. I cannot recommend this opportunity to do Service Learning to all you strongly enough: Service Learning provides you with the opportunity to strengthen your skills and your confidence in spoken Spanish. You learn best when you teach, yourself! Further, it is hugely gratifying to work with young people and with recent immigrants from Spanish-speaking countries, to share your skills, your wisdom and your time.

***BCC-Pittsfield High School Video Project and End-of-Semester Feast***

BCC Spanish students will be creating learning materials to accompany videos of native Spanish speakers from all over the Spanish-speaking world. Your BCC classmates and Pittsfield High School students will be using the same learning materials this semester. At the end of the semester, BCC students and PHS students will come together for a luncheon feast to use the language they’ve learned through the video project and to celebrate all they’ve accomplished. If you are interested in helping to create learning materials for these videos, *Profe* will help you every step of the way. She will give you ideas on learning activities to create and work with you to make sure all your work is perfect!

Students who have another idea for a Service Learning project in mind and who are prepared to devote significant amounts of time to it, have the option of designing an Independent Study project for credit. If you are interested in participating in any type of Service Learning project related to Spanish, contact me. (For more information, click on the “Service Learning” tab on the Spanish Program Blog, <http://blogs.berkshirecc.edu/languages> )

All Service Learning students who follow through on all the obligations related to their Service Learning projects throughout the semester earn significant points for the Participation component of the course (which counts for 20% their final grade) to reflect the extra effort they devote.

Students who do Service Learning earn $11.37 an hour for the time they devote to their projects. This is true whether students have Financial Aid, or not.

# Contacting Professor Cooper

My office is located in Melville Hall 223. Please note my schedule, which is posted on my office door. You may contact me in the office 413.236.4615. Leave voice mail if I am out of the office, or, contact me by e-mail: [lcooper@berkshirecc.edu](mailto:lcooper@berkshirecc.edu) . I am conscientious about checking e-mail and will get back to you as soon as possible.

# Basis for Evaluating Student Performance

You will note below the point distribution for final grade calculation. Calculated point averages, however, are only guides to aid the instructor in evaluating student's final grade, and do not dictate an absolute result; a students' perceived effort may supercede numerical calculation.

**Grading Scale:**

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement | Letter Grade | Numerical Equivalent | Grade Point Value |
| Superior | A | 93-100 | 4.0 |
|  | A- | 90-92 |  |
|  | B+ | 87-89 | 3.5 |
|  | B | 83-86 |  |
| Honors | B- | 80-82 | 3.0 |
|  | C+ | 77-79 | 2.5 |
|  | C | 73-76 |  |
| Average | C- | 70-72 | 2.0 |
|  | D+ | 67-69 | 1.5 |
| Inferior but passing | D | 63-66 | 1.0 |
|  | D- | 60-62 |  |
| Failure | F | 0-59 | 0.0 |

Note: You may notice (-) grades on individual tests or written assignments even though the College does not officially note (-) grades on final transcripts. The (-) designation on class work provides a more precise indication on your performace and is for your information, only.

# Point Distribution

**Grading:** Your grade in this class will be based on the following criteria:

•Oral evaluations, *Billetes de salida*, “Voicethreads,” any class presentation 20%

•Voicethread Scripts, Compositions, Online homework activities 20%

•Chapter Tests 20%

•*Segunda vida*, online ePortfolio/blog projects 10%

•Final Exam 10%

•Participation: 20%

Includes class, FRED/Lab time and vigorous, consistent class participation



**Total:** 100%

**Important:** You can accumulate a significant number of bonus points for various activities over the course of the semester that can bring your grade up as much as en entire letter grade:

* Creation a PowerPoint learning tool or game to be posted on the Spanish Blog “Spanish Language Toybox” page for all Spanish students, present and future, to use. More on this, later. (The amount of bonus credit will depend on the complexity/quality of the learning tool).
* Attendance at any other Spanish/Hispanic-themed event on-campus or off-campus will be accepted for bonus credit when you submit your movie or event ticket, a smartphone photo of you at the venue. If you provide a short paragraph “critique” or summary/explanation of the event to post on your blog, you can earn even MORE bonus points. (The amount of bonus credit will depend on the complexity/quality of the supporting materials.)

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| SPA 201 – Intermediate Spanish I (Updated 9.2.10)  The courses in the Intermediate sequence are more writing intensive than the Introductory sequence, and the learning objectives reflect this. What follows are outcomes and strategies presented *in addition to* above outcomes, which are reviewed and reinforced in the Intermediate Sequence: | | |
| Instructional Objectives:  Student Outcome / Competency | Summary of Teaching Procedures: Strategies for Attaining Learning Outcomes | Assessment Criteria and Methods |
| *•* ***Communicational Objectives***  Specific communcational objectives may vary according to the textbook used. Students will be able to describe and discuss issues such as the following: food, cooking, shopping for food, ordering in a restaurant, what they do for others, their childhood, houses and apartments and furnishings, household tasks, numerical order, popular and high culture, preferences, making suggestions, expression emotions, health and illness, probable outcomes and future activities.  *•****Cultural Topics***  Students will be able to read, analyze and speak about excerpts from works of fiction, poems, art, songs and films. Students will also familiarize themselves with aspects of culture of many Spanish-speaking countries. Students will choose one country to research over the course of the semester. Each student will become a knowledge base on his/her country for the rest of the class.  ***•Grammatical Structures***  Specific grammatical structures studied may vary according to the textbook used. Students will have a strong grasp and increasing mastery of the grammatical concepts such as the following: the preterite tense, the imperfect tense, the difference between preterit and imperfect, the present, subjunctive and how it differs from the indicative mode, the future tense, double object pronouns and the uses of *se,* the use of *hace* and *hacía* with expressions of time,the uses of *por* and *para*. | •Encourage students to learn in three steps: observation, analysis, practice;  •Encourage students to take responsibility for identifying aspects of the chapter material *they* need to review;  •Have students work in pairs or groups and acquire information from one another and report to the class;  •Require short compositions that provide the opportunity for students to explore cultural questions brought up in class and to use vocabulary and grammar being learned;  •Instruct students to refer to “correction codes” and “error banks” before attempting second drafts of their written work;  •Have students work in groups to “peer edit” written work, discuss their errors and suggest changes for their second drafts.  •Encourage students to think about writing as a process by having them work through at least two drafts of their writing;  •Provide short chapter tests using both written and aural questions;  •Retest / recycle learned chapter material continually as the semester progresses;  •Have students make several short oral presentations and receive peer questions and feedback during the semester;  •Provide Spanish language materials from other disciplines (i.e., literature, social studies, history, the arts) so students can reinforce or acquire knowledge of these disciplines in Spanish.  •Have students maintain online *Segunda vida* portfolios of their work and communicate with one another online. | •Provide short and longer, written assignments to assess written proficiency.  •Provide students with the opportunity to peer edit work of classmates.  •Require students write at least two drafts of written work.  •Provide frequent quizzes (online and in class) and frequent feedback.  •Provide short chapter tests using both written and aural comprehension questions.  •Retest / recycle learned chapter material continually as the semester progresses.  •Provide frequent opportunities for students to speak Spanish, for the instructor informally to assess their oral proficiency.  •Administer more formal, complex oral evaluations that involve script-writing and oral performance in a group on which students are evaluated on the basis of accuracy, fluency and pronunciation.  •Require students post compositions and research on cultural topics, along with all videotaped oral presentations to MySpace pages they register to their invented Hispanic *alter egos* in the context of their *Segunda vida* (“Second Life”) projects. |

**Spanish 201 – Fall 2014– Tentative Class Schedule**

Each block contains assignments that are **DUE ON THE DATE LISTED**/ (V = Vocabulario útil; G = Gramática útil)

|  |  |  |  |
| --- | --- | --- | --- |
| Semana ... | lunes | miércoles | viernes / Día de FRED |
| I.  14 septiembre | •Introducción a la clase  •Introducción a las nuevas tecnologías que vamos a utilizar este semestre  •Capítulo preliminar: repaso | Capítulo 11.1  •Más repaso  •Vocabulario útil 1-3 | •¿Cuál es tu nombre hispano? Escoge un nombre y un país...  •Introducción al blog... |
| II.  21 septiembre | Capítulo 11.2•Un poco más repaso •Gramática útil 1: Hopes and wishes: subjunctive I  •G2: Ownership: Stressed possessives | Capítulo 11.3  •G3: Ongoing events and duration: Hace / Hacía with time expressions | **Día de FRED** |
| III.  28 septiembre | Capítulo 11.4  *•Exploraciones culturales*, pp. 324-326  •*A Leer*  *•Repaso* | Capítulo 11.5  •**Fecha límite: *Entrega el borrador de tu Voicethread del capítulo 11, hoy en la clase.***  •*Repaso para la prueba del capítulo 11* | •**Día de FRED**  ***La prueba será disponible en iLrn a las 12pm. ¡Termínala antes de domingo, el 4 de octubre, 5pm.*** |
| IV.  5 octubre | Capítulo 12.1  • Vocabulario útil 1-2 | Capítulo 12.2 •G1: subjunctive: impersonal expressions: emotion, wishes  •G2: subjunctive : uncertainty | ***Día de FRED*** |
| V.  12 octubre | ***Columbus Day***    No hay clase hoy. | Capítulo 12.3  •G3: Using subjunctive to express unrealized desires and unknown situations | •Día de FRED  La prueba 12 será disponible en iLrn a la 1pm, lunes, el 19 de octubre. ¡Termínala antes de martes, el 20 de octubre, 5pm. |
| VI.  19 octubre | Capítulo 12.4 •*Repaso* •*Exploraciones culturales,* pp. 352-355.  *•A Leer*, pp. 356-357  •Fecha límite: Entrega el borrador de tu Voicethread del capítulo 12. | Capítulo 13.1 •V1-2 | •Día de FRED |
| VII.  26 octubre | Capítulo 13.2  •V3  •G1: Subjunctive: conjunctions: *(ej: a menos que, antes de que, para que...)* | Capítulo 13.3  •G2: Choosing subjunctive or indicative  •G3: Future tense | •Día de FRED |
| VIII.  2 noviembre | Capítulo 13.4  •*Repaso*  *•Exploraciones culturales*, pp. 382-384  *•A Leer*, SAM: *Actividades 15-23*  •Fecha límite: Entrega el borrador de tu Voicethread del capítulo 13 | Capítulo 13.5 •*Repaso*  ***La prueba*** 13*será disponible en iLrn* a la 1pm, hoy, miércoles, el 4 de noviembre*.* | •Día de FRED  ***Prueba del capítulo 13 en línea ~ ¡Termínala antes de viernes a las 5pm!*** |

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| IX.  9 noviembre | Capítulo 14.1  •V1: *Las noticias del día*  •V2: *Para solicitar empleo* | ***Día de los Veteranos***    No hay clase hoy. | ***Día de FRED***  Capítulo 14.3  Past Perfect *(ej: Cuando volví a casa, Jorge ya* ***había preparado*** *la cena.)* |
| X.  16 noviembre | Capítulo 14.2  •G1: Talking about what has occurred: Present Perfect  •G2: Talking about events that took place prior to other events: | Capítulo 14.3  •G3: Expressing doubt, emotion, will: Present perfect subjunctive  •*Repaso* | ***Día de FRED*** |
| XI.  23 noviembre | Capítulo 14.4  •*Repaso •Exploraciones Culturales: Chile, Uruguay,* pp. 412-414 | Capítulo 14.5  •Repaso  **Fecha límite: *Entrega el borrador de tu Voicethread del capítulo 14.***  ***Prueba en línea ~Termínala HOY, miércoles, el 25 de noviembre, antes de las 5pm!*** | ***Día de acción de gracias***    ***No hay clase.*** |
| XII.  30 noviembre | Capítulo 15.1  •V1: *Para viajar; en el aeropuerto y dentro del avión*  •V2: *El hotel*  •V3: *La geografía*  •*A Ver* | Capítulo 15.2  •G1: Imperfect subjunctive  •G2: The conditional: Saying what *might* happen | ***Día de FRED*** |
| XIII.  7 diciembre | Capítulo 15.3  •G3: *Si* clauses with subjunctive  •*Exploraciones culturales:*  *Andorra, Belice, Filipinas, Guinea Ecuatorial y Marruecos, pp. 450-452* | Capítulo 15.4  •*Repaso*  •*A Leer*, pp. 453-455  *•Entrega el guión de tu VT 15 antes de jueves a las 5pm.* | ***Día de FRED¡***  ***Taller de preparación para la Prueba del capítulo 15, en línea ~Termínala antes de domingo a las 5pm*** |
| XIV.  14 diciembre | ***Día de repaso***  •Repaso para el examen final  • Trabajo para Segunda vida, proyectos en línea y para presentaciones orales (videos) | ***Día de repaso***  •Repaso para el examen final  • Trabajo para Segunda vida, proyectos en línea y para presentaciones orales (videos) | ***!*** |
| The written component of the final will be posted online on the last day of class, December 16th. You must complete it no later than Tuesday, December 22nd, the date of the last final exam listed for the very last exams in the Final Exam Schedule for BCC. The final oral exam will be held in FRED on Monday, December 21, 10:30a to 12:30p. | | | |

After you have read your syllabus, please read, sign and return this sheet to Professor Cooper (*“Profe”*)!

## Syllabus Agreement Form

# Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Cell Phone**, so I can text you: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Other Phone** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Home Address:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

❒ ***I am a work-study student and I want to work as a Lab Monitor in FRED!***

❒ ***I am psyched about doing a Service Learning project for my Spanish class. I want to learn more! (Or, sign me up!)***

Please check off each item and write your signature, below:

I agree to turn off my cell phone upon entering the classroom. (If you are in charge of the care of an child or parent and

must keep your phone on, please keep it on “vibrate” and let *Profe* know about your situation.)

I understand that this is a four-credit course and that I will need to plan study time that amounts to between one to four hours for *each* class session, depending on my previous language learning experience and my aptitude.

I understand that my attendance in this class is required. If I am unable to attend class due to a serious illness or emergency, I agree to email or call Professor Cooper (413.236.4615 or [lcooper@berkshirecc.edu](mailto:lcooper@berkshirecc.edu)) on the *same day* to let her know. I understand that if I have more than three unexcused absences, I may be withdrawn from the course by the instructor. If my instructor judges that I have had too many excused absences to be able to catch up and pass the class, she may withdraw me from the class.

I understand that success in the class is highly *performance* based. This means that my active participation is required. If I pass written tests, but do not speak up in class and use my language skills, I may not pass the class. Consistent attendance is an absolute requisite for passing the course.

I understand that courtesy and respect for my classmates and my instructor are necessary for my success and that of others. Disruptive, disrespectful behavior will not be tolerated. My instructor has the right to withdraw disruptive students when student conferences about unacceptable behavior have not remedied the situation. Students’ class participation grade will reflect both respectful and disrespectful behavior.

I agree to let my instructor know when I am having difficulty in the class, and to make an appointment to get extra help from her or to work with a tutor.

I agree to bring my book and completed work to each class. I understand that my instructor does not accept late homework or grant makeup tests under normal circumstances. I may opt out of one test a semester, however, or have my lowest test grade dropped from my final average.

I agree to spend at least an hour a week in FRED (our language lab) to use the computers to do the activities in the online *Student Activities Manual* and to work on class projects.

I have read the attached syllabus and have understood the other obligations of this course.

I agree to participate actively and have **\*FUN\*** in class!

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Language Program Student Questionnaire:***

The reason for this questionnaire is so I can receive information that will enable me to understand your previous experience learning languages as well as the challenges you face outside the classroom that might have an impact on your performance. The better I know you, the better job I will be able to do to support your learning in my class and at BCC!

The information you provide will be held in the ***strictest confidence***!

***Part I: Language Study and Travel Abroad***

1. Have you studied Spanish before?
2. If so, for how many years?
3. Where did you study?
4. Have you studied other languages?
5. If so, which languages have you studied?
6. How many years did you study this / these languages?
7. Have you traveled abroad?
8. If so, to which countries?
9. How long did you stay?

***II. Part II: Your BCC Program and Course Load***

1. What is program of study (i.e, Liberal Arts, International Studies, Pre-Nursing, etc.)

2. How many courses are you signed up for, this semester? How many credits, total?

***Part III: Personal-Work, Study, Other***

1. Do you have a job outside of class time?
2. If so, how many hours do you work a week?
3. Where do you work?
4. What kind of work do you do?
5. Do you have responsibility for taking care of children?
6. Is there any other information you would be willing to share about yourself that you believe can have an impact on your performance in this class? If so, indicate here that you would like to meet with me.
7. If you the first-generation in your family to attend college, eligible to receive a Pell Grant or if you have a documented disability (with BCC’s Disabilities Services), my may be able to be a TRIO student on campus. You must be planning to graduate from BCC and to transfer to a four-year school to be part of TRIO. TRIO has an office where TRIO students gather for academic support, connection to other students. If you think you qualify and would like to receive more information about TRIO, contact your instructor!

❒ Profe, I’d really prefer to meet with you in private to discuss these things. I will contact you to set up a time to talk.