

**Berkshire Community College  
Department of Modern Languages**

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**Spanish 101.01**  
MWF: 8:40a-9:50a  
**Spanish 101.02**  
TTh: 8:50a-10:40a

Cuadros Online Materials



**Introductory Spanish I ~ Fall 2015**

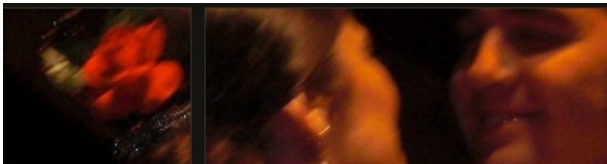
**Office Hours:**

Monday, Wednesday: 12:55pm-1:55pm;  
Tuesday, Thursday, Friday: 10:50am-11:50am  
...and by appointment.

Spanish Program Blog



- *If you are graduating in January and need 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.*



**SPA 101 is a four-credit course.** This means that you will need to spend an extra hour per week working on listening, speaking, blog projects in FRED, our language lab. Learning a language requires consistent effort. Do a little bit of work every day and you'll be thrilled at the progress you will make!

**When and where does the class meet?**

SPA 101.01 meets Mondays, Wednesdays and Fridays and SPA 101.02 meets Tuesdays and Thursdays in 112 Melville Hall, which is BCC's Language Lab, that we lovingly call FRED. This course is "semi-hybrid," meaning that you will do much of your preparation for class and many of your assignments. Once a week, students work for one hour in the Language Lab with or without a monitor to work on group assignments or individual learning projects, online. Naturally, class attendance is required.

**Important:** You must schedule one hour a week (on a week day) to work on projects in the **Language Lab**, as well.



**\*\*Cuadros, Introductory Spanish, Volume I, bundled with REQUIRED electronic "access code" for online access: (\$137.50) in BCC's Bookstore.**

Authors: Spaine, Long, Carreira, Madriagal, Velasco, Swanson: 2013. (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: ETHEK983**

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: **ETHEK983**. Everyone taking SPA 101 uses this codes 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*/iLrn account, see Professor Cooper.

## What your BCC Catalog says about Introductory Spanish 1 (SPA 101):

### ***SPA 101 Introductory Spanish 1***

#### ***4 Credits-Hu/hu***

*An introduction to Spanish, appropriate for beginners. Students develop listening and speaking skills through immersion in the language. Contextualized interactive activities as well as short reading and writing assignments teach vocabulary, elementary grammatical structures, and Hispanic culture. This class, conducted in Spanish, meets four hours a week. One additional hour of laboratory is required. Skills prerequisite: ENG 020 and ENG 060.*

**What skills will I acquire in Spanish 101 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. Experience with computer-based technologies, essential in today's job market;
7. Marketable skills, like creating web blogs for individuals, businesses and organizations;
8. Problem-solving and critical thinking abilities that employers consider among the most important skills in the workplace;
9. An understanding of 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.

#### **Introduction to Spanish 101:**

The primary focus of this first semester of Spanish is to develop your ability to understand native spoken and written Spanish and to increase your skill at expressing yourself in basic situations. Listening comprehension and reading are the bases for the sound acquisition of a foreign language. Remember that when you were learning your first language as a child, you had a lot of time to listen before you attempted to speak. Don't be impatient with yourself when you find that you can understand far more than you can produce. This is natural; your speaking and writing abilities will always lag slightly behind your ability to understand.

You cannot expect to acquire native-like competence in a foreign language in one or two years. You *can* expect to be able to communicate with native speakers of Spanish even though you make mistakes, even during the first weeks of this new semester. The goal in this course is **being able to speak and express your ideas** (what language professors call **communicative competence**), not grammatical perfection. This class will use listening, speaking, reading and writing activities to enhance your grasp of vocabulary and to provide you with the opportunities to express yourself in Spanish.

**During classes, language lab sessions and homework time**, you will work to gain proficiency in the four skills we associate with foreign language competency: listening, speaking, reading and writing.

**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 situations your instructor has designed on themes corresponding to those in each chapter. By acting out these situations, you will learn how to:

- Introduce yourself;
- Find out information about people you meet;
- Talk about what you like to do;
- Tell which classes you are taking;
- Talk about technologies you use (computers, cell phones, etc.);
- Describe your family;

- Talk about your daily routines.

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.)

**Note:** You are expected to log in to iLrn (<http://hlc.quia.com>) every day to see what has been assigned for your next class day.

There are two ways to view your assignments, by chapter and by date. You can see an overview of all the activities in chapter view. The first activities listed are always from the textbook. Textbook activities in iLrn are identical to the ones in your print textbook. If you wish, you may prepare for the next day's class by typing in answers online. (I don't list any of the specific textbook activities on the "view by date" tab. Why? Writing in your answers for the textbook activities is not required. Typically, I list only activities from the *Cuaderno de práctico* and the *Manual de laboratorio* on the "view by date" tab. I require that you submit only the activities listed under the "view by date" tab.



#### **Daily preparation:**

- **First, and every day**, log on to iLrn (<http://hlc.quia.com>) to see what has been assigned for your next class day. I will indicate the vocabulary and grammar sections in the textbook you will need to prepare for your next class.
- **Then**, go on to your iLrn workstation at <http://hlc.quia.com>, and I look under the

Practice tab. There, you will use flashcards to help you learn vocabulary and PowerPoint and video grammar tutorials to help you understand the grammar you will be using in class. 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! **Daily Homework:**

There is at least one homework activity for each class period. Find homework assignments on the Assignment Calendar of your iLrn/Cuadros Workstation. Homework is due on the date under which you find the assignment on the calendar. Do assignments before you arrive in class so you are best able to practice and participate.

#### **Homework:**

Consider homework assignments as an **opportunity** to make errors. Even if you make many mistakes, here, you need not worry; you will receive full credit for all assignments **completely and responsibly executed**. Your homework grade is calculated on a strict percentage of the homework assignments that you complete during the semester. By the numbers, a good homework grade will help you achieve a strong final grade. Also, serious preparation of homework assignments will help you learn the language and inevitably lighten the task of preparing for chapter tests and examinations.



#### **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.

### ***Voicethreads:***

You will demonstrate you can use what you have learned in each chapter to express yourself in Spanish 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. (You will need a Moodle account to complete your Voicethreads. More on this, in class.)



### ***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. Once you have successfully completed your blog according to this checklist, you will earn the Tech Literacy Core Competency, required for graduation from BCC. 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 one of our student's blogs at this link: <http://alejandro314.blogspot.com>. This student began studying Spanish with us in SPA 101. Her blog is like an electronic portfolio of her progress in the language from her first semester to her fourth semester. It's impressive, no?

### ***Language Lab – FRED:***

We are so determined that your lab experience be an enjoyable, human, interactive one that involves more than simply listening to audio tapes, we have even renamed the Lab! So, we welcome you to ***FRED*** !! We invite you to figure out what ***F-R-E-D*** stands for, or to invent a meaning for ***FRED***...

**An hour a week on fun language projects (and review and practice...) is required...**



Because Spanish 101 is a four-credit course, by the book, you are required to spend one extra hour a week in FRED (language lab) completing workbook activities on your own, or projects with your classmates. You may find FRED such a terrific place to study, that you will simply want to be there in between classes or whenever you have time to read, think, learn.

**Sign in when you arrive in order to get credit for your FRED time.**

### ***Scheduling FRED Time:***

Try to schedule your FRED hour at the same time as at least one of your classmates. You'll find that having a classmate in FRED to work with is more fun and more productive.

### ***Spanish Tutors:***

We hope you will not wait until you feel completely lost to arrange to work with a Spanish Tutor. We may be able to arrange for Spanish Tutors to hold open hours in FRED to make them more accessible to you. I will be providing more information on this possibility in the first weeks of the semester.

We will spend some portion of class sessions together in the first weeks of the semester in the lab, so you will know your way around FRED feel comfortable using the computers and other resources there. We strongly encourage you to take full advantage of **online, video and audio materials** at your disposal in the language lab.



### **Participation:**

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: coming to class having completed homework and/or online homework quizzes;
- 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!)



#### **You hurt your participation grade by:**

- not putting in a good effort to understand the material;
- not asking for help when you need it;
- not working in the Language Lab at least an hour a week, either alone or with classmates;
- being uncooperative, grumpy or aggressive with classmates or your instructor.

### **Your Responsibilities in This Class:**

- Read the syllabus, fill out the syllabus agreement form;
- Come to class fully prepared to participate energetically;
- Attend class regularly (attendance is required);
- Arrange your schedule so you have at least an hour a week in FRED (the Language Lab) for studying and/or working with classmates; (You can also use FRED to study for other classes once you've finished your Spanish homework, too!)

### **Attendance:**

Attendance is mandatory. IF YOU BELIEVE YOU DO NOT NEED TO ATTEND THIS CLASS TO PASS THE CHAPTER EXAMS, YOU BELONG IN A MORE ADVANCED SPANISH CLASS!

**Should you have any more than three unexcused absences, your instructor may withdraw you from the class and you may receive a failing grade.**

### **Quizzes, Oral Evaluations and Exams:**

#### **Chapter Tests/Pruebas:**

There are five pruebas (chapter tests) one for each chapter we cover, and one final written and oral exam in this course. (There is no midterm exam.)

Each *prueba* or chapter test has listening comprehension, vocabulary, spelling, and reading and writing components. There is also an oral evaluation for each chapter we study. You will be allowed to drop one chapter test, either the one with the lowest grade or one that you miss.

**PLEASE NOTE:** Tests must be submitted online by the date listed on your assignment calendar.

Should you be ill or be facing a family or health emergency, you **MUST** contact Profe before the test due date or sometime during the day you miss a test to ask for permission for an extension. **DO NOT EXPECT AUTOMATIC PERMISSION FOR EXTENSIONS.**



Students *displeased* with their test results ALWAYS have the chance to take a second version of the test in order to improve their scores. A separate due date, typically a week after the first due date, is set for the retest. (This retest date is listed in your assignment calendar.)



### **Oral Evaluations:**

There are four kinds of oral evaluations:

- Informal, in-class evaluations: I listen when you speak! The more you speak, the more you practice, the better your ability to speak, the higher your evaluations!
- Informal, as-you're-leaving-class evaluations: These are called: *billetes de salida*, which means "exit tickets" In class, we practice what you have studied the night before. At the end of class, students receive speaking task, like: "Ask me what my name is and then introduce yourself." In order to be able to leave the classroom, students have to succeed at this task. Students line up at the door and interact with the instructor. When they succeed, they earn their *billete de salida* and can leave the room! This is really just a great way to get more one-on-one time with your instructor and for your instructor to get an idea of what you have accomplished and what you need to work on. Students tell me they love this part of class; they leave feeling proud of what they know how to say!!
- Formal, practiced evaluations: This is one of the functions of the Voicethreads you read about, above. Students create a script, practice it and audio- or videotape it after practicing as much as they like.
- Formal oral evaluations: Time permitting, your instructor will provide you with a short list of questions you will need to answer in one-on-one or in group settings with your instructor. (It may be difficult to find time for this type of oral evaluation for every chapter, but there will be a formal oral evaluation as part of the final exam.) These evaluations should not be stressful, as students receive all possible questions in advance of the evaluations.

### **Final Exam:**

The final exam has two components.

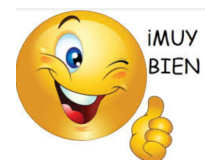
- A one-on-one (instructor – YOU) oral assessment tests how well you are able to understand what is said to you and how well you can respond using the vocabulary and grammar of the five chapters of your *Cuadros* (volume 1) textbook. We will have practiced this material so often in class and as a part of individual chapter orals, that by the time of the final, this exercise will feel like a celebration of all you have already accomplished! (These final orals are typically followed by "high-fives" and/or hugs!) Further, I will make the study material and study questions available to you well in advance of the final oral assessment.

### **No make-up sessions will be provided for this final oral exam.**

The final oral will take place on:

- **For SPA 101.01:** Friday, December 18<sup>th</sup>, between 8:00am and 10:00am.
- **For SPA 101.02:** Thursday, December 18<sup>th</sup>, between 10:30am and 12:30am.
- An online written test (with aural comprehension and written sections) will test all chapters through Chapter 5. I will post the final exam online on the last day of class; the exam must be completed no later than 5pm on the date officially scheduled by the College for last final exam of the semester, Tuesday, December 22, 3pm.

**Don't fret about the exam:** You can find online study materials and "pre-tests" to help you prepare for the final exam on your your iLrn *Cuadros* page. If you work it, you'll do very well!



### **Contacting Professor Cooper ("Profe"):**

- My office is located in Melville Hall 238.
- My email address is: [lcooper@berkshirecc.edu](mailto:lcooper@berkshirecc.edu) ,
- Send homework assignments to: [profelocoops@gmail.com](mailto:profelocoops@gmail.com) text
- Call me at: 774.776.3304 (or 774-PROFE04). I will NOT check messages on the BCC phone voice mail number listed for me (413.236.4615). Why? Since we are sharing offices with colleagues during the renovation and normally have to share a phone (which is on my colleague's desk), I have acquired the Google Voice phone number you should use to call me: 774.776.3304 (or 774-PROFE04).
- If you try calling the "PROFE04" number, but I don't answer, please do leave voice mail.
- 

I am conscientious about checking e-mail and my PROFE04 voicemail, so leave me a message or email, and will get back to within 24 hours, unless I have an emergency to deal with.



\*\*\*\*\*A Few Words about Academic Dishonesty:\*\*\*\*\*

Cheating is *not* tolerated on either exams or homework. Anyone caught copying from others or allowing others to copy their work is subject to receiving an “F” in the class.

This also means that when you have writing assignments involving Internet research, you **MAY NOT copy text word for word from any web site without citing the page.** When you fail to cite a source and you use it as if the words from that source are your own, you are plagiarizing.

At four-year colleges and universities, students found guilty of plagiarism are subject to receiving a failing grade in the course. They may also be expelled from the institution. Learn the habit of avoiding any practice that can be construed as plagiarism! It could save you a lot of pain and anguish down the line...

This is what BCC’s *Student Policy Guide* says on the subject: (You can find the entire guide at: <http://www.berkshirecc.edu/StudentPolicyGuide> )

### **Plagiarism & Academic Dishonesty**

*Plagiarism is a form of dishonesty in writing. When a student uses another writer's words and/or ideas and presents it as his/her own, he/she is plagiarizing. The faculty and staff at Berkshire Community College consider plagiarism a serious offense and encourage students to produce their best work, using their own ideas and language. When a student does use another writer's ideas and wording to support his/her own writing, he/she must give that writer credit.*

*If a situation arises in which an instructor suspects a student of plagiarizing and the problem cannot be resolved between the instructor and the student, then the instructor may refer the case to the Dean of Academic Affairs who would then follow Due Process Guidelines to resolve the problem. If the student feels unjustly charged with plagiarism, he/she could use the grievance process in this policy guide as a means of resolving the problem.*

#### **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...OR:
- A **Dropbox or Google Docs** account for saving your work to your personal online "cloud." Don't know what this is? Ask me!

#### **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 that will make having this apparatus extremely useful.

**Note:** As of September 3, 2015, [www.amazon.com](http://www.amazon.com) lists webcam/microphone units for as little as \$3.65. You probably want a webcam that costs between \$15-\$26. You can find that!

### **Take Responsibility...Make Learning Spanish an Authentic Part of your Life :**

All humans under normal conditions acquire one or more languages, but it is not possible to acquire Spanish in 75 to 150 hours of in-class instruction. The more time you spend outside of class practicing the language and learning about and appreciating the cultures of Spanish-speaking cultures, the faster you will learn. The more time and concentration you put into your learning, the more you will get out of it. It's as simple as that!

**Naturally, you will complete all assignments on time:** Beyond this, we recommend that you:

- Always** ask for my help if you need it;
- Try very hard not allow yourself to fall behind, and if you do, let your instructor know, and ask for help!
- Don't wait until you feel completely lost, frustrated, helplessly behind in your work to ask for help!**
- Ask your instructor to help you arrange for a Spanish tutor if you need more help;
- Use the corrections provided to you automatically in your iLrn activities to analyze your errors.

**Take every opportunity to use your new skills in Spanish outside the classroom!\_**



For more suggestions on how to learn Spanish more effectively through culture, visit the Spanish Program Blog, under the “How to Learn Tab” > Suggestions for Bringing more *\*SPANISH\** into Your Life to Help you Learn *F A S T E R!*

Your instructor can open the door to Hispanic language and culture, but only you can enter.

***Come on \*IN\*!!***

Make Spanish an authentic part of your life!

## 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 student's perceived effort may supersede 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

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

•Oral evaluations, <i>Billetes de salida</i> , “Voicethreads,” Presentations, Final Oral	20%
•Written work, including “Voicethread” scripts; online homework activities	20%
•Chapter Tests	20%
• <i>Segunda vida</i> , online ePortfolio/blog projects	10%
•Final Exam	10%
•Participation:	20%
Includes class, lab attendance and vigorous, consistent class participation.	

**Total:** 100%

**Note:** If your performance in one category is outstanding, your instructor may add points to a category in which your performance is weaker. For example: If your participation, oral work or your *Segunda vida* blog are exemplary, earning you the equivalent of an A+ grade, points may be added to your Chapter Tests totals, if your test scores are lower.

**Bonus Points:** 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 an entire letter grade:

- Creating 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. (The amount of bonus credit will depend on the complexity/quality of the learning tool).
- Attending cultural events *Profe* tells you about, like the *Día de los muertos* event in the Cafeteria. Take a selfie to show you were there and send it to *Profe*, so she can record your bonus points in her gradebook.
- Attending 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, *plus* a short paragraph “critique” or summary/explanation of the event. (The amount of bonus credit will depend on the complexity/quality of the supporting materials.)



## SPA 101 – Introductory Spanish I: Learning and Assessment

What you will learn to say, understand, read and write in this course:	How your instructor will help you learn:	How your instructor will evaluate how well you are doing:
<p>1•Exchange addresses, phone numbers, and email addresses;</p> <p>2•Introduce yourself and others, greet, and say good-bye;</p> <p>3•Make phone calls;</p> <p>4•Tell your and others' ages;</p> <p>5•Address friends informally and acquaintances politely;</p> <p>6•Write a personal letter;</p> <p>7•Express likes and dislikes;</p> <p>8•Compare yourself to other people and describe personality traits;</p> <p>9•Ask and answer questions;</p> <p>10•Talk about leisure-time activities</p> <p>11•Indicate nationality;</p> <p>12•Talk about courses and schedules and tell time;</p> <p>13•Talk about present activities and future plans;</p> <p>14•Talk about possessions;</p> <p>15•Ask and answer questions;</p> <p>16•Talk about computers and technology;</p> <p>17•Identify colors;</p> <p>18•Talk about likes and dislikes;</p> <p>19•Describe people, emotions, and conditions;</p> <p>20•Talk about current activities;</p> <p>21•Say how something is done.</p>	<p>•Provide students with “BAT” (Be Able To) tasks for each unit in each chapter;</p> <p>•Organize the classes so that activities all support the goals of the “BAT” tasks;</p> <p>•Encourage students to take responsibility for identifying aspects of the chapter material <u>they</u> need to review;</p> <p>•Design projects and activities that require students to work in groups to learn vocabulary, grammar and to practice BAT “Be Able To” tasks and to complete more complex projects;</p> <p>•Have students brainstorm individually or in groups before they answer a question involving many different ways of answering.</p> <p>•Give in-class “dictados,” dictations of short passages in Spanish.</p> <p>•Teach students how to proof-read their own work and that of their classmates.</p> <p>•Have students do frequent presentations to small groups, to whole class, or online.</p> <p>•Encourage students to use online, video and audio materials in language lab and at home.</p> <p>•Have students learn from the automatic feedback provided by their online Student Activities Manual.</p> <p>•Assign weekly project-based language lab activities that reinforce what students learn in the classroom.</p> <p>•Have students conduct Internet searches on cultural topics, videotape dialogs they author, and download their written, audio and video work to their individual blog pages.</p> <p>•Help students to make connections with their Spanish-speaking neighbors and to participate in multilingual and multicultural communities.</p>	<p>• Provide frequent opportunities for students to speak Spanish, for the instructor informally to assess their oral proficiency.</p> <p>•Give students regular “exit ticket” oral tasks to perform as they leave the classroom. These evaluations enable instructor to assess what students have learned in each class and what are deficiencies of individual students. Instructor either speaks to student or emails him/her to see what is student’s plan for remediation.</p> <p>•Provide students with pre-test <i>Chequeo</i> (“Check-Up) sheets with list of “BAT” (Be Able To) tasks for test. Students write pre-test learning plan. Instructor compares students’ pre-test self-report with test results and holds conference with student if the <i>Chequeo</i> and test results conflict.</p> <p>•Provide short and longer, written assignments to assess written proficiency.</p> <p>•Provide students with the opportunity to peer edit work of classmates.</p> <p>•Require students write a second draft of written work when doing so will help them understand their mistakes and move past them.</p> <p>•Provide frequent quizzes (online and in class) and frequent feedback.</p> <p>•Provide short chapter tests using both written and aural comprehension questions.</p> <p>•Retest / recycle learned chapter material continually as the semester progresses.</p> <p>•Administer more formal, complex oral evaluations that involve script-writing and oral performance in a group or online. Students are evaluated on the basis of accuracy, fluency and pronunciation.</p> <p>•Require students post compositions and research on cultural topics, along with all videotaped oral presentations to blog pages they register to their invented Hispanic <i>alter egos</i> in the context of their <i>Segunda vida</i> (“Second Life”) projects.</p>

**Fall 2015 – Tentative Class Schedule; Dates for Chapter Tests (Pruebas) are in boldface****Other Important Dates:**Last Day to change from Credit/Audit: Friday, October 30<sup>th</sup>

Last Day for Course Withdrawals (W Grades): Thursday, November 12

Last Day for Course Withdrawals (WP/WF Grades): Thursday, December 3

Semana ...	lunes	miércoles	viernes
I. 7 septiembre	Labor Day ~ No Classes Today No hay clase hoy	Introducciones y Lección preliminar ~ LP.1	Lección preliminar ~ LP.2
II. 14 septiembre	Capítulo 1.1	Capítulo 1.2	Capítulo 1.3
III. 21 septiembre	Capítulo 1.4	Capítulo 1.5	Capítulo 1.6
IV. 28 septiembre	Capítulo 1.7 y ~ <b>Prueba 1 posted online, today; test due online by Wednesday, 9.30, 5pm</b>	Capítulo 2.1	Capítulo 2.2
V. 5 octubre	Capítulo 2.3	Capítulo 2.4	Capítulo 2.5
VI. 12 octubre	Columbus Day ~ No Classes Today	Capítulo 2.6	Capítulo 2.7 Prueba ~ <b>Prueba 2 posted today; test due online by Sunday, 10.18, 5pm</b>
VII. 19 octubre	Capítulo 3.1	Capítulo 3.2	Capítulo 3.3
VIII. 26 octubre	Capítulo 3.4	Capítulo 3.5	Capítulo 3.6
IX. 2 noviembre	Capítulo 3.7	Capítulo 3.8 Prueba ~ <b>Prueba 3 posted Thursday, 11.5; test due online by Sunday, 11.8, 5pm</b>	Capítulo 4.1
X. 9 noviembre	Capítulo 4.2	<b>El Día de los Veteranos ~ No hay clase, hoy</b>	Capítulo 4.3
XI. 16 noviembre	Capítulo 4.4	Capítulo 4.5	Capítulo 4.6
XII. 23 noviembre	Capítulo 4.7 <b>Prueba 4 posted Tuesday, 11.24; test due online Wednesday, 11.25, 5pm.</b>	Capítulo 5.1	<b>Thanksgiving Break El Día de la acción de gracias: No hay clase...</b>
XIII. 30 noviembre	Capítulo 5.2	Capítulo 5.3	Capítulo 5.4
XIV. 7 diciembre	Capítulo 5.5	Capítulo 5.6	Capítulo 5.7
XV. 14 diciembre	•Repaso en FRED, HOY <b>Prueba 5 posted Monday, 12.14; test due online no later than Friday, 12.18, 5pm.</b> <b>**No extensions accepted if requested after today's class.**</b>	<b>¡Último día de clase!</b> •Repaso para el examen final •Trabajo para Segunda vida, proyectos en línea y para presentaciones orales (videos), pasaportes	<b>Prueba 5 test due online no later than today, Friday, 12.18, 5pm.</b>
Final Class Meetings/Exams (Exam Period):  Thursday, Dec. 17 <sup>th</sup> -Tuesday, Dec. 22 <sup>nd</sup> :		The final oral exam will take place on Thursday, December 17, 10:30a-12:30p in Melville 112.  The Final Exam must be submitted online by Tuesday, December 22, 2015, before 5pm.	

**Fall 2015 – Tentative Class Schedule; Dates for Chapter Tests (Pruebas) are in boldface**

**SPA 101.02 - TTh: 10:50a-12:40p**

**Other Important Dates:**

Last Day to change from Credit/Audit: Friday, October 30<sup>th</sup>

Last Day for Course Withdrawals (W Grades): Thursday, November 12

Last Day for Course Withdrawals (WP/WF Grades): Thursday, December 3

Semana del...	Tuesday ~ <i>martes</i>	Thursday ~ <i>jueves</i>
I. 7 septiembre	9.8: Introducciones y Lección preliminar - LP.1	9.10: Lección preliminar - LP.2
II. 14 septiembre	9.15: Capítulo 1.1	9.17: Capítulo 1.2
III. 21 septiembre	9.22: Capítulo 1.3	9.23: Capítulo 1.4
IV. 28 septiembre	9.29: Capítulo 1.5 ~ <b><i>Prueba 1 posted online, today; test due online by Wednesday, 9.30, 5pm</i></b>	10.1: Capítulo 2.1
V. 5 octubre	10.6: Capítulo 2.2	10.8: Capítulo 2.3
VI. 12 octubre	10.13: Capítulo 2.4	10.15: Capítulo 2.5 ~ <b><i>Prueba 2 posted today; test due online by Sunday, 10.18, 5pm</i></b>
VII. 19 octubre	10.20: Capítulo 3.1	10.22: Capítulo 3.2
VIII. 26 octubre	10.27: Capítulo 3.3	10.29: Capítulo 3.4
IX. 2 noviembre	11.3: Capítulo 3.5	11.5: Capítulo 3.6 ~ <b><i>Prueba 3 posted today; test due online by Sunday, 11.8, 5pm</i></b>
X. 9 noviembre	11.10: Capítulo 4.1	11.12: Capítulo 4.2
XI. 16 noviembre	11.17: Capítulo 4.3	11.19: Capítulo 4.4
XII. 23 noviembre	11.24: Capítulo 4.5 <b><i>Prueba 4 posted today; test due online by Wednesday, 11.25, 5pm</i></b>	11.26: <b>Thanksgiving Break El Día de la acción de gracias: No hay clase...</b>
XIII. 30 noviembre	12.1: Capítulo 5.1	12.3: Capítulo 5.2
XIV. 7 diciembre	12.8: Capítulo 5.3	12.10: Capítulo 5.4
XV. 14 diciembre	12.15: Capítulo 5.5 <b><i>Prueba 5 posted today; test due online by tomorrow, Wednesday, 12.16, 5pm</i></b> ¡Hoy es el último día de clase!	
Final Class Meetings/Exams (Exam Period):  Thurs., Dec.17 <sup>th</sup> -Tues., Dec. 22 <sup>nd</sup> ;	The final oral exam will take place on Thursday, December 17, 10:30a-12:30p in Melville 112.  The Final Exam must be submitted online by Tuesday, December 22, 2015, before 5pm.	

# !! SERVICE LEARNING IN SPANISH !!

If you are serious about learning to speak Spanish, consider signing up for a Service Learning project that is related to the studies you will be undertaking in this class! You will reinforce what you have learned, contribute to the lives of children in our neighborhoods, gain confidence and learn some terrifically useful study, planning and professional skills. Students who have done a Service Learning project have a very interesting entry to include in their professional *résumés*, as well!

I hear and I forget.

I see and I remember.

I teach and I understand.

## ***Service Learning actually HELPS YOU LEARN BETTER!***

Students in a recent math class at BCC who participated in a Service Learning project stayed on track, passed the course at significantly greater rates than those who opted not to...

## ***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!

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

If you are interested in working with classmates in an after-school Spanish course with elementary school students, this semester, let us know. You would work with classmates to prepare lesson plans, design learning materials and games, and reflect on what you have learned in the process.

## ***Are you worried that you don't know enough Spanish to teach?***

- First, you will be amazed at how much you will learn just in the first weeks of class.
- Second, when you plan your lessons around what you have just learned, you learn much more meaningfully, completely and durably than if you studied alone without passing it to others.
- Finally, you will receive lots of support from your instructor, who will help guide you as you plan your lessons; from your classmates, with whom you will collaborate; and from folks on site at local elementary schools, who will oversee your teaching and provide practical advice when you need it.



***There is a saying: "If all you know is the letter A, then teach that!"***

By sharing what you know and by serving as a mentor, you can contribute positively to a child's life...!

## ***Service Learning Stipend:***

Students who opt to participate in this Service Learning project will **work a minimum of 15 hours a semester**. Students who teach are remunerated for up to two hours of preparation time in addition to the one-hour class session at the rate of \$9.37 per hour.

***If you're interested and ready to sign up, check the "I'm interested in Service Learning" box on the Syllabus Agreement form on the last pages of this syllabus.***





After you have read your syllabus, please read, fill out both sides of this form, and sign and return it to Professor Cooper (“Profe”)!

**Syllabus Agreement Form**

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Home Phone \_\_\_\_\_

☐ ***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.
- ☐ 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 (at: [lcooper@berkshirecc.edu](mailto:lcooper@berkshirecc.edu)) or call Professor Cooper at 774.776.3304 (774.PROFE04) 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.
- ☐ 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 work on projects with my classmates, to complete FRED/Lab assignments, to use the computers, to do the activities in the online Student Activities Manual, to work on Voicethread projects or my blog. I agree to speak to Professor Cooper in advance of any missed FRED hours should my work schedule present a hardship for working extra hours in FRED.
- ☐ 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!**

#### **I. 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 so, are you already a TRIO student?
6. 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. Please contact me to set up a time to talk.