

Introduction to Spanish

Course Overview:

This class introduces active conversation and everyday aspects of the contemporary Spanish-speaking world. Four basic language skills are taught and practiced: understanding, speaking, reading, and writing.

Intro to Spanish will prepare the student to be more comfortable in a Spanish 1 course; it is an overview of Spanish 1. For those who have taken Spanish before, Intro to Spanish will be a review. For those who have never taken a Spanish class, the student will be more prepared in a Spanish 1 class after taking this course.

Course Description:

Intro to Spanish will help the student acquire the fundamentals of pronunciation and grammar, practical vocabulary, useful phrases and the ability to understand, read, write and speak simple Spanish. Basic relevant information covered includes: geography, customs, culture of Spain and Latin America. The class will prepare the student for further language study and should inspire interest in foreign travel, study and work. The student will learn Spanish in the same manner s/he learned her/his first language:

1. Listening to the language
2. Repeating the new language
3. Writing
4. Reading

Course Covers:

1. The alphabet, the numbers, time, weather.
2. Greetings and salutations.
3. Gender and number-grammatical categories.
4. Adjectives.
5. Subject-verb agreement.
6. The present, future and some past tense.
7. Brief review of possessive, demonstrative, interrogative, and comparative constructions.
8. Home, family and friends- identify and describe.
9. Some occupations and professions.
10. Some food and clothing.
11. Geography of the 20 countries with Spanish as their official language.
12. Common expressions and vocabulary.
13. Holidays

Course Goals and Objectives

1. **Goal:** To introduce the student to Spanish grammar.

Objective: Learn the different names for parts of speech

Objective: Be able to spell words correctly in Spanish based upon the sound and meaning of words.

Objective: Learn when to use the correct punctuation and be able to manipulate the meaning of a sentence based upon varying punctuation uses.

2. **Goal:** To become skilled at conjugating verbs.

Objective: Learn the difference between an infinitive and a conjugation.

Objective: Be able to differentiate the verb's form such as: number; person; voice; and tense.

Objective: Be able to effectively use verbs in her/his own writing.

3. **Goal:** To build a supply of expressive meanings.

Objective: Build a vocabulary list from each lesson.

Objective: Learn the skill of understanding a sentence or passage, based upon the context, even if a word is unknown.

Objective: Command vocabulary correctly in a sentence.

4. **Goal:** To be able to communicate in Spanish.

Objective: Ask and answer questions in Spanish.

Objective: Describe a picture using the target language.

Objective: Address, when possible, the teacher and anyone else in Spanish.

5. **Goal:** To learn the importance of correctly pronouncing a letter or word.

Objective: Repeat the alphabet.

Objective: Differentiate two words that are pronounced the same but are spelled differently or vice versa.

Objective: Read aloud in Spanish.

6. **Goal:** To identify Spanish-speaking countries in the world.

Objective: Learn the capitals of the Spanish-speaking countries.

Objective: Amplify the student's geographical knowledge.

7. **Goal:** To develop an ear for the spoken language.

Objective: Listen to other voices besides the teacher's.

Objective: Be able to hear a word and spell it correctly.

Objective: Be able to listen to a dialogue or paragraph and answer questions based on what was heard (said).

8. **Goal:** To write dialogues in Spanish.

Objective: Be able to appropriately use grammatical structures.

Objective: Build the student's confidence in writing Spanish by working in groups and individually.

Objective: Be able to organize ideas and concepts in a clear and logical manner.

Course Textbooks:

Each student will receive a textbook, *Realidades*, Prentice Hall, et al., which needs to be returned at the end of the program. The student must protect her/his book so that it is returned in

the same condition as s/he received it. The student will be held responsible for any lost or damaged book. The first day of class, the student will fill out a textbook receipt card. On the back of the card, the student will be instructed to write down the damage on the book so that s/he is not held responsible at the end of the five weeks.

Required Course Materials:

Covered textbook (will be given on first day)

- 1 composition notebook
- loose-leaf paper
- blue or black ink pens
- red pen** to make corrections
- 1-pack of 100 index cards
- 1 set of colored pencils or markers
- 1 two-pocket paper folder
- 2 glue sticks
- 1 pair of scissors

In addition to the text ***Realidades***, the text's accompanying materials, such as, the workbook, written activities, videotapes, audiotapes, transparencies, and tests will be used. Instructional game materials, supplied by the teacher, are used as well.

Homework and Classwork:

The student can expect about 10-15 minutes of homework 2-3 days a week.

Every day the student will receive a stamp if s/he **completes** the class work and does her/his assigned homework. Even though the student may have errors, by showing the completed day's work, s/he will have earned a stamp. The student will correct the homework with a **red pen** the next day in class. Therefore, it is up to the student to track the mistakes. If **red markings** stand out on her/his notebook, it should alert her/him to seek help from the teacher. Red markings are not necessarily a bad sign. Every two weeks the teacher will collect the student's notebook. The student's grade is based upon three things: number of stamps, homework corrections, and neatness.

Oral proficiency is a very important part of the lessons. Class presentations such as dialogues and skits will also be common use in class.

Grading Policy:

There will be no letter grades assigned in this course. In place of letter grades, a developmental level will be assigned based upon the stated course objectives throughout the program. Students will receive a final assessment of: beginning, emerging, developing, capable, experienced, or exceptional.

Classroom Behavior:

The student is expected to demonstrate mature, polite behavior and extend courtesy to everyone at all times:

1. Actively participate, and respectful verbal and non-verbal interaction with all opinions must be shown at all times.
2. Since differing views will be expressed, the teacher and the student(s) will mutually maintain a safe environment for courteous dialogue.
3. Respect is to be shown for all CSUN property.
4. No food or beverages will be permitted in the classroom. Snacks must be eaten outside between the designated breaks.
5. Warnings for behavior / discipline problems will be given once. Any further problems will result in a phone call to the parent(s) or guardian(s) and possible dismissal from the program.

SAEP Electronics Policy

Cell phones, music players and headphones are not permitted to be used during class hours.

- a. Please put your cell phone on silent (NOT vibrate).
- b. No texting is allowed during class.

You will be given one verbal warning if the above is not followed. Should a second warning be necessary, your cell phone, music player and/or headphones will be confiscated and held by the teacher until after class. If a third time occurs, your cell phone, music player and/or headphones will be confiscated and held in the SAEP office and **MUST BE PICKED UP BY A PARENT.**

Intro to Spanish

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After reading through the syllabus, please sign and date and have your student return it to class. The signature constitutes your commitment to the class as we partner to make the next five weeks a life-long educational experience for your student.

**Student/ Parent Agreement:**

Please bring this signed and dated **Intro to Spanish** syllabus agreement to class tomorrow.

If you do not understand any portion of this syllabus, or if you have any questions regarding this class, please do not hesitate to email the teacher.

We have read and understand the contents of this syllabus.

Student name \_\_\_\_\_

Student signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian name \_\_\_\_\_

Parent/Guardian signature \_\_\_\_\_

Date \_\_\_\_\_

Phone \_\_\_\_\_

E-mail \_\_\_\_\_