Español 111: **Intensive Introductory Spanish**
Profesora: Clara Román-Odio
Horas de despacho: lunes, miércoles y viernes 9:10-10:00 y 11:10-12:00 Asc 110
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**Multimedia**
Lab Manual and CD-ROM for *Puntos de Partida*

**Course Description and Policies**

This is a year-long intensive course which compresses into one year beginning and intermediate materials, using the Kenyon Intensive Language Model (KILM), an intensive approach that aims at dispelling inhibitions and encouraging communication. For each meeting with the professor there will be a daily practice session with a Keynon undergradate apprentice teacher (AT). The major objective of the AT class is to provide an opportunity for the students to practice and reinforce what has been introduced in the professor’s (MT) class. Through the use of pattern drills, role plays, skits, vocabulary games and pair work, the AT class will help you become more competent in communicating in Spanish. To facilitate and enhance the experience of cultural immersion the class will meet in the Language Learning Center (in Olin’s basement) once a week to engage in a series of activities combining authentic, multimedia-based materials, exploration sessions in the web and a CD-ROM specially designed for *Puntos de Partida*.

The course is designed so that most learning and all of the practice in communication will take place in the classes and laboratory. I cannot stress too highly the importance of regular, conscientious attendance at Master and Apprentice Teacher classes and the Language Laboratory. By missing classes you will impede your progress, and you will find that you are unable to "catch up" by doing additional work at home. Specifically, you are not allowed to have more than 5 unexcused absences from MT and AT classes each semester. Every Thursday you are required to attend the language laboratory to complete listening and writing exercises from *Puntos* CD-ROM and lab manual. If you are unable to complete the lab manual exercises during the Thursday lab session, you will need to return to the Language Learning Center on your own to complete them. The lab exercises are due on the day of the chapter quiz, when they will be collected for grading. Your laboratory attendance determines an important part of your grade (see below); it also influences significantly how well you perform on the oral part of each exam.

You will also develop several web-based class projects which will offer you an opportunity for a comprehensive review of the vocabulary, grammar, and real-life situations practiced during the year. For each topic (the environment, Hispanic holidays, a famous but dead Hispanic figure, a Hispanic restaurant, planning and taking a trip to a real Hispanic location, etc.) each student will: 1) find and select relevant and authentic information in the web, 2) write a minimum of 25 sentences on related topic, 3) find appropriate pictures to illustrate information, 4) write 5 questions in a 3x5 index card using simple and compound tenses, indicative and subjunctive mood, 6) assemble materials on a poster, 7) interact with a classmate using prepared questions, 8) give an oral (without notes) brief presentation (5 min. max) to the class using your poster.

Grades will be determined according to the following system:
**First Semester:**

- MT & AT Class Attendance and Participation: 20%
- Laboratory: 10%
- Chapter Quizzes: 20%
- Web-based class projects/presentations: 20%
- Oral exams: 10%
- Written exams: 20%

**Second Semester:**

- MT & AT Class Attendance and Participation: 20%
- Laboratory: 10%
- Chapter Quizzes: 20%
- Web-based class projects/presentations: 10%
- Oral exams: 10%
- Written exams: 15%
- Final Exam: written exam: 15%

Your course grade will be determined by averaging your first- and second- semester grades. There will be quizzes at the end of every chapter testing listening comprehension, reading, speaking, and writing. Make-up quizzes and exams will be administered *only* in the case of a necessary absence communicated to me well in advance of the scheduled exam date. In the case of an illness, the student takes responsibility for registering with the health service so that his/her name appears on the "Dean's List of Excused Absences" for a particular day.

It is expected that by the end of the course you will have reached an intermediate level of proficiency in the spoken language. To achieve this we must establish a friendly, cooperative, non-competitive environment in the classroom in which all students progress at the same pace toward the desired level of proficiency. This is why class attendance is so important. The methods we use—with their heavy emphasis on oral communication in the classroom—do not allow for students to learn at their own pace, as is done in classes based on the techniques of individualized instruction. You will find that many of the exercises that are done in the AT classes especially are group activities, and that the practice of using Spanish to contribute to the progress of other students, besides being a rewarding experience in itself, is one of the best ways to ensure that you too improve.

**Important Information**

Specialists in language teaching recognize four skills that are involved in the acquisition of another language: listening comprehension, reading, speaking, and writing. Each skill is acquired at its own pace and by different means. Do not be discouraged, for example, if you can understand more than you can say. That is how it is for everyone, regardless of the language being studied. It is your job to follow instructions carefully, so that you do not lag behind in the acquisition of a skill. If you are not progressing as you should in one of the four skills, it is likely that you will hinder the development of the other skills, and there is simply no way that you can make up for this deficiency on your own. (Those of you who think you can wait for a quiz to study vocabulary and grammar, for example, will fall behind in listening comprehension and speaking, the two main focuses of classroom activities.) For this reason, I urge you to pay attention in class and participate fully.
I begin each class with an activity that may seem of little consequence to you but is, nevertheless, very important: I speak to you in Spanish for several minutes about a topic that is in our lesson. It is something both planned and spontaneous, that is, I plan this activity, but leave room for changes once I enter the room. Language specialists call this "teacher talk." Its purpose is to get you to listen and to understand unfamiliar material whose meaning you can guess from its inclusion in a familiar context. In the professional jargon this is called "input." What researchers are finding is that students who receive and pay attention to "input" are better at speaking ("output") than students denied passive listening opportunities, but who, nevertheless, are expected to perform exercises and activities that stress speaking ("output").

Each chapter in the book ends with a list of vocabulary. Learn it the first day. The vocabulary supports several "input" activities. We shall do as many of them as time permits. They may seem easy to you, but pay attention; they are a necessary first step in preparing you to speak. The material that follows in each chapter is always more difficult. But do not fall into the trap of thinking that you can skip the easy part and concentrate on what seems hard. Research in language acquisition makes it clear that the more "easy stuff" you do faithfully the easier it is to do the more difficult creative things. If you don't learn the vocabulary, you can't do the work of the course.

To practice conversation in an informal setting attendance to Spanish Table (every Wednesday at 12:00 in Upper Dempsey) is strongly encouraged.

If you have a disability and therefore may have need for some type of accommodation(s) in order to participate fully in this class, please feel free to discuss your concerns in private with me and be sure to contact Dean Jane Martindell at PBX 5145 or via electronic mail at: Martindellj

Programa del curso:

agosto
29 Introducción & "Ante Todo"
31 continúa

septiembre
1 continúa...
2 continúa...
5 Capítulo uno: “En la universidad”
7 “En la universidad”
8 Lab / Exploring Multimedia Materials / Lab Manual
9 “En la universidad”

12 Prueba corta /Lab Manual (Capítulo 1)
14 Capítulo dos: “La familia”
15 Lab/Multimedia
16 “La familia”

19 “La familia”
21 Prueba corta /Lab Manual (Capítulo 2)
22 Capítulo tres: “De compras”
23 “De compras”
26 “De compras”
28 “De compras”
29 **Prueba corta /Lab Manual** (Capítulo 3)
30 **Capítulo cuatro**: “En casa”

**octubre**
3 “En casa”
5 “En casa”
6 “En casa”
7 **Prueba corta /Lab Manual** (Capítulo 4)

10 **Reading Day / No Class**
12 **Capítulo cinco**: “Las estaciones”
13 “Las estaciones”
14 “Las estaciones”

17 “Las estaciones”
19 **Prueba corta /Lab Manual** (Capítulo 5)
20 **Capítulo seis**: “¿Qué te gusta comer?”
21 “¿Qué te gusta comer?”

24 “¿Qué te gusta comer?”
26 “¿Qué te gusta comer?”
27 Lab / Multimedia: **Examen Oral 1 (11:00-12:00; 1:00-3:00)**
28 **Prueba corta / Lab Manual** (Capítulo 6) **Examen Oral 1 (1:00-3:00)**

31 **Review**: Capítulos 1-3

**noviembre**
2 **Review**: Capítulos 4-6
3 **Examen I**
4 **Web Class Project**

7 **Web Class Project**
9 **Web Class Project**
10 **Capítulo siete**: “¿De vacaciones?”
11 “¿De vacaciones?”

14 “¿De vacaciones?”
16 “¿De vacaciones?”
17 Lab/Multimedia
18 **Prueba corta / Lab Manual** (Capítulo 7)

19-28 **Vacaciones de Acción de Gracias**

28 **Capítulo ocho**: “Los días festivos”
30 “Los días festivos”

**diciembre**
1 “Los días festivos”
2 “Los días festivos”
5 **Prueba corta / Lab Manual** (Capítulo 8)
7 Capítulo 9: “El tiempo libre”
8 “El tiempo libre”
9 “El tiempo libre” Examen Oral 2 (11:00-12:00, 1:00-3:00)
12 Examen # 2; Examen Oral 2 (1:00-3:00)