



Alliant International University
California School
of Education

SPANISH 1000
BEGINNING SPANISH FALL-2019

Professor: JOSELUIS RAMÍREZ
Email: joseluis.ramirez@aspirepublicschools.org

Phone Number: 209- 943-2389

Office: At – LHA – Room # 402

Course Units: 3 units

Classroom: At – LHA – Room # 402

Day: Monday 1:55 – 3: 25 pm.

Friday 1:55 – 3: 25 pm.

Office Hours- By appointment only

The California School of Education Mission Statement

The California School of Education (CSOE) at Alliant International University prepares competent, confident, and conscientious educational leaders, who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

California School of Education Conceptual Framework

The Conceptual Framework for Alliant International University's California School of Education Teaching Credential Program is grounded in three major theoretical and practical educational constructs. It is our shared belief that theory and practice are reflexive domains which intersect across the education continuum. The first tenant of our Conceptual Framework is constructivist theory, which views learners as conscious agents whose background and prior knowledge and dispositions greatly contribute to their participation in the learning process. The second major component is the affirmation of, the commitment to, and the support for issues of diversity, inclusive of multiculturalism, cross-culturalism, and globalism. The third is grounded in neuropsychological research which addresses intelligences, problem solving and conceptualization, planning and organization, academic skills, memory and cognition, language, emotions, behavior and personality, perceptual motor abilities, and attention.

Student Learning Outcomes and Topics

The overarching objectives of this course are to develop basic communicative skills in Spanish as a second language and to develop basic knowledge about the cultures of the Spanish-speaking world.

Required Readings, Recommended Readings, Required Items, Recommended Websites, Instructional Strategy

Claro Que Si

Lucia Caycedo Garner, *University of Wisconsin-Madison*

Debbie Rusch, *Boston College*

ISBN-10: 0618802975 • ISBN-13: 9780618802975

©2008 • Houghton Mifflin • Paper, 487 pages

Description of Course Requirements and Assessment Methods

All assignments and exams are given a points value. Your grade is based on the total of your accumulated points.

The tests are designed to show that you have a demonstrated mastery of the above course learning outcomes.

Weekly Assignments

Each week you are expected to participate in discussions and practice activities related to the weekly topic assignment.

Individual and Group Presentations

-Individually you will present a PPT describing yourself with an additional activity to be answered by classmates
 -In groups of 3-4, choose a topic relevant to a grammar/vocabulary point, research that topic, and produce a 10-15 minute activity/game. Each group member is expected to contribute equally. Further information about the presentation requirement will be provided in class.

A range is 90-100% of the total possible points

B range is 80-89% of the total possible points

C range is 70-79% of the possible points

D range is 60-69% of the points in the course

Course totals lower than 60% will fail the class.

Course Requirements	Percent of Grade
Participation/Weekly Assignments	25%, 25 pts
Midterm	25%, 25 pts
PPT & Activity	25%, 25 pts
Final Exam	25%, 25 pts
Total	100%, 100pts

Course Schedule

The following is a general structure and content of the course. Students should remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet student, faculty, or other needs. We may spend more time on some topics as needed, and conversely, may move more quickly over other topics. *Refers to the lab section of the course.

WEEK	TOPIC	Readings	ASSIGNMENTS – Due Dates
1 August 5-9	Course Overview and Expectations , Introduction, Interest Survey, Initial Assessment Commands	Read entire course syllabus!	Practice Activity
2 August 12- 16	Greetings, Telling about yourself	Introduction & Ch. 1	Practice Activity

3 August 19-23	Greetings, Telling about yourself	Introduction & Ch. 1	Practice Activity
4 August 26-30	Possession Likes and Dislikes Article and Gender	Chapter 2	Practice Activity
5 September 2- 6	Actions Likes and Dislikes Obligation	Chapter 2	Practice Activity
6 September 9-13	Actions Likes and Dislikes Obligation	Chapter 2	Practice Activity
7 September 16-20	Places, Verb To be Talking about the Present	Chapter 3	Practice Activity
8 September 23-27	Talking about the Present Physical Adjectives	Chapter 3 Review for MIDTERM	Practice Activity
9 September 30- October 4	Present indicative and present Progressive	MIDTERM	<u>September 30</u> <u>MIDTERM TEST</u>
10 October 7-11	FALL BREAK	FALL BREAK	FALL BREAK
11 October 14-18	Articles Month, seasons, dates and weather	Chapter 4	Practice Activity
12 October 21 - 25	Articles Month, seasons, dates and weather	Chapter 4	Practice Activity

13 October 28- November 1 st	Articles Month, seasons, dates and weather	Chapter 4	Practice Activity
14 November 4 - 8	Articles Month, seasons, dates and weather. Feelings & Sensations Time, Present & future events	Chapter 4 Chapter 5	Practice Activity
15 November 11- 15	Feelings & Sensations Time, Present & future events. Purpose, destination and duration Location	Chapters 5	Practice Activity
16 Novem18 - 22	Talking about the Past Asking and Giving Prices	Chapters 6	Practice Activity FINAL Presentations
17 November 22	Talking about the Past Asking and Giving Prices	Chapters 6	Practice Activity FINAL Presentations
18 November 25 – 29 No Classes	NO CLASSES. THANKSGIVING BREAK		NO CLASSES. THANKSGIVING BREAK
19 December 2 December 7	December 2 nd – Study Time For Final Test. FINAL TEST On <u>DECEMBER 6</u>	December 2 nd – Study Time For Final Test. FINAL TEST On <u>DECEMBER 6</u>	<u>DECEMBER 2ND –</u> Study Time For Final Test. <u>FINAL TEST</u> <u>DECEMBER 6</u>

Policies and Procedures

1. Instructor Expectations

The instructor assumes that you will come to class prepared to participate fully. It is expected that assigned readings will be read, and you will be prepared to discuss questions and comments related to the readings. You are expected to participate fully in assigned group activities and to alert the instructor if team members are not participating fully. In the evaluation of your peers it is anticipated that you will use the skills of a good educator, who provides critical feedback, with support, warmth and enthusiasm for learning. Being fair with all students, despite difference or history is a hallmark of professionalism. You are expected to treat all of your classmates fairly during their participation in this course. This course supports the multicultural and international missions of CSPP and Alliant, requiring that students approach issues of diversity and internationalism with attitudes of respect and tolerance for individual difference.

2. Policies Related to Class Attendance, Lateness, Missed Assignments

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and to check for assignments. See the University Catalog for the complete policy on attendance. Attendance criteria for this class are: If a student misses any 2-class meetings for any reason he or she must schedule an appointment with the instructor to develop a plan for remediating the missed material. **If the student fails to schedule the appointment and/or misses a third class the instructor reserves the right to give the student a failing grade for the course regardless of the student's work to that point.** Assignments are required to be completed and turned in on the due date. Electronic versions of weekly assignments will not be accepted, unless otherwise noted. **There will be no exceptions to the deadlines for assignments.** There will be no extra-credit opportunities in this class.

3. Responsibility to Keep Copies

Remember it is good practice to keep copies of ALL major assignments/papers you turn in. On rare occasion, work may be lost because of computer failure or other mishaps.

4. Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another, as they would wish to be treated themselves, with dignity and concern. As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

5. Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. ***The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the Alliant Catalog.*** The University reserves the right to use plagiarism detection software.

6. Disability Accommodation Requests

If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support from Alliant's Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

7. Policy on Course Requirements During Religious Holidays

Alliant International University does not officially observe any religious holidays. However, in keeping with the institution's commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members' rights to observe religious days.

8. Resources for Obtaining Tutoring or Other Student Support Services

Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring – or other student support services – on your campus.

9. Problem Solving Resources

If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located on the web at http://www.alliant.edu/academic/studentproblemsolving/Student_GrievancePolicy.pdf or contact the University Ombudsperson.