



UNIVERSITY
OF HAWAII
HILO

SPANISH 101

Spanish 101- 001 & 002

Instructor: Faith Mishina

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Office hours: TWTR 9 – 10
TWTR 12 – 12:50

Spring 2004

Office: EKH 242
933-3118

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8:00 K 111

1:00 K 107

Lab: K 272

Value of Spanish to a liberal arts education:

This class will focus on developing students linguistically and culturally to communicate in a pluralistic American society and in a global market. Acquiring competence in another language not only enables a student to recognize the short sightedness of having only one cultural view but also to realize that other cultural experiences will challenge his own personal viewpoint. This is a critical learning moment: Expansion of mindsets is an inclusive attitude, not one of exclusion. Frequently the relationship between the structure of the target language and its cultural vision is very revealing. Thus, studying the Spanish language points to Hispanic or Latin cultural expectations which frequently conflict with the North American culture whose traditions arise out of Anglo-Saxon / English background. As our job markets reflect rising Latin populations, Hispanic and Latin expectations will need to be incorporated into North American culture, thus changing our understanding of our own culture.

The Hispanic or Latin cultures are represented by 20 countries, the territory of Puerto Rico and a new "Hispanidad" within the United States. Filipino cultures also reflect centuries of imperialistic Hispanic rule. This course will help you to better understand this significant global presence.

Spanish 101 Introduction to the Spanish Language and Culture:

This course is the first in a series of four Spanish courses offered at the University of Hawaii designed to advance the student from the novice level to the intermediate oral or the advanced oral level. The novice will produce memorized phrases; the intermediate will create hundreds of sentences while the advanced student will narrate and describe in paragraphs. The 101 offers clear examples of cultural Hispanic or Latin perceptions frequently paralleling the structure of the language. The variety and the tensions that exist between countries in the Hispanic or Latin world are also presented and discussed. The emphasis is on oral Spanish produced in the present tense, the ability to survive within Hispanic or Latin cultures and the necessary understanding of the basic cultural expectations within these cultures.

Student profile for Spanish 101:

This class is for students who have not had previous experience in Spanish as well as those who have had one to two years of high school Spanish. Those who have had previous experience may feel more comfortable; however, both of these categories of students are capable of excelling in this class. Those who have had three or four years of Spanish need to enroll in the 201 class.

Objectives or course goals and student learning outcomes:

- To communicate orally in Spanish.
- To learn a practical task-based Spanish.
- To gain insight into Hispanic or Latin cultures.
- To pass easily through introductions understanding the cultural implications for business and future relationships.
- To assimilate a pattern of syntax structures to create sentences.
- To create hundreds of sentences.
- To enhance language learning strategies.
- To give out necessary personal information (borders, passports, ticketing, hospitals).
- To state and understand time and place schedules.
- To communicate about the daily and personal experience.
- To assimilate the present tense and strategies for the future tense.
- To understand the common mistakes made by US citizens.
- To recognize what messages one's body language gives to Latin Americans and Hispanics.
- To acquire an understanding of second language input and output in the light of modern linguistics.

Texts:

- Castells, Guzmán, Rush & García. *Mosaicos*. NJ: Prentice Hall, 2002.
- Accompanying *Mosaicos* Activities CD ROM

Instructional Methods:

Student-centered instruction with an emphasis on oral interaction and task-based communicative activities reflect the instructor's teaching philosophy. This is an active and oral class in which the students are to analyze and problem solve in order to internalize the language. Final objectives are always practical: The active work of the student in the preliminary chapter will be linguistic survival or the giving and receiving of basic information in Spanish in an emergency room situation. Different practical contexts will enhance the purpose of learning. Both the lab and the text are CD-ROM and video based in the effort to present the language within its own cultural settings.

Course policies:

Spanish 101 is a four hour, Monday through Thursday commitment on the part of all enrolled students. As class is the place where students are immersed in Spanish and as task-based assignments are usually done in class, this engenders the following policies:

- Attendance. Missing 5 classes will automatically reduce a grade by one letter. Missing 10 classes will cause a two letter reduction, etc.
- Attendance sheets need to be signed every day if a student wishes to be considered present.
- No makeup exams without notification and scheduled makeup appointments. Tests are scheduled every second or third Thursday. Makeup tests are on Friday at 10:00 if the student has contacted the instructor prior to the time of the test.
- Before every test, the instructor will present an extensive review (repaso) to pull together all the material. These repasos are well worth the student's time.
- All five written tests must be taken. Any tests missed will result in a 0.
- The oral final exam is a very practical review of the objectives of the 101 class. The instructor will prepare students, suggesting important strategies for taking the oral and signing up students for a specific oral interview on May 4th, 5th, 6th or 7th. The oral exam will not be given during the Final Exam week but by individual appointments; the individual attention requires more time than that given during Final Exam week. **The oral must be taken and passed in order to pass this course.**
- This is an oral communicative class. That means students will make many mistakes. Making mistakes is a necessary step to learning so students should not feel inhibited. The effort to use oral Spanish will clearly contribute to the class participation grade and to success in the oral final.
- In a foreign language, few questions are stupid, and in most cases, there are other students who also want to hear the answer. The instructor respects and encourages most questions.

Grading Criteria:

- Presence and participation in class 20%.
- Chapter tests and quizzes 70%.
- Oral final exam 10%.
- Grade table:

	+	solid grade	-
A	100% - 99%	98% - 92%	91% - 90%
B	89% - 88%	87% - 82%	81% - 80%
C	79% - 78%	77% - 72%	71%-70%
D	69% - 68%	67% - 62%	61%-60%

Course Calendar:

Jan 12:	Introduction and Presentation of Syllabus
Jan 13-28:	Preliminary Chapter
Jan 16 & 20:	Vocabulary cards prepared for credit .
Jan 19:	Martin Luther King Holiday
Jan 22:	Vocabulary quiz
Jan 27 & 28:	Repaso
Jan 29:	Test #1
Jan 30:	Consultation for anyone who fears he should drop.
Feb 2:	Chapter One
Feb 4 & 5:	Vocabulary cards prepared for credit .
Feb 12:	Vocabulary quiz
Feb 16:	President's Day Holiday
Feb 17-18:	Repaso
Feb 19:	Test #2
Feb 23 – Mar 11:	Chapter Two
Feb 25 & 26:	Vocabulary cards prepared for credit .
Mar 4:	Vocabulary quiz
Mar 9 & 10:	Repaso
Mar 11:	Test #3
Mar 15 & 16:	Lab makeup
Mar 17 & 18:	No class
Mar 22 – 25:	Spring Break
Mar 26:	Prince Kuhio Day
Mar 29 - 8:	Chapter Three (Two week chapter!)
Mar 26 & 27:	Vocabulary cards for credit . (early!)
Apr 6 & 7:	Repaso
Apr 8:	Test # 4
Apr 12:	Chapter Four (difficult vocabulary!)
Apr 12 & 13:	Vocabulary cards for credit .
Apr 22:	Vocabulary quiz.
Apr 27 & 28:	Repaso
Apr 29:	Test # 5

May 3:

Last day of class. Concise explanation of oral Exam and appointments made. Don't miss class!

May 4 – 7:

Individual final oral exams given by appointment in the classroom.

Second Language Learning

- About 75% of traditional language learners in the US are visual learners.
- About 25% of traditional language learners in the US are aural learners.
- All second language learners pass through a U curve of errors that is fairly predictable. Thus, the route to learning a language cannot be changed; however, the rate or speed of acquisition can be strongly affected by student attitudes (willingness to make mistakes, very consistent study patterns, frequency of exposure).
- Errors reveal where a student is in the fixed route of language learning.
- Oral language is objectively measured today by ACTFL standards.
- Native languages are lodged in the left side of the brain and work like high level languages in computer programming. A newly acquired language is lodged in the right side of the brain (experiential) and works like a low level language in computer programming.
- Creating an "interlanguage" or an organ for a new language in the brain is a complex affair which forges a network of relationships that is constantly shifting and readjusting. This suggests why sometimes a new speaker feels in control of the material and other times, he does not.

The Instructor:

Faith Mishina has pursued higher education in languages for 22 years and has a Masters Degree in French and a Masters Degree in Spanish. She is currently trying to finish her Doctorate of Modern Languages at Middlebury Language Schools. She has spent several scholastic years abroad in France, Spain, México and Argentina. She has just finished another semester of investigation in Madrid (Fall 2003). Her spoken Spanish reflects the defined consonantism of México D. F. and of Bogotá, Colombia. She practices seseo. Latin American usage of 3rd person Uds. is used; however, 2 person plural "vosotros" of Spain will be taught. Certain influences of Spain such as vocabulary and the "s alveolar" are evident in her speech. In other words, she is a "poi dog" speaker whose Spanish reflects both hemispheres. The Spanish think she is Latin and the Latins think she is Spanish. Recognition and discussion of different Spanish dialects is one of her favorite pastimes.

Students with documented disabilities:

Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office at 933-0816 (V), 933-3334 (TTY), Campus Center Room 311, as early in the semester as possible.

Students who feel they need extra help:

In registering for this class, the student has also paid for extra office hours and should not feel hesitant about asking for extra help. Señora Mishina holds regular office hours, and will accommodate appointments outside of these office hours. It is highly recommended that a student who feels uncertain contact her right away and not wait until complications develop. If a student has not done as well as expected on a test, the student should also seek this extra help immediately as language acquisition is **cumulative**. Sra. Mishina will welcome students who wish to meet with them on a regular basis.