Instructor: Karen Daggett  
Office: Carney 130  
Email: daggett@bc.edu  
Telephone: 617-552-3844

Office Hours: MWF 4:00-5:00; T 5:15-6:00
Schedule: Tuesday 6:15 to 9:15 PM
Room: Stokes 113-S

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
This semester provides development of the skills necessary for Spanish oral communication through practice in small conversation groups, interviews and role-playing.

Course Objectives
1. ADSP103501 is a beginning course for those who have not studied Spanish. This is a performance-oriented telecourse designed to help the student attain novice level oral proficiency or the ability to participate in elementary conversations within and outside of the classroom. The students will develop the linguistic skills necessary to express courtesies, ask and answer questions, handle basic social situations and simple needs, and to describe people, places and things. They will talk about themselves and their preferences, interests and activities in present time. Through oral, written, individual and group activities, cultural readings, audio and video components, the students will practice the language-learning skills: listening, reading, writing and speaking. Special attention will be given to cultural themes that reflect the richness and diversity of the Hispanic world.

   In part, Beginning Spanish is a telecourse, designed to utilize the advantages made possible through the medium of the Destinos video series. You will not purchase the Destinos text, but rather a coursepack (¡Así!), which is available in the bookstore.

2. Appreciate the richness, diversity and cultural fusions of the Hispanic world. Demonstrate an understanding of their language(s) and culture(s) in relation to the practices, traditions and perspectives of the culture(s) of Spanish speaking countries. Students will develop this cultural competency through the use of audio, video, musical and reading segments and on-site activities.

3. Become acquainted with Hispanic integration in the Boston area and the impact of culture, gender and age in urban and sub-urban communities. Students will use interviews, “En la comunidad” on-site surveys, and electronic post-survey sessions to fulfill this objective.

4. Demonstrate ethical knowledge pertaining to second-language learning. Students will accomplish this by sharing, via blogs and discussions, about how to serve family, community and world with their newly-learned language competency and their heightened awareness of cultural diversity.
Grading
Input used in assessing each student’s letter grade for the course:

- Class attendance and punctuality (Note “Attendance” section below.)
- Voluntary participation in class exercises and activities
- Preparation and electronic submission of homework assignments before class
- Preparation of non-electronically-submitted homework, such as assignments for class discussion
- Evaluation of weekly quizzes, partial and final exams and final interview
- Contribution to, participation in and execution of discussion (board) activities
- Attitude of cooperation, contribution, respect and enthusiasm necessary in an interactive course

exámenes (2): 40%
pruebas (6) (Lowest grade is dropped): 10%
examen final: 20%
classwork / homework (preparation [10%), participation [10%], entrevista [10%]): 30%

WCAS Grading System
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course.

Grade Reports
All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Text(s)/Readings (Required)
¡Así! text/coursepack by Levy-Konesky and Daggett
Destinos: Audio Scripts, Audio Segments, Video Episodes, Actividades Adicionales (Canvas)

Text(s)/Readings (Recommended)
Breaking Out of Beginner’s Spanish by Joseph J. Keenan
“Cultura y lecturas: videos cortos y literatura” (Bb Vista)
“Tips” (Canvas)
“Short Lessons for Beginners” (Canvas)
“Enlaces” (Canvas)

Important Policies
http://www.bc.edu/content/bc/schools/adystudies/guide/academicinteg.html

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for
students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

**Attendance**

Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

**Course Assignments**

1. Follow the program carefully. Arrive prepared, ready to **contribute actively** to the class. The assignments on the syllabus scheduled for a particular day are to be completed before you come to class. Assignments may change. Familiarize yourself with the text. Make every effort to communicate in Spanish at all times. **Phones and all electronic devices must be turned off and put away during class.**
2. In addition to the syllabus, access the **Canvas site** for ADSP103501 with Internet Explorer, Firefox 2.0 (for PC users) and Safari (for MAC users). Students will be able to access the Canvas course from the “My Courses” section of the BC Portal. They can also log in using the direct URL: [bostoncollege.instructure.com](http://www.bc.edu-langlab). Please note this URL cannot be bookmarked. User names and passwords are obtained in the Student Learning Services Center in the main library.
3. **The Language Lab** is located in Lyons 313. Check out the viewing and listening options by visiting [http://www.bc.edu-langlab](http://www.bc.edu-langlab). The lab is a good place to do course-related computer work.
4. This is a **four credit class** that meets for 2 hours and 30 minutes. In addition we will make use of homework submission with instructor response via Canvas.
5. It is expected that **8 hours per week** of your study time will be spent on out-of-class assignments and exercises, which are listed below. Note that some weeks will require more time and some weeks less time.

    **This syllabus is informative only and may change at the instructor’s discretion.**
### LECCIÓN PRELIMINAR Getting to Know Each Other

#### Destinos: Episodes 1 - 3

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Tarea en casa: Canvas y Yabla</th>
<th>Tarea en casa: Coursepack / materiales entregados</th>
<th>Actividades en clase: Sujeto a cambios</th>
</tr>
</thead>
</table>
| 1 de septiembre | Vocabulario P-1 | Vowels p. 10; Days of the Week p. 11, Numbers 0-20 p. 16; Vocabulario: Greetings, Introductions and other Expressions, mini-dialogs; Subject Pronouns p. 11; The Verb ser p. 12. | Destinos: Presentation  
Yaiba: “Karla e Isabel – Tú y Ud.” |
| 8 de septiembre | Vocabulario P-1 | Leer:  
*Así es Mariana dialog:
¡Bienvenidos! Saludos y presentaciones pp. 7-8  
*Interrogative Words p. 13  
The Verb estar p. 14  
Escribir:  
Practicemos A p. 13; A, B p. 15 | Destinos:  
Episode 2  
Coursepack: “Definite Articles, Indefinite Articles and Nouns” pp. 18-19  
“Fundamentos del español - 4- Las preguntas”  
“Fundamentos del español – 2 – nombres y género” |
| 15 de septiembre | Vocabulario P-2 | Leer:  
The Expression hay p. 16  
En la sala de clase p. 16  
Escribir:  
Practicemos A p. 17; A-C p. 20 | Destinos:  
Episode 3  
Yaiba: “El Aula Azul – Piensa rápido 1 y 2” |

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### LECCIÓN 1: Talking About School

#### Destinos: 1-4

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Tarea en casa: Canvas y Yabla</th>
<th>Tarea en casa: Coursepack / materiales entregados</th>
<th>Actividades en clase: Sujeto a cambios</th>
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</table>
| 22 de septiembre | Vocabulario 1 | Leer:  
*Así es Mariana dialog: En el campus p. 27  
Estudiar:  
The Present Indicative of -ar Verbs pp. 32-34  
Escribir:  
Es decir A p. 28  
Practicemos A, C pp. 34-35 | Destinos:  
Episode 4  
Coursepack: “The Verbs hacer and ir” pp. 41-42 |

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### LECCIÓN 2: Discussing Work, Describing People and Places

#### Destinos: Episodes 5-10

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Tarea en casa: Canvas y Yabla</th>
<th>Tarea en casa: Coursepack / materiales entregados</th>
<th>Actividades en clase: Sujeto a cambios</th>
</tr>
</thead>
</table>
| 29 de septiembre | Vocabulario 2 | Leer:  
*Así es Mariana dialog: La clase de Mariana p. 51  
Estudiar:  
The Present Indicative of -er and –ir Verbs p. 56  
Escribir:  
Es decir A p. 52  
Practicemos A y B p. 57 | Destinos:  
Episode 5  
Yaiba: “Fundamentos del español - 7- Ser y Estar”  
“Lecciones con Carolina – Mirar, ver y buscar” |
<table>
<thead>
<tr>
<th>6 de octubre</th>
<th>Vocabulario 2.2</th>
<th><strong>Destinos</strong>: leer y hacer Episode summaries 6-8.</th>
<th><strong>Destinos</strong>: Episode 8</th>
<th><strong>Coursepack</strong>: “Placement of Adj.” p. 62 “España 1” p. 73</th>
<th><strong>Yabla</strong>: “El Aula Azul – Una historia de dos ciudades” “Vocabulario de cumple”</th>
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<tbody>
<tr>
<td>13 de octubre</td>
<td>NO HAY CLASE</td>
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<tr>
<td>20 de octubre</td>
<td>EXAMEN 1</td>
<td></td>
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<td><strong>Destinos</strong>: Episodes 9 &amp;10</td>
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### LECCIÓN 2, contd.

<table>
<thead>
<tr>
<th>13 de noviembre</th>
<th>Vocabulario 3.2</th>
<th><strong>Destinos</strong>: leer y hacer Episode summaries 14-15.</th>
<th><strong>Destinos</strong>: Episode 14</th>
<th><strong>Coursepack</strong>: “Possessive Adjectives” pp. 90-91</th>
<th><strong>Yabla</strong>: “El Aula Azul – Estados de ánimo”</th>
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<tbody>
<tr>
<td>3 de noviembre</td>
<td><strong>Mirar y discutir (Canvas)</strong> “El Día de los Muertos 1, 3, 4”</td>
<td><strong>Leer</strong>: <em>Así es Mariana dialog: El nuevo empleado</em> p. 77 <strong>Leer</strong>: <em>Así es Mariana dialog: El nuevo empleado</em> p. 77 <strong>Estudiar</strong>: The Present Tense of e&gt;ie and o&gt;ue Stem-Changing Verbs pp. 82-85 <strong>Escribir</strong>: Es decir A p. 78 Practiquemos A, B p. 83; A, B p. 86</td>
<td><strong>Destinos</strong>: Episode 12.</td>
<td><strong>Yabla</strong>: “Karla e Isabel—Palabras”</td>
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### LECCIÓN 3, contd.

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### ¡Así!: LECCIÓN 3: Talking About Careers

**Destinos**: Episodes 11-15

<table>
<thead>
<tr>
<th>27 de octubre</th>
<th>Vocabulario 3</th>
<th><strong>Destinos</strong>: leer y hacer Episode summaries 11-13.</th>
<th><strong>Destinos</strong>: Episode 12.</th>
<th><strong>Yabla</strong>: “Karla e Isabel—Palabras”</th>
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</thead>
<tbody>
<tr>
<td><strong>Leer</strong>: <em>Así es Mariana dialog: El nuevo empleado</em> p. 77 <strong>Estudiar</strong>: The Present Tense of e&gt;ie and o&gt;ue Stem-Changing Verbs pp. 82-85 <strong>Escribir</strong>: Es decir A p. 78 Practiquemos A, B p. 83; A, B p. 86</td>
<td><strong>Destinos</strong>: Episode 12.</td>
<td><strong>Yabla</strong>: “Karla e Isabel—Palabras”</td>
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### LECCIÓN 3, contd.

<table>
<thead>
<tr>
<th>3 de noviembre</th>
<th><strong>Canvas y Yabla</strong> Vocabulario 3.2</th>
<th><strong>Coursepack / materiales entregados</strong></th>
<th><strong>Sujeto a cambios</strong></th>
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### ¡Así!: LECCIÓN 4: Talking About the Family

**Destinos**: 16-19

<table>
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<tr>
<th>10 de noviembre</th>
<th><strong>Canvas y Yabla</strong> Vocabulario 4</th>
<th><strong>Coursepack / materiales entregados</strong></th>
<th><strong>PRUEBA 5</strong></th>
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<tbody>
<tr>
<td>Fecha</td>
<td>Actividades</td>
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</table>
| **17 de noviembre** | **Destinos:** leer y hacer Episode summaries 20-23.  
**Mirar y discutir (Yabla y Canvas)**: “Raquel – Alquilar una bici”  
**Leer:**  
* Así es Mariana dialog: La tarea doméstica p. 135  
**Estudiar:**  
* The Present Tense of e→i Stem-Changing Verbs pp. 146-147  
**Escribir:**  
Practiquemos A-C pp. 147-8  
**Destinos:** Episode 23.  
**Coursepack:** “The Present Progressive Tense” p. 144.  
**Yabla:** “El Aula Azul – Estaciones y meses”.  
**PRUEBA 6** |
| 24 de noviembre | **EXAMEN 2**  
**Destinos:** Episode 24, after the exam.  
**HACIA EL FINAL** |
| **1 de diciembre** | **Mirar y discutir (Yabla y Canvas)**: “Karla e Isabel – Alquilar una habitación – Parte 1 y Parte 2”  
**Hacer (materiales entregados):**  
*Más allá del aula*  
“Dos semanas sin las influencias hispánicas”  
“En la comunidad 1”  
**Leer:**  
*Las casas del mundo hispano* p. 156  
**ENTREVISTAS CON LA PROFESORA** |
| **8 de diciembre** | **Mirar y discutir (Yabla y Canvas)**: “Maestra en Madrid – Nuria y amigo”  
Atando cabos; repaso para el examen final  
(*Pulling it all together; final exam review*)  
**ENTREVISTAS CON LA PROFESORA** |
| **15 de diciembre:** **EXAMEN FINAL**  
¡Felices vacaciones!