



SPA 102 Elementary Spanish Section 25523 Syllabus

Glendale Community College
Fall 2024

Instructor Information

- **Instructor:** James T. Abraham, Ph.D.
- **Office Location:** GCC Main 02-104 or Online
- **Office Hours:** M/W 3-4 PM North/T/Th 8:30 – 9, 11-11:30 AM, by appointment
- **Phone:** 623.239.1202 (Google Voice)/623.845.4609 (my GCC Main office)
- **Email:** james.abraham@gccaz.edu

Course Information

- **Course format:** Online
- **Credit hours:** 4
- **Classroom location:** Online
- **Course days and times:** August 19 – December 13, 2024
- **Instructional Contact Hours & Out-of-Class Student Work:** For this 4 credit hour course, you should plan to spend at least 5 hours on course content outside of class.
- **Final Exam day and time:** Arranged, Week of December 9-13

Course Description

Basic grammar, pronunciation and vocabulary of the Spanish language. Includes the study of the Spanish-speaking cultures. Practice of listening, speaking, reading, and writing skills.

Prerequisites: None.

Course Competencies

1. Demonstrate comprehension of written and oral passages that include narration in the past, present, or future, emotional reactions, current events, instructions, and commands.
2. Compose written passages that include narration in the past, present, or future, emotional reactions, instructions, and commands.
3. Ask and answer oral questions to narrate in the past, present, or future, express emotional reactions, give instructions and commands, and participate in simple conversations.
4. Recognize and describe key social and cultural traditions in areas where the target language is spoken/used



Textbooks, Materials and Technologies

Textbooks

No textbook required. All content will be delivered on the web.

Materials and Technologies

Required

- Learning Modules - <http://jtabraham.org/spanish102>
- Class Wiki - <http://gccspanish.pbworks.com>

Recommended

- Spanish Dictionary – <http://spanishdict.com>
- [OER textbook by Jared Reynolds](#)

Attendance Requirements

Attendance in lecture is strongly encouraged and necessary for adequate performance in the class. If you are unable to attend class, please let me know so that I can give you information needed for the following class. This will allow you to actively participate and complete any missing assignments.

Grading Standards & Practices

Your final grade will be based on the percentage of points you earn as follows:

Enrollment: Graded

Letter Grade	Percent Range
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

You will receive a grade of F if you fail to complete the course by the established date or without benefit of an official withdrawal.



Enrollment: Credit/No Credit

Letter Grade	Percent Range	Point Span
P	60-100%	300-500
Z	0-59%	0-299

You will receive a grade of Z if you fail to complete the course by the established date or without benefit of an official withdrawal.

Evaluation Procedures - You are starting the class with 0 points. All points will be earned by completing the following activities. You should keep track of all your points so you know where you stand in the class.

Final Exam Interview	10 pts
Midterm Exam Interview	10 pts
Midterm Exam	10 pts
Final Exam	10 pts
Learning Module Assessments (70)	40 pts
Cultural Paper (2 x 10 pts)	20 pts
Total	100 pts

Grade Calculator - <http://jtabraham.org/spanish102/grades1.aspx>

Midterm/Final Exam Interview: Interviews will be conducted during class time. I will ask 5 directly from the samples and 5 altered slightly (typically change of subject). If you are not prepared for the exam, I will stop the interview and ask you to reschedule. You will still have an opportunity to complete the exam, but I will work with you to get you prepared so that you can have a successful outcome.

Midterm/Final Exam: There will be a written midterm and final. The exams will cover all topics previously studied.

Learning Module Assessments: You will complete the 30 grammar and 10 each reading, writing, listening and speaking modules (40 total). You will receive a percentage based on the number of modules you complete during the semester. You must score 100% on the grammar modules to receive credit. See: <http://jtabraham.org/spanish102/> to create your account and access the modules.



One-page cultural papers: To better understand Spanish-speaking culture, students will investigate a topic of their choice. After considering what they have learned, students will write a one-page summary of their findings. See this page for details, possible topics and format:

<http://jtabraham.org/spanish102/culturalpaper.aspx>.

Course Outline – Suggested Dates – Nothing closes

Week	Dates	Modules	Other
1	August 19 – August 25	Review 101	
2	August 26 – September 1	House Vocabulary Numbers 100-1000000	Writing, Speaking, Listening, Reading 1
3	September 2 – September 8	E to IE stem-changing verbs O to UE stem-changing verbs	
4	September 9 – September 15	E to I stem-changing verbs Chores vocabulary	Writing, Speaking, Listening, Reading 2
5	September 16 – September 22	Informal commands The verb ESTAR and present progressive	Writing, Speaking, Listening, Reading 3
6	September 23 – September 29	Parts of the body vocabulary Acabar de plus	Writing, Speaking, Listening, Reading 4



		infinitive	
7	September 30 – October 6	Present tense of reflexive verbs Health vocabulary	
8	October 7 – October 13	SER vs. ESTAR Demonstratives Midterm Interview	Writing, Speaking, Listening, Reading 5
9	October 14 – October 20	Spring Break	
10	October 21 – October 27	Food and beverages vocabulary Restaurant vocabulary	Writing, Speaking, Listening, Reading 6
11	October 28 – November 3	Comparisons Regular preterite tense	
12	November 4 – November 10	Spelling changes in preterite Stem-changing in preterite	Writing, Speaking, Listening, Reading 7
13	November 11 – November 17	Hace with period of time Clothing vocabulary	
14	November 18 – November 24	Shopping vocabulary	Writing, Speaking, Listening, Reading 8



		Irregular preterite	
15	November 25 – December 1	Stressed possessive adjectives Direct object pronouns	Writing, Speaking, Listening, Reading 9
16	December 2 – December 8	Imperfect tense Stressed possessive pronouns	Writing, Speaking, Listening, Reading 10
	December 9 – December 13	Finals	Final Exam, Final Interview

Student/Instructor Expectations or How does this class work?

First, you will get out of this class what you put into it. If you truly want to learn Spanish, it will take much work outside the assigned activities. The more time you spend working with the language, the better you will become. Second, you are responsible for your learning. You must change your mindset from thinking that the instructor delivers the information to you and you passively absorb it into a more active learning style. You will be presented with vocabulary and grammar topics that you must take the initiative to learn. Do whatever it takes to master the information. If you need additional help, please contact me immediately by email or phone so that we can arrange a course of action. Think of me as your mentor or resource person. My job is to help you learn, not make you learn. You have to take on the responsibility of learning. Finally, don't be afraid to look outside the provided materials for help in learning the topics. Use Google to find additional tutorials or activities to learn a topic. Talk to native speakers. Practice what you're learning whenever you can.

You should plan on spending one-hour learning and practicing for each module.

Learning can be frustrating if you get stuck at a certain point or the technology fails. I want to minimize your frustration so that you can continue to enjoy learning. I recommend that if you get stuck, post to the wiki and go do something else or review previous vocabulary or material. Check later to see if your question has



been answered. DO NOT spend an hour typing in a variety of guesses trying to find the one that works just to complete the assignment. This is a waste of your valuable time and not a good learning strategy. If you are organized about your time and do not wait to the last minute, you should have no trouble completing the assignments in a timely manner.

View the course calendar in the syllabus and complete the modules at:

<http://jtabraham.org/spanish102/>. You will find links to each of the learning modules and their assessments. Click on the Show Resources button. Study the module resources and practice. When you feel like you have an understanding of the module, attempt the module assessment. The assessment is a way for you to know if you have successfully mastered the material. In order to complete the assessment, you must score 100%. If you do not score 100%, go back and review the materials and attempt the assessment again. These are not meant to be open-book tests. The goal is to show that you have learned the material and will be able to use it successfully.

Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act, the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Each class/term/semester that a student is in need of academic adjustments/accommodations, the qualified student is required to work with the Disability Resources & Services Office (DRS) at their individual college(s). Contact with the DRS should be made as soon as possible to ensure academic needs are met in a reasonable time. New and returning students must request accommodations each semester through DRS Connect online services. To learn more about this easy process, please contact your local DRS office.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations, you are welcome to contact DRS by using the information listed on the following webpage: <https://district.maricopa.edu/consumer-information/disability-resources/contacts>. The DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions qualifying for accommodations/academic adjustments. Reasonable accommodations are established through an interactive process between you, your faculty, and DRS; and only those academic adjustments/reasonable accommodations granted by the DRS are recognized by the college and District. It is the policy and practice of the MCCCD to create inclusive and accessible learning environments consistent



with federal and state law. If you are pregnant or parenting (as protected under Title IX) and would like to discuss possible academic adjustments, please contact Disability Resources & Services Office.

Addressing Incidents of Sexual Harassment/Assault, Dating/Domestic Violence, and Stalking

In accordance with Title IX of the Education Amendments of 1972, MCCCDC prohibits unlawful sex discrimination against any participant in its education programs or activities. The District also prohibits sexual harassment—including sexual violence—committed by or against students, District employees, and visitors to campus. As outlined in District policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by District policy.

District policy requires all college and District employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the college Title IX Coordinator. MCCCDC will provide on its [Title IX Coordinators web page](#), a link to all the [Title IX Coordinators](#) in the district. Reports may also be reported at: <https://district.maricopa.edu/consumer-information/reporting>.

Student Rights & Responsibilities

You are expected to know and comply with all current published policies, rules and regulations as printed in the college [Academic Catalog](#), [Syllabus](#), and/or [Student Handbook](#).

Academic Catalog: <http://www.gccaz.edu/gcc-catalog>

Student Handbook: <http://www.gccaz.edu/student-life/office-student-life/student-handbook>

The information in this syllabus is subject to change based on the discretion of the instructor. You will be notified by the instructor of any changes in course requirements or policies.

Information for Students with Academic Adjustment Needs

- If you have a documented disability (as protected by The Americans with Disabilities Act Amendment Act), please contact Disability Resources & Services Office.
- If you are pregnant or parenting (as protected under Title IX) and would like to discuss



possible academic adjustments, please contact Disability Resources & Services Office.

- If you are experiencing difficulty accessing course materials because of a disability, please contact your instructor and the Disability Resources & Services Office. All students should have equal access to course materials and technology.