Beginning Spanish I

COURSE DETAILS

Course Designator and Number: BCLA XXXX
Number of Credits: 4
Language of Instruction: Spanish
Contact Hours: 36
Instructor: On-Site Faculty

COURSE DESCRIPTION

This course is designed to provide students with the vocabulary and grammar necessary for basic expression in Spanish using a communicative approach. In this course, students will learn to introduce themselves, talk about daily routine and plans, discuss past events, use vocabulary related to food, family, and everyday life and activities, negate, and use other expressions necessary for basic communication such as greetings, ordering at a restaurant, or asking for directions.

Course Objectives

By the end of this level, students will be able to:

- Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, routine, past events, likes and dislikes).
- Introduce themselves and others and ask and answer questions about personal details such as where they live, people they know, and things they have.
- Interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
Methodology

Our faculty’s methodological approach consists in the communicative method. The communicative approach is based on the idea that learning a language successfully comes from having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials. The course will provide:

- A variety of activities that address students’ different learning styles
- A balance between developing receptive and productive skills that maximizes student interaction
- A balance between individual and group tasks and activities with the target language as a mediator
- Precise grammar explanations based on context and meaning
- A wide variety of listening tasks (textbook, videos, songs, etc.)
- Focus on vocabulary and idiomatic expressions
- A balance between the skills (oral and written comprehension, oral and written expression)

Required Readings/Materials

- Aula 1 Nueva Edición, Editorial Difusión, Jaime Corpas, Eva García, Agustín Garmendia. ISBN: 9788415640066
### Grading Rubric

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Score or percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90–92</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>D+</td>
<td>67–69</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>D</td>
<td>60–66</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>F</td>
<td>0–59</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
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</tbody>
</table>
Summary of How Grades Are Weighted

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Compositions</td>
<td>20%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
<tr>
<td>Overall grade</td>
<td>100%</td>
</tr>
</tbody>
</table>

Assessment Details

Participation
Students will be expected to participate actively in all class activities and discussions, talking only in Spanish in small groups or in pairs, and arriving with all assignments done and ready to discuss. A participation grade based on the quantity and quality of participation shown during each class period and a positive attitude will be assigned regularly to each student. This will be evaluated according to the rubric “Attendance and Participation.”

Quizzes
In order to monitor the learning process of the vocabulary and grammar studied, quizzes (involving different skills: talking, reading, writing) will be given on a regular basis. Some of these quizzes may be in the form of a field study (these will vary depending on the semester, because they are adjusted to the national and local calendar of fiestas and festivals).

Compositions
Three compositions will be assigned during this course. All written assignments must be typed and double-spaced, in font Arial 12 with 1-inch margins, and use correct Spanish punctuation. Any late written assignments will be accepted but with a penalty (-5 points per calendar day). Each written assignment/composition is related to one of the lessons and the main aim is to monitor the assimilation of new vocabulary, structures and tenses. The compositions will be evaluated according to the rubric for evaluating “Compositions.”
**Oral Presentation**

Students must do an oral presentation in class and in Spanish. Each student will be allotted 4 to 5 minutes for the presentation. The presentation will be evaluated according to the rubric for evaluating “Oral Presentation” (attached to this syllabus). Students will be given a list of topics, structures, and vocabulary that they must use.

**Exams**

There will be two exams, one in the middle of the semester and one at the end. They will not be accumulative. Each exam will consist of oral comprehension 20%, grammar and vocabulary 40%, reading comprehension 20%, written expression 20%. Percentages of each part of the exam may vary depending on the level.

**Field Studies Descriptions**

All field studies are related with the course contents and they intend to put our students in contact with the local culture using language. We have two types of field studies:

A) Those closely related to the grammar or vocabulary of one of the lessons. These propose activities in given places where students must use structures and/or vocabulary studied in the lesson, for example:

1. **Els Encants:** One of the oldest flea markets in Europe where students can find odd antiques and where haggling is always necessary.
2. **My neighborhood and apartment in Barcelona:** Students should discover hidden places in one of the 70 Barcelona neighborhoods.
3. **Let’s go to the market:** Shopping in one of the 42 public markets of Barcelona to prepare some tapas.
4. **Barcelona antes y ahora:** A comparison of Barcelona’s evolution over time using old photographs. Will students be able to find the same place?

B) Those with a seasonal aspect. These are connected to local celebrations. The activities are adjusted to the vocabulary and grammar for each level:

1. **Santa Eulàlia:** the winter fiestas of Barcelona. Lots of activities happen in the street, like Human Towers, Correfoc, traditional dances, and much more.
2. **Corpus Christi:** the celebration of the arrival of summer. Linked to pre-Christian festivities.
3. **Sant Joan:** the shortest night of the year. Barcelona celebrates summer solstice with lots of peculiar traditions.
4. **La Mercè:** the summer fiestas of Barcelona. The most important week in the city of Barcelona.
5. **La Castanyada:** autumn is here. Students will experience the Catalan alternative to Halloween.
6. **La Fira de Santa Llúcia:** Ready for Christmas. Students will visit the traditional Christmas market where they will learn (interacting with locals) about the peculiar Catalan Christmas traditions.
**Field Study Assessment**

Each field study has a 3-step structure:
- **Pre-activity**: usually done in class and linked to the vocabulary and grammar of the lesson.
- **Activity**: usually done on site. It encourages students to interact in a meaningful way with the local community.
- **Post-activity**: students must produce a document which proves the accomplishment of the learning outcomes. It can be an audio or video recording, a presentation, or a composition.

**Written & Oral Assessment**

Since our textbooks follow the Common European Framework of Reference for Languages, our faculty will use the official scales provided by the European Union (and used in most European universities).

<p>| Proficient User | C1 | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| Independent User | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices. |
| Basic User | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of their background, immediate environment, and matters in areas of immediate need. |</p>
<table>
<thead>
<tr>
<th>Range</th>
<th>Accuracy</th>
<th>Fluency</th>
<th>Interaction</th>
<th>Coherence</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.</td>
<td>Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g., in forward planning, in monitoring others’ reactions).</td>
<td>Can express themselves spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.</td>
<td>Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices.</td>
</tr>
<tr>
<td>C1</td>
<td>Has a good command of a broad range of language, allowing them to select a formulation to express themselves clearly in an appropriate style on a wide range of general, academic, professional, or leisure topics without having to restrict what they want to say.</td>
<td>Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.</td>
<td>Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.</td>
<td>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.</td>
</tr>
<tr>
<td>B2</td>
<td>Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.</td>
<td>Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding and can correct most of their mistakes.</td>
<td>Can produce stretches of language with a fairly even tempo; although they can be hesitant while searching for patterns and expressions, there are few noticeably long pauses.</td>
<td>Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some jumpiness in a long contribution.</td>
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</tbody>
</table>
**COURSE CONTENT**

Disclaimer: This is a tentative program. AIU or the professor may add some topics and remove others, depending on the number of students, the class’s pace, or any other incidents.

<table>
<thead>
<tr>
<th>Unidad</th>
<th>Session</th>
<th>Contents</th>
<th>Grammar and Vocabulary</th>
<th>Activities in Class</th>
</tr>
</thead>
</table>
| Session 2 - Unidad 1 | 1. Learning Spanish words for everyday use  
2. The alphabet and pronunciation | 1. The basic rules for the gender of words in Spanish  
2. Letters and sounds  
3. Expressing likes | Reading comprehension:  
1. Understanding information about people (name, age, nationality and profession). Activity 2  
Oral comprehension:  
2. The alphabet in Spanish. Activity 3. Track 5  
3. Letters and vowels (c/z/k/qu/g/j+vowel) Activity 5. Track 6. |
|----------------------|---------------------------------|--------------------------------------------------|-------------------------------------------------|
| Session 3 - Unidad 1 | 1. Providing and asking personal information  
2. Hobbies  
3. Numbers | 1. Personal information (name, age, profession, etc.) and interaction  
2. Verbs: Llamar, ser, tener, gustar  
-AR/-ER/-IR verbs  
-Personal information interaction | Oral comprehension:  
Oral expression:  
| Session 4 - Unidad 2 | 1. How to talk about plans  
2. How to justify our intentions | 1. Verb: Querer + infinitive  
2. Justifying why we do what we do: porque, para, por  
3. Vocabulary: leisure activities | Reading comprehension:  
1. Discussing plans for the weekend. Activity 2.  
Oral comprehension:  
2. Understanding why some people do certain things. Activity 3. Track 11  
Oral and written expression:  
3. Expressing what and why students want to do while abroad. |
| Session 5 - Unidad 2 | 1. Conjugating present tense  
2. Gender and number in Spanish (nouns) | 1. Present tense:  
-AR/-ER/-IR  
2. Stem-changing verbs | Reading comprehension:  
1. Talking about things we do. Conjugating the present. Activity 5.  
Written expression:  
Oral and written expression:  
3. Things we want to do in class. Activity 11 (Portfolio). |
<table>
<thead>
<tr>
<th>Session</th>
<th>Unidad</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 6</td>
<td>Unidad 3</td>
<td>Describing places (Latin American countries)</td>
</tr>
<tr>
<td>Session 7</td>
<td>Unidad 3</td>
<td>Describing where we are. Talking about existence and/or location</td>
</tr>
<tr>
<td>Session 8</td>
<td>Unidad 3</td>
<td>Asking questions in Spanish. Using the superlative</td>
</tr>
<tr>
<td>Session 9</td>
<td>Unidad 4</td>
<td>Going shopping (introduction). How to express need/obligation</td>
</tr>
<tr>
<td>Session 10</td>
<td>Unidad 4</td>
<td>How to identify objects. Going shopping: asking about products, prices, etc.</td>
</tr>
<tr>
<td>Session 11</td>
<td>Unidad 4</td>
<td>How to express preference. Field activity (self-guided)</td>
</tr>
<tr>
<td>Session 12</td>
<td>Midterm</td>
<td>Midterm</td>
</tr>
<tr>
<td>Session 13</td>
<td>Unidad 5</td>
<td>How to describe people</td>
</tr>
</tbody>
</table>

**Reading comprehension:**
2. Describing places that we visit. Activity 4 & 5.
3. Talking about existence and/or location. Climate and weather vocabulary.
5. Spotting differences and discussing them. Activity 8
6. Personal information and curiosities to describe people. Activity 2.
| Session 14 - Unidad 5 | 1. How to express likes and dislikes | 1. Vocabulary: music styles, leisure activities, etc.  
2. Verb: **gustar** + noun/infinitive, También/Tampoco | Oral expression:  
2. Describing myself and other people. Activity 2, parts B & C.  
Oral comprehension:  
Reading comprehension:  
Oral expression:  
2. Expressing our own likes and dislikes. Activity 5.  
Oral comprehension:  
| --- | --- | --- | --- |
| Session 15 - Unidad 5 | 1. How to talk about personal relationships: my family | 1. Vocabulary: **familia**  
2. Possessives: mi/tu/su | Reading comprehension:  
Oral expression:  
2. This is my family. A genealogical tree. Activity 8.  
Composition 1: My family and me (Portfolio). |
| Session 16 - Unidad 6 | 1. Talking about habits and usual activities | 1. Vocabulary: routine verbs  
2. The hour: **faltar**, numbers  
3. Times and days of the week | Reading comprehension:  
Oral comprehension:  
| Session 17 - Unidad 6 | 1. Times and parts of the day  
2. Frequency | 1. Stem changing and irregular verbs in present tense  
2. Frequency expressions: una **menuda**, una vez, dos veces, a veces, etc. | Oral comprehension:  
1. Comparing routines between Spain and the USA. Activity 5. Track 40.  
Reading comprehension:  
| Session 18 - Unidad 6 | 1. Talking about a normal day in Barcelona | 1. Present tense conjugation: regular and irregular verbs  
2. Christmas traditions in Spain | Reading Comprehension:  
Written expression:  
Oral comprehension:  
<table>
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</thead>
<tbody>
<tr>
<td>Session 22 - Unidad 7</td>
<td>1. Understanding recipes. 2. Ordering ingredients, products, drinks, etc.</td>
<td>1. Vocabulary: ingredients, recipes, numbers, greetings, etc. 2. Ordering in a restaurant/bar: querer/poner, etc. 3. Courtesy expressions: por favor, gracias</td>
<td>Oral expression: 1. Field study: Let’s go to the market.</td>
</tr>
<tr>
<td>Session 23</td>
<td></td>
<td></td>
<td>ORAL PRESENTATION</td>
</tr>
<tr>
<td>Session 24</td>
<td></td>
<td></td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>
POLICIES

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings, exercises) and participation in class activities. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Academic Dishonesty

Academic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain grades, honors, awards, or professional endorsement dishonestly; altering forking, or misusing academic records; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.

We value and promote social diversity and inclusion not limited to race and which includes differences of age, sex, creed, religion, national origin, disability, sexual orientation, gender identity and expression, or political affiliation. This mean that you are expected to conduct yourself with respect and courtesy toward your classmates and professor, at all times.
To make optimum use of class time, you should come to class prepared. Plan to dedicate at least two hours (and somewhat more for special assignments) on daily study outside of class.

When in class:

- You are expected to stay focused, speak in Spanish (also when working in groups), and participate systematically.
- Use cell phones and other electronic devices only for class purposes.
- Avoid texting, checking emails, Facebook, etc. during the class period.
- When sending emails to the professor, follow email etiquette. You should include a topic in the subject line, include his/her name and a formal greeting, and write your message and a closing line in the body of the email.