Beginning Spanish I

COURSE DETAILS

Course Designator and Number: BCLA XXXX
Number of Credits: 4
Language of Instruction: Spanish
Contact Hours: 60
Instructor: On-Site Faculty

COURSE DESCRIPTION

This course is designed to provide students 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).
- 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
- Precise grammar explanations based on context and meaning
- A wide variety of listening tasks
- Focus on vocabulary and idiomatic expressions.

Required Readings/Materials

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

### 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></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></td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
<td></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></td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
<td></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></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>
</tr>
</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, 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-lined, 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). The compositions will be evaluated according to the rubric for evaluating “Compositions.”

**Oral Presentation**
Students will have to 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).

**Exams**
There will be 2 exams. One in the middle of the semester and one at the end. They will not be accumulative.
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.

Unit 1
- Course presentation
- Meeting our classmates
- How to introduce ourselves
- Asking questions in Spanish
- Greetings

Unit 2
- Learning Spanish words for everyday use
- The alphabet and pronunciation
- The basic rules for the gender of words in Spanish

Unit 3
- Providing and asking personal information
- Hobbies
- Numbers
- Verbs: llamarse, ser, tener, gustar
- Verbs in Spanish: -AR/-ER /-IR

Unit 4
- How to talk about plans
- How to justify our intentions
- Verb: Querer
- Porque, para

Unit 5
- Conjugating present tense
- Gender and number in Spanish (nouns)
- Present Tense: -AR -ER -IR
- Verbos stem-changing
Unit 6
- Describing places (Latin American countries)
- Vocabulary: climate, gastronomy, currencies, etc.

Unit 7
- Talking about existence and/or location
- Verbs: ser, estar, hay

Unit 8
- Asking questions in Spanish
- Using the superlative
- Qué, cuál/-es

Unit 9
- How to identify objects
- Going shopping (introduction)
- Vocabulary: clothes and basic travelling items
- Demonstratives: este/a/os/as

Unit 10
- How to express need/obligation
- Going shopping: asking about products, prices, etc.
- Structure: Tener + que + infinitive
- El/la/los/las + adjective

Unit 11
- How to express preference
- Field activity
- Verb: preferir

Unit 12
- Midterm exam

Unit 13
- How to describe people
- Vocabulary: physical aspect, hobbies, personal data, ...

**Unit 14**
- How to express likes and dislikes
- Verb: gustar + noun/infinitive
- También/Tampoco

**Unit 15**
- How to talk about personal relationships: my family
- Vocabulary: familia
- Possessives: mi/tu/su

**Unit 16**
- Talking about habits and usual activities
- Vocabulary: routine verbs

**Unit 17**
- Time sand parts of the day
- Frequency
- The hour: verb faltar, numbers

**Unit 18**
- Talking about a normal day in Barcelona
- Present tense conjugation: regular and irregular verbs

**Unit 19**
- How to organize events chronologically
- Time markers: primero, después, más tarde, al final, etc

**Unit 20**
- Spanish recipes and ingredients
- Vocabulary: ingredients

**Unit 21**
- Going to the restaurant: el menu del día
- How to order in bars and restaurants
● Verbs: poner, traer.
● Cultural differences (about schedules and meals)

Unit 22
● Understanding recipes
● Verbs in impersonal form: “se” + él/ella – ellos/ellas

Unit 23
● Oral presentation

Unit 24
● Final exam

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.

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:

Scholastic Dishonesty
Scholastic 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 dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; 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.