
Beginning Spanish I

COURSE DESIGNATOR SPAN 1001

Language of Instruction Spanish

NUMBER OF CREDITS 5 credits

Contact Hours 75 hours

COURSE DESCRIPTION

First semester Spanish. Develop basic listening, speaking, reading and writing skills. Some cultural readings are included. Students will develop the ability to communicate on topics related to daily life. Intended for participants with no prior Spanish language instruction.

INSTRUCTOR

Cemanahuac Staff.

COURSE GOAL

For each individual student to gain a basic listen, speaking, reading, and writing skills in Spanish.

LEARNING OUTCOMES

The fundamental objectives of this course are based on each student progressively gaining the ability to:

- Understand and utilize frequently used routine expressions, such as simple phrases directed toward satisfying immediate needs.
- Introduce himself or herself to others, ask for and give basic personal information about where he or she lives, his or her belongings, and the people that he or she knows.
- Communicate himself or herself at an elementary level whenever his or her interlocutor speaks slowly and clearly and is willing to cooperate.

METHODOLOGY

This program's Spanish classes are instructed using a communicative approach in the sense that communication is not just an opportunity to practice the language, but rather is the way in which language is learned. This means that, in order to be successful in your learning, you must be willing to try new structures and vocabulary even before you believe you have fully grasped them. We are going to offer as many opportunities as possible to practice real communication in the classroom, in the community and with your host family. We expect your active participation at all times. Make an effort to use the language all day and you will discover that you are capable of communicating effectively in a short amount of time.

Although grammar is an important part of learning a second language, the explicit knowledge of these rules is not sufficient for communication. As this is an immersion course the class is taught in Spanish by native Spanish speakers. To clear up any questions relating to grammar, you can rely on the textbook which explains the grammatical points of each chapter in addition to the scheduled tutoring sessions.

COURSE PREREQUISITES

None.

REQUIRED READING/MATERIALS

Gente (title), de la Fuente (author), 9781323167076 (ISBN)

Español Fácil Básico 1 and 2, Editorial Trillas (provided on-site at Cemanahuac)

GRADING

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	
D+	67-69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	60-66	
F	0-59	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.

Summary of how grades are weighted:

Quizzes	30%
Final Exam	20%
Class compositions	10%
Class participation	20%
Journals	10%
Oral Exam	10%
Overall Grade	100%

CLASS SCHEDULE

1st period - 9:00 am - 10:50 am 2nd period - 11:10 am - 1:00 pm 3rd period - 1:10 pm - 2:00 pm

Week One Text: Español Fácil Básico 1 and 2 Básico 1 (Unidades 1 y 2)	
This week you will learn to: <ul style="list-style-type: none">• Greet in Spanish• Introduce yourself & introduce others• Identify yourself & identify others• Give & request personal information such as name, birthplace, marital status, nationality, profession or occupation	<ul style="list-style-type: none">• Give information about yourself & request information from others• Possessive adjectives• Locate places and things• Days of the week, months, numbers, time, alphabet• Express desires, preferences, needs, actions in present

	tense
Supported by the following framework:	
MONDAY	
1st Period	<ul style="list-style-type: none"> ➤ Personal pronouns and verbs 'ser' and 'estar' to express origin, nationality, location ➤ Preposition 'de' for origin and 'en' for location ➤ How to greet and say goodbye. Use of the verb 'llamarse' ➤ Homework: workbook ➤ COMPOSITION: start with the outline ➤ Suggested topics – Family, compare places; health; vacations ➤
2nd period	<ul style="list-style-type: none"> ➤ Pronunciation ➤ the use of 'cómo, dónde, quién, qué and cuándo' in questions ➤ Regular verbs in present tense
3rd period	<ul style="list-style-type: none"> ➤ Walkabout to learn how to use public transportation
TUESDAY	
1st period	<ul style="list-style-type: none"> ➤ Numbers (100-1,000). ➤ Using the verbo 'ser' to tell time ➤ Mexican coins and bills ➤ The verb 'tener'; 'cuánto cuesta?', 'cuánto te falta para?', 'cuánto te sobra si..?' ➤ Homework: turn in composition outline
2nd period	<ul style="list-style-type: none"> ➤ Verb tener + noun to express feelings ➤ Irregular verbs that change 'e' to 'ie' (tener, querer, preferir) ➤ Write 25 words in your journal
3rd period	<ul style="list-style-type: none"> ➤ Numbers, days of the week, months & seasons ➤ Alphabet ➤ 'Cómo se dice', 'cómo se escribe'
WEDNESDAY	
1st period	<ul style="list-style-type: none"> ➤ querer, preferir and necesitar + infinitive ➤ contrast Por qué and porque ➤ The verb gustar used in idiomatic expressions when offering food and drink ➤ Homework in the workbook ➤ Turn in journal with Blanca
2nd period	<ul style="list-style-type: none"> ➤ pronunciation ➤ verb estar expressing physical characteristics and personality ➤ contrast ser vs. estar ➤ Homework in the workbook ➤ Write 25 words in your journal
3rd period	<ul style="list-style-type: none"> ➤ Verb ser and its use in telling time
THURSDAY	
1st period	<ul style="list-style-type: none"> ➤ Verbs haber and hay ➤ Verb estar for location ➤ Adverbs referring to space – '(enfrente de..., atrás de..., entre..., etc.) ➤ Contrast : dónde hay and dónde está ➤ Homework in the workbook
2nd period	<ul style="list-style-type: none"> ➤ Definite and indefinite articles ➤ Gender and number ➤ Homework in the workbook ➤ Write in your journal
3rd period	<ul style="list-style-type: none"> ➤ Agreement between article-noun and noun-adjective
FRIDAY	

1st period	➤ General review for the first quiz
2nd period	➤ Quiz One

Week Two

Básico 1 (Unidades 3 y 4)

This week you will learn to: <ul style="list-style-type: none"> • Describe common daily activities • Talk about the family 	<ul style="list-style-type: none"> • Talk about possessions, professions • Describe likes and preferences
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Supported by the following framework:

MONDAY	
1st Period	<ul style="list-style-type: none"> ➤ Present indicative. Irregular verbs ➤ Uses of present indicative ➤ Homework in the workbook ➤ Composition: turn in the 100 word draft (count and write the number of words)
2nd Period	<ul style="list-style-type: none"> ➤ pronunciation and intonation ➤ direct & indirect object pronouns ➤ Homework in the workbook
3rd Period	➤ Practice indirect and direct pronouns

TUESDAY	
1st Period	<ul style="list-style-type: none"> ➤ The verb gustar and other verbs using inverted construction ➤ Uses for: y; no; ni, también, tampoco
2nd Period	<ul style="list-style-type: none"> ➤ Pronouns and reflexive verbs ➤ Homework: write a paragraph on "mi rutina diaria" ➤ Write 100 words in your journal. (Count and write down the number of words)
3rd Period	➤ Pronouns and demonstrative adjectives

WEDNESDAY	
1st Period	<ul style="list-style-type: none"> ➤ The verb ser + possession (de quién es?...es de...) ➤ The verb ser + what it is made of (de qué es...? ...es de..) ➤ The verb ser + profession (¿Dónde trabajas? Trabajo en...¿Qué haces? Soy...) ➤ Homework in the workbook ➤ Turn in journal with Blanca
2nd Period	<ul style="list-style-type: none"> ➤ pronunciation ➤ Practice present tense ➤ Frequency adverbs ➤ Homework in the workbook
3rd Period	➤ Role play and dialogue in the restaurant

THURSDAY	
1st Period	<ul style="list-style-type: none"> ➤ Verb ser to express family relationships ➤ Verb ser to indicate marital status ➤ Homework in the workbook
2nd Period	<ul style="list-style-type: none"> ➤ Tener que + infinitive (obligations) ➤ Hay que + infinitive (recommendations, advice) ➤ Homework: write a paragraph about the city (where you live, places you have visited, climate, etc.)
3rd Period	➤ Describe a tourist destination

FRIDAY	
1st Period	➤ General review for the second quiz.
2nd Period	➤ Quiz Two

Week Three	
Text:	
Básico 1 (Unidades 5 y 6)	
This week, you will learn to:	
<ul style="list-style-type: none"> • Make plans • Express feelings & needs • Make comparisons 	<ul style="list-style-type: none"> • Indicate physical or temporal movement from a point of departure towards a goal. • Talk about the past • Express opinions and make judgements
Supported by the following framework:	
MONDAY	
1st period	<ul style="list-style-type: none"> ➤ Periphrastic future ➤ Expressions of time in the future ➤ Present tense vs. periphrastic future ➤ Homework in the workbook ➤ Turn in the final composition (100 words)
2nd Period	<ul style="list-style-type: none"> ➤ Pronunciation ➤ Comparisons using adjectives, nouns, and verbs ➤ Superlatives (...tanto, a, os, as...como...; el mismo..la misma..que/de) ➤ Homeowrk in the workbook ➤
3rd Period	<ul style="list-style-type: none"> ➤ verbs ir and venir ➤ Prepositions a and de with the adverb donde.

TUESDAY	
1st Period	<ul style="list-style-type: none"> ➤ Relative pronouns (en el que, al que, por el que) in feminine and plural forms ➤ Homework in the workbook
2nd Period	<ul style="list-style-type: none"> ➤ Impersonal expressions + infinitive (to express opinion) ➤ Me gustaría + infinitive ➤ Write 100 words in your hournal (count the words and write them down)
3rd Period	<ul style="list-style-type: none"> ➤ Role play at a birthday party

WEDNESDAY	
1st Period	<ul style="list-style-type: none"> ➤ Impersonal use of se ➤ Preterite: regular verbs; expressing time in the past using preterite ➤ Turn in journals to Blanca ➤ Homework in the workbook
2nd Period	<ul style="list-style-type: none"> ➤ Irregular verbs in preterite ➤ Homework in the workbook
3rd Period	<ul style="list-style-type: none"> ➤ Preparation for final oral presentation

THURSDAY	
1st Period	<ul style="list-style-type: none"> ➤ Practice the preterite tense
2nd Period	<ul style="list-style-type: none"> ➤ Practice for final oral presentation
3rd	<ul style="list-style-type: none"> ➤ Final student presentations

Period	
FRIDAY	
1st Period	➤ General review for the final exam
2nd Period	➤ Final exam

ATTENDANCE POLICY

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) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. 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 AND 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 and student needs. This information can be found on the Learning Abroad Center website.