Beginning Spanish I

COURSE DESIGNATOR: FOST 1xxx (= SPAN 1001)  LANGUAGE OF INSTRUCTION: Spanish
NUMBER OF CREDITS: 4 credits  CONTACT HOURS: 60

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.

COURSE OBJECTIVES
Gain basic skills in listening, speaking, reading and writing.
Develop communication competency

COURSE INSTRUCTOR
Spanish by the Sea instructor

METHODOLOGY
Small class sizes facilitate class discussion, group work, and lectures. Some classes may be held outside of the Center to enhance content specific learning. Active participation is expected of students at all times.

REQUIRED READINGS/ MATERIALS
Gente (title), de la Fuente (author), 9781323167076 (ISBN)
Español Fácil Básico 1 and 2, Editorial Trillas

GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
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<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>
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<tr>
<td>B+</td>
<td>87-89</td>
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<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></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
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</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></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>
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**SUMMARY OF HOW GRADES ARE WEIGHTED**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Class compositions</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
<tr>
<td>Journals</td>
<td>10%</td>
</tr>
<tr>
<td>Oral Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Overall Grade</td>
<td>100%</td>
</tr>
</tbody>
</table>

**COURSE CONTENT**

**UNIT 1**

**This class you will learn to:**
- 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
# UNIT 2
- 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

# UNIT 3
- 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

# UNIT 4
- Pronunciation
- the use of ‘cómo, dónde, quién, qué and cuándo’ in questions
- Regular verbs in present tense
- 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

# UNIT 5
- Verb tener + noun to express feelings
- Irregular verbs that change ‘e’ to ‘ie’ (tener, querer, preferir)
- Write 25 words in your journal
- Numbers, days of the week, months & seasons
- Alphabet
- ‘Cómo se dice’, ‘cómo se escribe’
- 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

UNIT 6

• pronunciation
• verb estar expressing physical characteristics and personality
• contrast ser vs. estar
• Homework in the workbook
• Verb ser and its use in telling time
• Write 25 words in your journal
• Verbs haber and hay
• Verb ser and its use in telling time
• Verb estar for location
• Adverbs referring to space – ‘(enfrente de…, atrás de…, entre…, etc.)
• Contrast: dónde hay and dónde está

UNIT 7

• Definite and indefinite articles
• Gender and number
• Homework in the workbook
• Agreement between article-noun and noun-adjective
• Write in your journal
• General review for the first quiz
• Quiz One

UNIT 8

• 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)
UNIT 10

- The verb *gustar* and other verbs using inverted construction
- Uses for: *y*; *no*; *ni, también, tampoco*
- 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)
- Pronouns and demonstrative adjectives
- 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

UNIT 11

- pronunciation
- Practice present tense
- Frequency adverbs
- Homework in the workbook
- Role play and dialogue in the restaurant
- Verb *ser* to express family relationships
- Verb *ser* to indicate marital status
- Homework in the workbook
- **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.)
- Describe a tourist destination
- General review for the second quiz.
- Quiz Two
### UNIT 12
- Periphrastic future
- Expressions of time in the future
- Present tense vs. periphrastic future
- Homework in the workbook
- Turn in the final composition (100 words)
- Pronunciation
- Comparisons using adjectives, nouns, and verbs
- Superlatives (…tanto, a, os, as…como…; el mismo..la misma..que/de)
- Homework in the workbook
- Verbs ir and venir
- Prepositions a and de with the adverb donde.

### UNIT 13
- Relative pronouns (en el que, al que, por el que) in feminine and plural forms
- Homework in the workbook
- Impersonal expressions + infinitive (to express opinion)
- Me gustaría + infinitive
- Write 100 words in your hournal (count the words and write them down)
- Role play at a birthday party

### UNIT 14
- Impersonal use of se
- Preterite: regular verbs; expressing time in the past using preterite
- Turn in journals to Blanca
- Homework in the workbook
- Irregular verbs in preterite
- Homework in the workbook
- Preparation for final oral presentation
- Practice the preterite tense
- Practice for final oral presentation
- Final student presentations
- General review for the final exam
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 onsite syllabus for specific class requirements.

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. This information can be found on the Learning Abroad Center website.