

# Beginning Spanish II

## COURSE DETAILS

**Course Designator and Number: BCLA 1002**

**Number of Credits: 4**

**Language of Instruction: Spanish**

**Contact Hours: 60**

**Instructor: On-Site Faculty**

## COURSE DESCRIPTION

After completing this course, the student will understand phrases and expressions of frequent use related to areas of experience that are especially relevant to him (basic information about himself and his family, purchases, places of interest, occupations, etc.). Will be able to communicate when carrying out simple and daily tasks that do not require more than simple and direct exchanges of information on issues that are known or usual. Can describe in simple terms aspects of their past and their environment as well as issues related to their immediate needs.

## Course Objectives

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

- Understand phrases and vocabulary of most immediate personal relevance (eg. very basic personal information, shopping, local area,...) and catch the main point in short, clear and simple announcements. Read very short texts and find information in simple everyday material (menus, timetables, advertisements,...)
- Communicate in simple and routine tasks with limited exchange of information. Describe in simple terms other people, educational background and present / most recent job.
- Write short texts in areas of immediate need or write thanking someone.

## Methodology

Our faculty methodological approach consists on the Communicative Method. The communicative approach is based on the idea that learning language successfully comes through 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. Also, will be provided:

- 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.

## Course Prerequisites

Students must have successfully completed first-semester college level Spanish or the equivalent prior to taking this course.

## Required Readings/Materials

- Aula 2 Internacional, Editorial Difusión, Jaime Corpas, Agustín Garmendia, Carmen Soriano ISBN: 9788415640103

# Grading

## Grading Rubric

<b>Letter grade</b>	<b>Score or percentage</b>	<b>Description</b>
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	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67–69	
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

<b>Assignments</b>	<b>Percentage of grade</b>
Participation	15%
Quizzes	10%
Compositions	20%
Oral presentation	15%
Midterm exam	20%
Final exam	20%
Overall grade	100%

## **Assessment Details**

### **Participation**

All 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 them. A participation grade based on the quantity and quality of participation showed during each class period and demonstration of a positive attitude will be assigned regularly to each student. It will be evaluated according to rubric "Attendance and Participation."

### **Quizzes**

In order to monitor the learning process of the vocabulary and grammar studied, regularly there will be quizzes (they will involve different skills: talking, reading, writing).

### **Compositions**

Three compositions will be assigned over the course of this course. All written assignments must be typed and double-spaced, in font Arial 12 with 1-inch margins, with correct punctuation in Spanish. Any late written assignments will be accepted with a penalty (-5 points per day late actual days, weekends included, not class days). The compositions will be evaluated according to rubric for evaluating "Compositions."

### **Oral presentation**

Students will have to do an Oral Presentation in class and in Spanish. Each student will be allotted 4-5 minutes for the presentation. The presentation will be evaluated according to rubric for evaluating "Oral Presentation" (attached to this syllabus).

### **Exams**

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

# COURSE CONTENT

## Unit 1

- Course presentation
- Meeting our classmates
- Talking about habits
- Describing our language background
- Irregular verbs in Spanish: ser, estar, ir tener, decir
- Verb: Me cuesta + infinitive

## Unit 2

- Describing routine
- Talking about motivations
- Give solutions
- Verbs: Tener que + infinitive
- Sentirse + adjectives

## Unit 3

- Relate past events
- Learn about other's life and some historical events
- Preterito Indefinido
- Time expressions: desde...hasta, hace...años que...

## Unit 4

- Organise a story
- Write a resume
- Time expressions: hace 10 años, después, ayer...

## Unit 5

- Express likes and preferences
- Describe a house
- Verb: Preferir
- vocabulary: houses

## Unit 6

- Describing places
- Comparing

- Vocabulary: furniture
- Verbs: ser, esta

## Unit 7

- Meeting people
- Ask and give permission
- Verbs: prestar, dar, pasar
- Formal and informal greetings

## Unit 8

- Describing scenarios
- Give excuses
- Verb tense: Condicional

## Unit 9

- Making plans
- Leisure activities
- Vocabulary: travel and hobbies

## Unit 10

- Talking about past experiences
- Expressing intentions
- Structure: Querer/ pensar + infinitive
- Verb tense: Preterito Perfecto

## Unit 11

- Describing places
- Field activity
- Vocabulary: leisure

## Unit 12

- Midterm exam

## Unit 13

- Talking about food (likes, habits,...)
- Vocabulary: food and ingredients

## Unit 14

- How to cook a recipe
- Verb tense: impersonal tenses (se corta... se fríe,...)

## Unit 15

- Commenting about experiences
- Vocabulary: Places of interest
- Verb tenses: Preterito Indefinido/ Perfecto

## Unit 16

- Express the need of something
- Verb: Condicional (Me gustaría+ infinitive)

## Unit 17

- Describe pains and symptoms
- Vocabulary: Parts of the body, diseases
- Verb: doler

## Unit 18

- Giving solutions to health issues
- Verb tense: Imperativo afirmativo

## Unit 19

- Talking about habits and customs in the past
- Verb Tense: Imperfecto

## Unit 20

- Some important historical events in the history
- Vocabulary: past expressions

## Unit 21

- Telling stories from the past
- Verb tenses: Indefinido/ Imperfecto
- Historical events

## Unit 22

- How to sequence stories in the past
- How to sequence stories in the past

## 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.