

I. COURSE DESCRIPTION:

This course will introduce students into the fundamentals of the Spanish language with emphasis on oral communication, vocabulary building, and understanding of some of its basic structures. Spanish and Latin American cultural aspects are also stressed. The four communicative abilities will be practiced in the course: listening, reading, speaking, and writing. No previous knowledge of Spanish is required. The course is highly interactive and follows a communicative approach. Authentic material such as commercials, songs, brochures, and newspapers is used as part of the curriculum.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Communicate basic functions in Spanish incorporating the learned vocabulary and structures.

Potential Elements of the Performance:

- Introduce oneself and others.
- Greet others and say good-bye.
- Express one's origin.
- Ask and tell one's address and telephone number.
- Describe people.
- Communicate in the classroom.
- Say one's telephone number, one's age and address.
- State ownership.
- Express likes and dislikes.
- Describe daily routine.
- Ask and tell time.
- Extend, accept, and decline invitations.
- Make, accept, and decline appointments.

- Express intentions, obligations, and preferences.
- Describe a house and house-hold chores.
- Express knowledge and familiarity about people/places/activities.
- Talk about location, marital status, physical or emotional states.
- Describe one's career plans, workplaces, and work-related activities.
- Describe actions in progress.

2. Demonstrate basic oral command of the language and listening comprehension.

Potential Elements of the Performance:

- Construct short oral sentences using the learned vocabulary and structures.
- Ask simple open and yes/no questions.
- Respond to simple open and yes/no questions.
- Use simple formulas to request for repetition or to fill in information gaps.
- Use body language or visual information to ensure that the verbal message is fully understood.
- Be able to rephrase the message, if it is not clear.

3. Write basic texts in Spanish.

Potential Elements of the Performance:

- Organize written information conventionally according to different types of texts (letters, short dialogues, descriptions).
- Construct and link short and simple written sentences.
- Develop awareness of basic grammatical rules and be able to fix errors with minimal guidance.

4. Read simple written texts in Spanish and understand them globally.

Potential Elements of the Performance:

- Anticipate content using written and graphic clues (titles, subtitles, pictures, and visual information).
- Infer meaning from English-Spanish cognates.
- Use both digital and print dictionaries to look up new vocabulary.
- Discriminate the main message of a text from details and examples.
- Answer simple comprehension questions that require concentration on the main message of the text.

5. Develop cultural awareness of the Hispanic world.

Potential Elements of the Performance:

- Identify countries in which Spanish is the official language.
- Recognize cultural differences between the Hispanic world and the North American world.
- Recognize cultural differences among the various countries where Spanish is the official language.
- Investigate one region of the Hispanic world, paying attention to its geography, music, dance, typical food and other cultural aspects.

III. TOPICS:

Vocabulary

- Greetings, personal introductions, and personal titles.
- Countries and nationalities.
- Objects in the classroom and subject matters.
- Interrogative expressions.

- Numbers 1-100.
- Colours.
- Expressions with *tener* (*teneraños, hambre, sueño, frío, calor, sed, ganas de.../ tener que + infinitive*).
- Days of the week and months.
- Names of family members.
- House objects and places in the house.
- People's marital status.
- Adverbs ending in *-mente*.
- Uses of *estar* to express location, marital status, physical or emotional states.
- Uses of *saber* and *conocer*.
- Professions and occupations.

Grammar

- Definite and indefinite articles (*un/una/unos/unas; el/la/los/las*).
- Contractions: *al/del*.
- The verb form *hay*.
- Gender and number of nouns.
- Negative sentences.
- Personal pronouns (*yo, tú/ usted, él, nosotros/-as, vosotros/-as, ellos/-as/ustedes*).
- Adjective-noun and article-noun agreement.
- Descriptive and demonstrative adjectives.
- Verb conjugation and subject-verb agreement.

- Present tense of regular –AR, -ER, and -IR verbs.
- Common irregular verbs such as *ser, estar, querer, tener, ir*.
- Possessive adjectives and possession with *de + article*. (*del/ de los* and *de la/s*).
- Constructions with *gustar* (*me gusta/n, no me gusta/n + infinitive/noun*).
- Demonstrative adjectives: *este/ ese/ aquel*.
- Neuter demonstrative pronouns: *esto/ eso/ aquello*.
- Uses of verbs *saber* and *conocer*.
- Adverbs ending in *–mente*.
- Present tense of stem-changing verbs: *e – ie*, and *o – ue*.
- Present progressive.

Cultural awareness

- The Spanish language in the world and in Canada.
- Addressing others: the cultural use of *tú*, and *usted*).
- Customs for greeting and meeting others in the Hispanic world: shaking hands, hugs, kissing people, etc. Personal distance among people.
- College life in the Hispanic world. Differences with North America.
- How to express time: 24 hour system vs. 12 hour system.
- The Hispanic family. Differences with the North American families.
- Higher education in the Hispanic world.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Textbook: Borrás, G., Hendrickson, J. , Henighan, S., Velásquez, A. (2006). *Intercambios. Spanish for Global Communication*. First Canadian Edition. Nelson Education Ltd.
- Any college Spanish-English & English-Spanish dictionary.

V. EVALUATION PROCESS/GRADING SYSTEM (*):

1. First assignment (Tarea 1)	15 %
2. Second assignment (Tarea 2)	15 %
3. Lab work	10 %
4. Attendance and class-participation	10 %
5. Midterm test	20 %
Comprehensive final exam:	30 %
4.a. Oral part:	10 %
4.b. Written part:	20 %
Total score:	100%

(*) In the interest of keeping this course outline succinct, specific instructions, due dates, and marking schemes for each assignment will be announced and circulated the first two weeks of class and will be posted on LMS.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

ATTENDANCE: Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. In this course, attendance will be recorded every class at the beginning of the class.

ACADEMIC HONESTY will be enforced at all times; and violations will be sanctioned according to the college policies. Students are expected to acquire the habit of referencing all the sources from which they take information. When they do group work, all members are to collaborate evenly according to specific individual roles agreed to by group members. A group member who attempts to use classmates' work without offering any significant contribution to the group work will not receive credit for the corresponding assignment.

ALL ASSIGNMENT SUBMISSIONS TAKE PLACE IN THE CLASSROOM AND ARE PERSONAL. Students are responsible for submitting assignments on time, in the classroom, and personally to the professor. The professor will not grade assignments left in her office mailbox or under her office door. If a student misses a class when an assignment is due, s/he is responsible for making arrangements to deliver the corresponding assignment personally to the professor. In this case, late submission section below will apply.

ELECTRONIC SUBMISSIONS OF ASSIGNMENTS AND ASSIGNMENTS LEFT IN THE PROFESSOR'S MAILBOX ARE NOT ACCEPTABLE AND WILL NOT BE GRADED, unless explicitly required by the professor.

LATE SUBMISSION of assignments will be accepted. 10 % of the corresponding grade will be deducted per week past the due date. As submissions are personal and take place only in class, instructors will not receive assignments the days of the week other than the ones when classes are scheduled.

A MAKE UP EXAM CAN BE WRITTEN only if:

- the student contacts the professor in writing BEFORE the test;
- demonstrates that s/he is under exceptional circumstances that do not allow him/her to write the test on the scheduled date and time;
- the student has attended at least 75 % of the classes;
- the professor has granted permission.

NO MAKE UP TEST WILL BE PROVIDED FOR THE ORAL COMPONENT OF THE FINAL EXAM.

THE COURSE CONTENT AND THE EVALUATION SYSTEM CAN BE MODIFIED at the professor's discretion in order to meet students' needs.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.