



**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* (*tener ...años, 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:**

- Richmond, Dorothy (2009). Basic Spanish (Practice Makes Perfect Series). McGraw Hill. ISBN: 978-0-07-145805-4. Paperback.
- Any paper Spanish-English paper dictionary (college type). Recommended publishers: Collins, Oxford, McGraw Hill, Simon & Shuster.

The dictionary will be used in class, every class and students will be able to use it during the midterm and final exam.

- A pair of headsets to do listening comprehension practice.
- A duotang to keep class activities.

**V. EVALUATION PROCESS/GRADING SYSTEM (\*):**

Labs	30%
Portfolio of active and collaborative learning	20%
Midterm exam	20%
Comprehensive final exam:	30 %
Oral part:	10 %
Written part:	20 %
<b>Total score:</b>	<b>100%</b>

(\*) 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 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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

**VI SPECIAL NOTES:**

**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.

**ATTENDANCE AND PARTICIPATION:** There is a direct correlation between academic performance, class attendance and participation; 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, remaining for the duration of the scheduled session, and get actively involved in class activities. In this course, attendance will be recorded every class at the beginning of the class and class participation will be encouraged and assessed. Criteria to assess class participation will circulate the first two weeks of class. Class activities are due during the class time period unless advise otherwise.

**CELL PHONES, PDAs, AND OTHER ELECTRONIC DEVICES** need to be turned off before the class starts. Students can use personal electronic devices with the sole purpose of taking class notes and checking information, while completing class activities, only if a previous explicit authorization by the professor has been granted.

**ASSIGNMENTS ARE TO BE SUBMITTED IN THE CLASSROOM AND SUBMISSIONS ARE PERSONAL.** The professor will not grade assignments submitted electronically, left in her office mailbox or under her office door. If a student misses a class when an assignment is due, s/he can deliver it by email by the due date and bring a hard copy the following class.

**LATE SUBMISSION** of assignments will be accepted but 10 % of the assignment grade will be deducted per late day up to one week past the due date, except if the student applies to the extension allowance (see below) for the first time. Following the first late week, an extra 10 % will be deducted per each late week. No late assignments will be accepted once the professor has returned marked assignments to the class.

**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.

**VII. COURSE OUTLINE ADDENDUM:**

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