

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ONTARIO



SAULT
COLLEGE

COURSE OUTLINE

COURSE TITLE:	Introduction to Spanish I		
CODE NO. :	GAS104	SEMESTER:	Fall 2013
PROGRAM:	General Arts and Science		
AUTHOR:	General Arts and Science Department		
DATE:	June 2013	PREVIOUS OUTLINE DATED:	Dec. 2012
APPROVED:	<i>“Angelique Lemay”</i>		<i>Aug. 2013</i>
	_____		_____
	DEAN		DATE
TOTAL CREDITS:	3		
PREREQUISITE(S):	None		
HOURS/WEEK:	3 class hours (mandatory) + 1 hour of language lab work (mandatory)		

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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:

- **Textbook:** Richmond, Dorothy (2009). Basic Spanish (Practice Makes Perfect Series). McGraw Hill. ISBN: 978-0-07-145805-4. Soft Cover.
- Any college Spanish-English & English-Spanish dictionary.
- A pair of headsets to do lab activities.
- A duotang to hold lab and class work.

V. EVALUATION PROCESS/GRADING SYSTEM (*):

Lab work	35 %
Class participation and in-class activities	15%
Midterm exam	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 in class and will be posted on D2L.

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%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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 AND CLASS PARTICIPATION are fundamental to succeed in this course. For that reason, students are encouraged to make an effort to attend all class periods and to arrive on time. Students are expected to communicate any foreseen absence and to make up for the missing work.

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 but 10 % of the assignment grade will be deducted per late day up to one week past the due date. 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.

An **EXTENSION ALLOWANCE** can be used only once in the semester. It consists of a permission to submit one assignment up to one-week late without the 10 % deduction.

THE MIDTERM AND FINAL EXAM CAN ONLY BE RESCHEDULED IF:

- the student contacts the professor in writing BEFORE the exam;
- 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.

THE ORAL COMPONENT OF THE FINAL EXAM cannot be rescheduled.

VII. COURSE OUTLINE ADDENDUM

1. **Course Outline Amendments:** The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.
2. **Retention of Course Outlines:** It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

3. Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. **Accessibility Services:** If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.
5. **Communication:** The College considers Desire2Learn (D2L) as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.
6. **Plagiarism:** Students should refer to the definition of “academic dishonesty” in Student Code of Conduct. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.
7. **Tuition Default:** Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. **Student Portal:** The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. **Electronic Devices in the Classroom:** Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.