



**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. Maintain simple and short conversations in Spanish based on the learned communicative functions and notions (such as greetings, introductions, the time, plans about the near future, necessities, obligations, likes, and dislikes).

Potential Elements of the Performance:

- Construct short oral sentences using the learned vocabulary and structures.
- Respond to simple open and yes/no questions.
- Ask simple open and yes/no questions.
- Use simple formulas to request for repetition or missing information.
- 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.

2. 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 assistance.

3. 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.
- Answer simple comprehension questions that require concentration on the main message of the text.

4. Develop cultural awareness on 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.
- Describe one selected region of the Hispanic world, paying attention to its geography, music, dance, typical food and other cultural aspects.

### III. TOPICS:

1. The Spanish alphabet. General rules of pronunciation.
2. Greetings and introductions.
3. The Spanish language in the world and in Canada. Countries and nationalities.
4. Vocabulary about personal titles, classroom objects, subject matters, colours, family, and house objects.
5. Numbers 1-100.
6. Asking and telling time.
7. Asking and telling one's address and telephone number.
8. Expressing one's origin.
9. Adjective-noun and article-noun agreement.
10. Descriptive and demonstrative adjectives.

11. Negative sentences.
12. Verb conjugation and subject-verb agreement.
13. Present tense of regular –AR verbs and common irregular verbs such as *ser*, *estar*, and *tener*.
14. Expressing likes and dislikes.
15. Expressions with *tener*.
16. Possessiveness.

#### 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 comprehensive assignment (“tarea 1”)	20 %
2. Second comprehensive assignment (“tarea 2”)	20 %
3. Midterm test	25 %
4. Comprehensive final exam:	25 %
4.a. Oral part:	5 %
4.b. Written part:	20%
5. Attendance and class-participation	10 %
<b>Total score:</b>	<b>100%</b>

### Important class rules

**CLASS ATTENDANCE AND PARTICIPATION** are absolutely crucial to make progress in the course. A new language can only be developed if the learner gets enough exposure to it. In this course, classes will be THE place where students will receive input in Spanish, will exercise the language, and receive formative feedback. Class attendance is a prerequisite to obtain the corresponding percentage of the grade under this category. Students that have an absence in 4 classes or more will NOT receive credit for this component regardless of the reason for the absence, including without limitations absences due to medical reasons, sport competitions, and employment obligations. Coming to class only does not imply, *per se*, participation. Class participation entails coming to class prepared, completing class activities, asking questions, answering questions from peers and the instructor, sharing your thoughts, opinions and doubts with the rest of the class. Specific criteria to assess this component will be circulated during the first two weeks of class.

**LATE SUBMISSION** of assignments will be accepted. The professor will subtract 5% of the corresponding grade per day past the due date.

**NO MAKE UP UPS WILL BE OFFERED FOR THE FINAL EXAM.**

**SWINE FLU.** In the event of class cancellations/suspensions due to swine flu, some of these rules can be modified and updated by the instructor.

**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.

## VI. SPECIAL NOTES:

### 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.

### 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.

### 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.

### Disability 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 Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Communication:

The College considers **WebCT/LMS** 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 the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

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.

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.