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Beginning Spanish I

UNH Course Code: SPN101

Subject Area(s): Spanish Language & Culture

Level: 100

Prerequisites: None. This course is designed for students who have very little or no previous knowledge of Spanish

Language of Instruction: Spanish

Contact Hours: 45

Recommended Credits: 3

Description:

This course is designed for students who wish to achieve a basic level of Spanish. The structure of the course focuses particularly on basic strategies and structures for communicating on daily situations. By carrying out specific tasks you will develop and improve different skills necessary for communication. In class you are required to use Spanish in order to solve activities that demand communicative exchanges. These individual or group-based tasks will offer you contexts for exploring and synthesizing vocabulary, grammar structures or language functions necessary for accomplishing the activity.

The course reveals the close link between language and culture. By completing different types of tasks such as field studies or onsite research, you will explore and contrast cultural aspects which define Spanish society. By the end of the course, you are expected to master vocabulary and grammar structures in order to be able to: understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type; introduce yourself and others; ask and answer questions about personal details such as where you live, people you know and things you have; interact in a simple way provided the other person speaks slowly and clearly and is prepared to help.

Learning Objectives:

- to recognize and apply a variety of lexical and grammatical items
- to analyze the structure of the Spanish language in order to avoid most interference errors
- to identify and use a range of basic expressions in order to solve daily situations
- to analyze and organize information from basic texts about a familiar topic
- to organize and use basic structures to produce short texts about a simple subject
- to be able to understand statements describing daily contextual information
- to recognize and respond to brief interlocutory exchanges
- to describe and contrast aspects of Spanish society and culture

Instructional Format:

Class meets twice a week for 90 minutes each. During class-time you will be using Spanish in order to solve various activities that require the utterance of different skills (such as reading, listening, interacting and writing). Those activities introduce and illustrate the vocabulary and grammar structures that you, at the end of the lesson, will use to resolve a general task. After that, you will be asked to demonstrate your proficiency on those contents by completing contextualized activities or assignments such as: field studies, class discussions, role playing. Some onsite study will be

integrated into class-time while others will be assigned as out-of-class independent learning. The main objective of this course is “using Spanish to learn Spanish”.

Form of Assessment:

Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below. A passing grade in all of these categories is required in order to pass the course.

Attendance	mandatory
Class Participation	10%
Homework	5%
Compositions	15%
Field Studies	15%
Oral Presentation	10%
Exams	25%
Final Exam	20%

Class Participation (10%): When determining your class participation grades, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ 9.70-10.00
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A 9.00-9.69
You make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings.	B/B+ 8.40-8.99
You make voluntarily but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- 7.70-8.39
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C 7.40-76.90
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D+/C- 6.70-7.39
You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class.	D-/D 6.00-6.69
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F Below 6.00

The instructor will also be evaluating you in a number of behavioral areas across the course:

Preparation:

Always bring to class the required materials (text, workbook, pen, paper, etc.)
Complete homework and other assigned materials before class

Language:

Make a consistent effort to speak Spanish during class, regardless of accuracy

Group Work:

Participate collaboratively in groups and in pairs

Attitude:

Demonstrate a positive and supportive attitude to instructor and classmates

Focus:

Give full attention to class activities (cell-phones, blackberries, and laptops are not permitted in this class)

Homework (5%): Every day you will be assigned homework for the following class. All assignments should be prepared before class. Keeping up with your homework is crucial to ensure a satisfactory progress in the language learning process. Your instructor will collect your homework periodically and randomly to ensure that you are keeping up with the course material and that you are making satisfactory progress.

Compositions (15%): During the course of the semester students will have to submit three essays in two different drafts (length will vary according to the stage of the course). Students will be given a hand-out on which there will be a list of subjects to choose from and the guidelines to each individual assignment. Your work will be evaluated on the basis of accuracy of expression, integration of new vocabulary and creative content. As you write, draw on the structures and vocabulary of recent lessons. Avoid drafting a composition in English and then translating it into Spanish. Instead, recombine creatively the Spanish models you have mastered so far.

****NOTE**: Plagiarism is unacceptable: never copy your composition from another source. Always cite every source used in your papers, including sources obtained via the Internet. You are not allowed to ask anyone for help writing or even proofreading the compositions. The use of Internet translation services is considered plagiarism. Students who are guilty of plagiarism will be assigned a 0 for the assignment and their home institution will be notified. No late compositions will be accepted.

Field Studies (15%): You will participate in two activities outside class where there will be interaction with Spanish speakers. The idea behind these activities is to get you to interact with your surroundings and test your language skills first-hand in a real situation. You will have to write a report on the experience based on the guidelines provided by the instructor and may be asked to present it in front of your peers. (Students will be informed beforehand of the specific day, time and outcome-related activity).

Oral Presentation (10%): Students will work in groups or individually to develop a final presentation about a subject related to Spanish society or culture. This activity gives you an opportunity to practice your oral skills and to demonstrate the level of spoken Spanish you have achieved at the end of the term. The teacher will give you a handout with a list of possible topics, the rules of the presentation and the dates.

Exams (25%): The tests are designed to establish the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in different areas of language competency. Two tests will be administered throughout the semester. There will be no make-up tests.

Final Exam (20%): The final exam is comprehensive and it will be administered on the last day of class.

CEA Attendance Policy:

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors

compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Monitoring Progress:

Your progress will be constantly monitored during the semester, and feedback will be offered throughout. Furthermore, your instructor is available to meet you after class by appointment when necessary.

Required Readings:

The readings and activities indicated in the Assignment column of the Course Content are drawn from the following textbook. You must have constant access to this text for reading, highlighting and marginal note-taking. It is required that you have a personal copy of the textbook. This mandatory textbook has been ordered for you and is available at the reception desk.

CORPAS, Jaime et. al. AULA 1 Internacional. Curso de español. Barcelona: Difusión, 2005 (textbook)

In addition, you are highly recommended to purchase a Spanish/English-English/Spanish dictionary, and to bring it with you to all lessons. Consult your instructor for recommendations.

Recommended Readings (if applicable):

ALONSO, Rosario et al. *Gramática básica del estudiante de español (A1-B1)*, Madrid: Difusión, 2005

CAPÓN, María Luisa & GIL, Manuela. *Dificultades del español para hablantes de inglés*, Madrid: Ediciones SM, 2003.

KATTÁN-IBARRA, Juan, *Spanish Grammar*, London: McGraw-Hill, 2005

Self-Study:

While we emphasize collaborative and communicative methodology in the classroom, we also highly encourage you to pursue several self-study hours each week, exploiting the range of Spanish books, articles and DVD films available in CEA library.

Online Reference & Research Tools:

Media:

Press: <http://www.hlrnet.com/spprensa.htm>

Radio and TV: <http://www.hlrnet.com/sprtv.htm>

Learning tools:

Educational software: <http://www.hlrnet.com/spedsoft.htm>

Dictionaries: <http://www.etsimo.uniovi.es/links/idiomas.html>

Visual dictionary: <http://www.leoloqueveo.org/>

Grammar: http://www.ana-ramirez.de/paginas/ejerci_libres/ejerci_libres_fs.html

Culture and Society:

Culture: <http://www.hlrnet.com/spcult.htm>

Food and lifestyle: <http://www.hlrnet.com/spvivar.htm>

Spanish society: <http://www.hlrnet.com/sphist.htm>

Latin America: <http://www.hlrnet.com/sppais.htm>

Tourism in Spain: <http://www.hlrnet.com/spturismo.htm>

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Course Content

Session	Topic	Activity	Student Assignments
1	<p>Bienvenidos</p> <ul style="list-style-type: none"> • Presentación del curso • Conocemos a nuestros compañeros 	<p>- Hola, ¿qué tal? <i>Aula 1</i>, pág. 10</p> <p>Conocemos y presentamos un compañero de clase. Hablamos de nuestro nombre, estudios, procedencia, aficiones, etc.</p> <p>- Aficiones <i>Aula 1</i>, pág. 12</p>	<ul style="list-style-type: none"> • Lectura y repaso : <i>Aula 1</i>, pág. 13 • Más ejercicios <i>Aula 1</i> pág. 90-92
2	<p>Información personal</p> <ul style="list-style-type: none"> • Preguntar y dar información personal: nuestra clase • Nacionalidades • Objetos de la clase 	<p>- En la recepción <i>Aula 1</i>, pág. 12</p> <p>- Las cosas de clase <i>Aula 1</i>, pág. 14</p> <p>- Los compañeros de clase <i>Aula 1</i>, pág. 15</p>	<ul style="list-style-type: none"> • Lectura : Viajar <i>Aula 1</i>, pág. 16 • Más ejercicios <i>Aula 1</i> pág. 90-92
3	<p>¿Qué quieres hacer?</p> <ul style="list-style-type: none"> • Hablar de intereses y cosas que queremos hacer • Explicar los motivos de lo que hacemos • Para/ porque/por... • Me interesa+ <i>infinitivo</i> 	<p>- Este fin de semana <i>Aula 1</i>, pág. 18</p> <p>- ¿Por qué estudian español? <i>Aula 1</i>, pág. 19</p>	<ul style="list-style-type: none"> • Lectura y repaso : <i>Aula 1</i>, pág. 21 • Más ejercicios <i>Aula 1</i> pág. 93-95
4	<p>Las conjugaciones del español</p> <ul style="list-style-type: none"> • El presente de indicativo de los verbos en –ar, en –er y en –ir • El verbo querer 	<p>- ¿ Estudias o trabajas? <i>Aula 1</i>, pág. 20</p> <p>- Quiero, quieres, quiere <i>Aula 1</i>, pág. 20</p>	<ul style="list-style-type: none"> • Más ejercicios <i>Aula 1</i> pág. 93-95 • Composición 1: ¿Por qué estoy en Barcelona?
5	<p>¿Qué hay ? ¿Dónde está ?</p> <ul style="list-style-type: none"> • Expresar existencia: <i>HAY</i> vs. localización: <i>ESTAR</i> • Describir personas y lugares: <i>SER</i> 	<p>- Por la Panamericana <i>Aula 1</i>, pág. 26</p> <p>- ¿Dónde está? <i>Aula 1</i>, pág. 28</p>	<ul style="list-style-type: none"> • Lectura y repaso : <i>Aula 1</i>, pág. 29 • Más ejercicios <i>Aula 1</i> pág. 96-97

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Session	Topic	Activity	Student Assignments
6	¿Qué hay en España? <ul style="list-style-type: none"> • ¿Qué o cuál? • ¿Qué hay en España? • Un país interesante • Un trivial hispano 	<ul style="list-style-type: none"> - ¿De qué país se trata? <i>Aula 1</i>, pág. 30 - Argentina tiene más de 75 millones de habitantes <i>Aula 1</i>, pág. 30 - ¿Osos en España? <i>Aula 1</i>, pág. 31 - Un país interesante <i>Aula 1</i>, pág. 31 	<ul style="list-style-type: none"> • Más ejercicios <i>Aula 1</i> pág. 96-97 • Lectura : Viajar <i>Aula 1</i>, pág. 32
7	Conocer la ciudad Estudio de campo para conocer el barrio en el que estudiamos	Estudio de campo 1 Gymkhana por el Raval En esta actividad vamos a poner en funcionamiento que hemos estudiado durante la semana. Los estudiantes deben encontrar unos lugares siguiendo unas instrucciones. Eso les ayudará a conocer un barrio y a compararlo con otro en USA	<ul style="list-style-type: none"> • Composición 2: Barcelona y mi ciudad
8	Mid-Term 1	Mid-Term 1	
9	Vamos de compras <ul style="list-style-type: none"> • Identificar objetos. • La ropa y los colores • Comprar en tiendas: preguntar por productos, pedir precios 	<ul style="list-style-type: none"> - Camisetas <i>Aula 1</i>, pág. 34 - Yo nunca llevo secador de pelo <i>Aula 1</i>, pág. 35 	<ul style="list-style-type: none"> • Lectura y repaso : <i>Aula 1</i>, pág. 27 • Más ejercicios <i>Aula 1</i> pág. 98-101
10	Vamos de compras <ul style="list-style-type: none"> • Identificar objetos • Los demostrativos • el/la/los/las + adjetivo • Verbos de la tercera conjugación 	<ul style="list-style-type: none"> - ¿Esta o esta? <i>Aula 1</i>, pág. 36 - La azul es muy pequeña <i>Aula 1</i>, pág. 36 - Un fin de semana fuera <i>Aula 1</i>, pág. 39 	<ul style="list-style-type: none"> • Más ejercicios <i>Aula 1</i> pág. 98-101 • Lectura : Viajar <i>Aula 1</i>, pág. 32
11	Describir personas <ul style="list-style-type: none"> • Hablar del aspecto físico y del carácter • Verbo gustar • Expresar gustos y aficiones 	<ul style="list-style-type: none"> - ¿Quién es? <i>Aula 1</i>, pág. 42 - Contactos <i>Aula 1</i>, pág. 43 - Tiempo libre <i>Aula 1</i>, pág. 44 	<ul style="list-style-type: none"> • Lectura y repaso : <i>Aula 1</i>, pág. 45 • Más ejercicios <i>Aula 1</i> pág. 102-104

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12	<p>La familia y los amigos</p> <ul style="list-style-type: none"> • Relaciones de parentesco • Los posesivos • Contrastar gustos 	<ul style="list-style-type: none"> - La familia de Paco y Lucía <i>Aula 1</i>, pág. 44 - Es un hombre de unos 45 años <i>Aula 1</i>, pág. 46 - Yo quiero conocer al amigo de Anne <i>Aula 1</i>, pág. 47 	<ul style="list-style-type: none"> • Más ejercicios <i>Aula 1</i> pág. 102-104 • Composición 3: Los españoles y los estadounidenses
13	<p>Día a día</p> <ul style="list-style-type: none"> • Hablar de hábitos • Los verbos reflexivos • Presente de Indicativo: verbos irregulares • Las horas 	<ul style="list-style-type: none"> - ¿Cuidas tu imagen? <i>Aula 1</i>, pág. 50 - ¿Qué hora es? <i>Aula 1</i>, pág. 52 - Un día normal <i>Aula 1</i>, pág. 52 	<ul style="list-style-type: none"> • Lectura y repaso : <i>Aula 1</i>, pág. 53 • Más ejercicios <i>Aula 1</i> pág. 105-109
14	<p>El día de un español</p> <ul style="list-style-type: none"> • Las partes del día • Los días de la semana • Pronombres interrogativos: Cuándo, qué... • Expresar frecuencia 	<ul style="list-style-type: none"> - Horarios de trabajo <i>Aula 1</i>, pág. 54 - Todos los días <i>Aula 1</i>, pág. 52 - Primero, después, luego <i>Aula 1</i>, pág. 55 	<ul style="list-style-type: none"> • Más ejercicios <i>Aula 1</i> pág. 105-109 • Lectura : Viajar <i>Aula 1</i>, pág. 56
15	<p>¡A comer!</p> <ul style="list-style-type: none"> • Pedir y dar información sobre comida • Desenvolverse en restaurantes • Bocadillos y el Menú del día 	<ul style="list-style-type: none"> - Bocadillos <i>Aula 1</i>, pág. 58 - De primero, ¿qué desean? <i>Aula 1</i>, pág. 59 - La cuenta, por favor <i>Aula 1</i>, pág. 60 	<ul style="list-style-type: none"> • Lectura y repaso : <i>Aula 1</i>, pág. 61 • Más ejercicios <i>Aula 1</i> pág. 110-112
16	<p>El menu de hoy</p> <ul style="list-style-type: none"> • Maneras de cocinar • Hábitos gastronómicos de los españoles • Verbos irregulares: poner y traer 	<ul style="list-style-type: none"> - Situaciones diferentes <i>Aula 1</i>, pág. 60 - Verbos terminados en –er <i>Aula 1</i>, pág. 60 - ¿Cómo tomas el café? <i>Aula 1</i>, pág. 62 	<ul style="list-style-type: none"> • Más ejercicios <i>Aula 1</i> pág. 110-112 • Pre-actividad del Estudio de campo 2
17	<p>Vamos al mercado</p> <ul style="list-style-type: none"> • Conocer y comparar los hábitos alimentarios de los españoles 	<p>Estudio de campo 2</p>	<ul style="list-style-type: none"> • Más ejercicios <i>Aula 1</i> pág. 110-112 • Post Tarea Field Study
18	<p>Revision Mid-Term 2</p>	<p>MID-TERM 2</p>	<ul style="list-style-type: none"> • Lectura: <i>Aula 1</i> pág. 136-137

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19	<p>El barrio ideal</p> <ul style="list-style-type: none"> • Describir pueblos, barrios y ciudades • Pedir y dar información para llegar a un sitio • Los servicios de un barrio 	<ul style="list-style-type: none"> - El barrio de San Andrés <i>Aula 1</i>, pág. 66 - En mi barrio hay de todo <i>Aula 1</i>, pág. 68 	<ul style="list-style-type: none"> • Lectura y repaso : <i>Aula 1</i>, pág. 69 • Más ejercicios <i>Aula 1</i> pág. 113-115
20	<p>Nuestro barrio ideal</p> <ul style="list-style-type: none"> • Diseñar el barrio ideal dónde nos gustaría vivir • Estar / Tener / Haber 	<ul style="list-style-type: none"> - Perdona, ¿sabe si hay...? <i>Aula 1</i>, pág. 68 - Mis lugares preferidos <i>Aula 1</i>, pág. 70 - Icaria <i>Aula 1</i>, pág. 71 - En esta sesión , los alumnos van a diseñar el barrio perfecto en el que les gustaría vivir 	<ul style="list-style-type: none"> • Más ejercicios <i>Aula 1</i> pág. 113-115 • Lectura : Viajar <i>Aula 1</i>, pág. 72
21	<p>Cualidades</p> <ul style="list-style-type: none"> • Hablar de habilidades y aptitudes • Hablar de cualidades y defectos de la persona • Adjetivos de carácter 	<ul style="list-style-type: none"> - Cualidades de un amigo <i>Aula 1</i>, pág. 74 - Dos novios para Raquel <i>Aula 1</i>, pág. 75 	<ul style="list-style-type: none"> • Lectura y repaso : <i>Aula 1</i>, pág. 77 • Más ejercicios <i>Aula 1</i> pág. 116-118
22	<p>Experiencias pasadas</p> <ul style="list-style-type: none"> • El pretérito perfecto: verbos regulares e irregulares • Expresiones de frecuencia • Los verbos Poder / Saber 	<ul style="list-style-type: none"> -¿Eres una persona romántica? <i>Aula 1</i>, pág. 76 - Busca a alguien que... <i>Aula 1</i>, pág. 78 - ¡Adiós papás! <i>Aula 1</i>, pág. 79 	<ul style="list-style-type: none"> • Más ejercicios <i>Aula 1</i> pág. 116-118 • Lectura : Viajar <i>Aula 1</i>, pág. 80
23	<p>Una vida de película</p> <ul style="list-style-type: none"> • Relatar y relacionar acontecimientos pasados • Forma y uso del Pretérito Indefinido 	<ul style="list-style-type: none"> - Cinemanía <i>Aula 1</i>, pág. 82 - Ayer, hace un mes... <i>Aula 1</i>, pág. 84 - Un curriculum <i>Aula 1</i>, pág. 84 	<ul style="list-style-type: none"> • Lectura y repaso : <i>Aula 1</i>, pág. 85 • Más ejercicios <i>Aula 1</i> pág. 119-122
24	<p>Una biografía</p> <ul style="list-style-type: none"> • Marcadores temporales para el pasado • Verbos relacionados con biografías 	<ul style="list-style-type: none"> - Una historia de amor <i>Aula 1</i>, pág. 86 - Toda una vida <i>Aula 1</i>, pág. 86 - El Che <i>Aula 1</i>, pág. 87 	<ul style="list-style-type: none"> • Composición 3: ¿Qué he hecho ya, que no he hecho todavía? • Más ejercicios <i>Aula 1</i> pág. 119-122

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25	<p>La vida de un español</p> <ul style="list-style-type: none"> Preparar una entrevista a una persona española y escribir su biografía 	Preparación de las preguntas y de los temas sobre los que van a querer preguntar en la entrevista del día siguiente	<ul style="list-style-type: none"> Más ejercicios <i>Aula 1</i> pág. 119-122
26	<p>Una entrevista</p> <ul style="list-style-type: none"> Entrevistar a una persona española. 	Estudio de campo 3	<ul style="list-style-type: none"> Post Tarea Field Study La biografía de un español
27		<p>Presentaciones Orales Mi experiencia en Barcelona</p>	
28		<p>Presentaciones Orales Mi experiencia en Barcelona</p>	
29	Repaso de todos los contenidos del curso	<p>Revisión Mid-Term 2 Despedida</p>	Preparación del examen final
30	Final Exam	Final Exam	