



UNIVERSITY OF  
CALGARY

**Faculty of Arts, SLLC**  
**Division of Spanish and Italian Studies COURSE OUTLINE**  
**SPANISH 201, COURSE TITLE: Beginners' Spanish I Lec4**  
**Room CHE 106 MWF 11-11:50 Fall 2017**

<b>Nombre del profesor:</b> Luis Torres <b>Oficina:</b> CHD 328 MW: 2-2:30 <b>Teléfono:</b> 403-220-6791	<b>Course Coordinator:</b> Dr. L. Torres <b>E-Mail:</b> <a href="mailto:latorres@ucalgary.ca">latorres@ucalgary.ca</a> <b>Centro de conversación:</b> CHD 303
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**COURSE DESCRIPTION**  
 A comprehensive course for students with no prior knowledge of the language. Emphasis on listening, speaking, reading, writing and cultural awareness. Introduction to basic research skills in language learning.  
**This course is not open to students with credit in Spanish 30 or equivalent.**

**OBJECTIVES:** This course, measured as an integrated performance in speaking, listening, reading and writing is intended to familiarize you with the structure of the Spanish language, and expose you to different Hispanic cultures, increasing your awareness of the Spanish-speaking world.

**OUTCOMES:** Outcomes in language courses are usually measured in terms of five basic skills:

**Listening:** You can understand, at least partially, audio and video material such as that which accompanies the textbook. However, in a simple face-to-face conversation, misunderstanding of both the main ideas and details can still arise on a fairly regular basis.

**Speaking:** You are able to ask and answer simple questions using a very limited vocabulary concerning immediate surroundings: you are able to introduce and describe yourself and others, talk about likes and dislikes, express plans and obligations and talk about everyday activities. However, you are not able to engage effectively in prolonged interactions with native speakers.

**Reading:** You are able to understand the main ideas in simple authentic material (brochures, advertisement, schedules, and newspaper articles) and to extract information from them by applying some reading strategies (identifying cognates, scanning, dealing with unfamiliar words, predicting, activating background knowledge).

**Writing:** You are able to write simple texts, such as e-mails, to give information about yourself and to describe and narrate events grounded in personal experience.

**Culture:** You are able to understand some of the significant differences between Hispanic cultures and your own culture, in terms of behavior, attitudes and values. You have an awareness of language as an essential element of culture.

<b>DISTRIBUTION OF GRADES</b> Tests (in class) 2= 20%+20%      40% Compositions (in class) 2 x 10%      20% Assessment of Oral Activities      10% Class attendance and Participation      10% Lab. attendance and participation      10% Hola Pass 2x5% each      10% Total      100%	<b>GRADING SCALE</b> A+ = 100-96      A = 95-91      A- = 90-86 B+ = 85-81      B = 80-76      B- = 75-71 C+ = 70-67      C = 66- 62      C- = 61-58 D+ = 57-54      D = 53-50      F = 49% The official grading system (A=4, B=3, C=2, D=1) will be applied for the calculation of the final mark.
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<b>REQUIRED TEXTS</b> <b>Review of: Capítulo preliminar, Cap. I, II, III, IV and V. See content below.</b> <b>Lucia Caycedo Garner , Debbie Rusch, Marcela Dominguez. U of C Custom Edition of ¡Claro que sí! for Span 201 w/iLrn</b> bundled in (audio-enhanced eBook with interactive activities, companion videos, diagnostic activities, access to tutoring services). Nelson Education, 2014. ISBN-13: 978-0-17-656729-3 ISBN-10: 0-17-656729-1	<b>RECOMMENDED TEXTS AND MATERIALS</b> <ul style="list-style-type: none"> <li>• <i>Collins Spanish Dictionary.</i> Spanish/English. English/Spanish.</li> <li>• Wordreference : <a href="http://www.wordreference.com/es/">http://www.wordreference.com/es/</a></li> <li>• Emily Spinely. <i>English Grammar for Students of Spanish.</i> 5th. ed. The Olivia &amp; Hill Press. ISBN-13: 978-0934034333 ISBN-10: 0934034338</li> </ul>
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Capítulo	Preliminar	I	II	III	IV	V
<b>Voc.</b>	a. Las presentaciones. Los saludos y las despedidas. b. Países de habla española y sus capitales c. Deliteo y pronunciación de palabras: El alfabeto. d. <u>Acentuación</u>	a. Los números del cero al cien: <u>Using numbers</u> . b. Las <u>nacionalidades</u> (singular): Identifying nationalities, stating national origins c. Las ocupaciones: <u>Discussing occupations</u> . d. Mis padres y amigos.	a. La habitación de un estudiante universitario: <u>Identifying household objects</u> . b. <u>Acciones</u> : Using verbs to describe actions. c. Los días de la semana: <u>Creating a weekly schedule</u> .	a. Los lugares b. El físico y la personalidad: Ser + <u>adjective</u> c. Las emociones y los estados: Estar + <u>adjective</u>	a. Las <u>partes del cuerpo</u> b. <u>Acciones reflexivas</u> c. <u>El tiempo, las estaciones y las fechas</u>	a. La hora, los <u>minutos y los segundos</u> b. Las <u>sensaciones</u> c. Los <u>colores</u> d. La <u>ropa y los materiales</u>
<b>Gramática</b>	a. <u>Tú vs. usted</u> b. Use of <u>adíos</u> c. The <u>abrazo</u> and <u>besos</u> .	a. Talking About Yourself and Others (Part II): Subject Pronouns. b. Asking and Giving One's Name: <u>Llamarse</u> . c. Stating Origin: Ser + de, ser + nationality. d. Indicating One's Age: <u>Tener</u> e. Talking About Yourself and Others (Part II): Subject Pronouns in the Singular and Plural. f. The <u>Verbs</u> <u>llamarse, tener, and ser</u> . g. Occupations and Adjectives of Nationality. h. Asking Information and Negating: Question formation; Negating.	a. Using Correct Gender and Number: Gender. Plural Formation. b. Expressing Likes and Dislikes (Part I): <u>Gustar</u> . c. Expressing Possession: The Preposition <u>de</u> ; Possessive Adjectives d. Expressing Likes and Dislikes (Part II): <u>Gustar</u> . e. Expressing Obligation and Making Plans: <u>Tener que</u> and <u>ir a</u> .	a. <u>Indicating location</u> : estar <u>en</u> / <u>place</u> b. The present indicative of regular verbs c. The present indicative of verbs with irregular <u>yo</u> forms d. Describing yourself and others e. Adjective agreement f. Position of adjectives g. <u>Ser/estar</u> + adjective h. Discussing actions in progress i. Present indicative and present progressive	a. Describing daily routines: reflexive verbs b. The personal <u>a</u> c. Talking about Who and What you know: <u>saber</u> and <u>conocer</u> d. Demonstrative adjectives e. Demonstrative pronouns	a. Expressing habitual and future actions b. Actions in progress c. Stem changing verbs d. Indicating purpose, destination and duration: <u>para</u> and <u>por</u> e. Indicating the location of a person, thing, or event: <u>estar en</u> and <u>ser en</u> .
<b>Lecturas</b>	<b>Lecturas Cultura:</b> a. A. Countries with most Spanish-speakers b. Spanish in the world; Changes in the Spanish alphabet.	<b>Lecturas Cultura:</b> "Los hispanos en los Estados Unidos."	<b>Lecturas Cultura:</b> Cuba, <u>the Dominican Republic</u> , Puerto Rico, Panamá	<b>Lecturas Cultura:</b> Costa Rica, Nicaragua <b>Reading strategy:</b> Dealing with unfamiliar words <b>Writing strategy:</b> Using models	<b>Lecturas Cultura:</b> Bolivia, Ecuador, Perú <b>Reading strategy:</b> <u>Predicting</u> <b>Writing strategy:</b> Brainstorming	<b>Lecturas Cultura:</b> México <b>Reading strategy:</b> Activating background knowledge <b>Writing strategy:</b> Sequencing
<b>Comp.</b>		Diálogo: Yo soy... ¿Y tú...?	Mi habitación, qué me gusta y qué no me gusta... Mi horario semanal	Un "Emilio" a mis padres: cómo son mis amigos/as, cómo es la universidad	La vida en Calgary y mis rutinas	Necesitamos ropa nueva: de compras

### CALENDARIO DEL CURSO Español 201 Beginners' Spanish I

Sept.	Oct.	Nov.	Dic.
11	2	1	1
13	4	3	4
15	6	6	6
18	9	8	8
20	11	10-13 14	
22	13	15	
25	16	17	
27	18	20	
29	20	22	
	23	24	
	25	27	
	27	29	
	30		

#### COURSE NOTES

The calendar and other information about this course posted on D2L (Desire to Learn) is not binding and can change according to the needs of the class. **The final grade for this course will be determined as follows:**

**Exams, in class. 2= 20%+20%= 40% : Exam 1:** Capítulo Preliminar, Capítulos 1 y 2; **Exam 2:** Capítulos 3 y 4.

Questions on listening comprehension, reading, writing, vocabulary, grammatical structures and culture can be part of these exams. They might include review questions from the previous chapters and all materials presented in class. Check the course schedule for specific dates for exams. Failure to attend the class on the day of the exam will result in an F, unless the student has a compelling reason to be absent. The student has to provide the instructor with appropriate documentation to justify his/her absence.

**No books, notes or electronic devices (iPods, cell phones, Blackberries, etc.) are allowed. A small dictionary is permitted.**

#### **Compositions, in class. 2x10 = 20%**

The grade assigned will take into consideration:

- Ideas and organization (use of linking words, fluidity...)
- Variety and correct use of the grammatical structures learned during the course
- Variety and correct use of the vocabulary learned during the course
- Spelling, accents, punctuation and general presentation regarding margins, neatness...

Check the course schedule for specific dates for the compositions. Failure to attend the class on the day of the exam will result in an F, unless the student has a compelling reason to be absent. The student has to provide the instructor with appropriate documentation to justify his/her absence.

**No books, notes or electronic devices (iPods, cell phones, Blackberries, etc.) are allowed. A small dictionary is permitted.**

#### **Oral Assessment Exam. 10%**

**Attention. Your Instructor have the option to implement an in-class group presentation (2 or 3 students) instead of the Oral Exam.**

An oral exam will take place at the instructor's office (CHD328), during the last two weeks of class, outside regular class time.

It will normally be done in pairs. Each pair will be given a topic 15 minutes before the exam. Then each group will prepare the dialogue to be presented to the instructor for evaluation. Students are not allowed to read any prepared text during this exam. Finally, there will be an open conversation between the students and the instructor.

Evaluations and grades will be assessed individually. Failure to show up for the final oral will result in an F.

**The grade assigned will be based on:**

- Interaction
- Variety and correct use of the grammatical structures learned in this course
- Variety and correct use of the vocabulary learned in this course
- Fluency

### **Class attendance and participation. 10%**

To derive the utmost benefit from instruction, daily attendance is essential. Lack of attendance may adversely affect your overall performance and may have a negative impact on your final grade. The final grade calculation takes into account your attendance and active, positive contribution to classes.

**The grade for attendance and participation will be assessed as follows:**

#### **A (Excellent)**

**Preparation:** Always well prepared.\*

**Participation:** attentive\*\* and always volunteers; always tries to use Spanish with classmates and instructor; makes the most of each activity or exercise; shows real resourcefulness and imagination when using the language; responds to and engages classmates in a respectful manner; remains critical and open-minded toward target and native culture.

#### **B (Very good)**

**Preparation:** Usually well prepared.

**Participation:** attentive and frequently volunteers; almost always tries to use Spanish with classmates and instructor; makes the most of each activity or exercise; completes activities and exercises with some imagination and resourcefulness; makes some effort to engage fellow; shows some development of cultural sensitivity.

#### **C (Good)**

**Preparation:** Adequately prepared.

**Participation:** Attentive and occasionally volunteers; sometimes needs to be reminded to use Spanish with instructor and classmates; responds and completes exercises with minimal imagination; does not engage classmates beyond the minimum requirements for an assignment.

#### **D (Fair)**

**Preparation:** Usually unprepared.

**Participation:** Makes little effort to participate or complete exercises; rarely tries to use Spanish with the instructor or classmates.

#### **F (Poor)**

**Preparation:** Always unprepared.

**Participation:** makes no contribution to the class whatsoever.

\*Well prepared= you completed all of your homework

\*\* Focus on the class. Arriving late, having outside conversations, leaving the room, gathering materials before class is finished, allowing your cell phone to ring, texting, etc. shows a lack of common courtesy and is more disruptive and distracting than you may realize.

- Depending on their abilities, students are expected to spend an average of 2 hours in outside preparation for each class period.
- Students are encouraged to communicate consistently on the target language and to attend the Centro de conversación (CHD 303) to practice.

### **LAB. Attendance and Participation**

**Students' responsibilities:**

- **The main objective of the lab. is to practice: Spanish in action**
- The Assistant is responsible for 10% of your final grade. The grade is based on attendance and participation
- The Assistant will help guide the different activities and answer some questions
- The Assistant will observe and evaluate your performance during the different activities
- The lab. is a great opportunity to practice some selected themes appropriate for conversation and other practice
- The success of the lab. depends on your active participation, knowledge and personal interest
- Please, for your benefit, help create a positive and dynamic atmosphere in the lab.

**The grade will be assessed as follows**

- Only attended 1-6 labs. = F, plus a % for participation
- 8 = D, plus or minus a % for or lack of participation
- 9 = C, plus or minus a % for or lack of participation
- 10 = B, plus or minus a % for or lack of participation
- 11 = A-, plus or minus a % for or lack of participation
- 12 -13 = A-, plus or minus a % for or lack of participation

**The % will be determined by the Lab. Assistant.**

### **Hola Pass. 10%**

**Requirements: Use your imagination, use props., communicate and have fun with Spanish...**

**This exercise will help you to:**

- Have a flexible interaction with a tutor and hear other Spanish accents, different from that of your instructors
- Develop confidence interacting with others through a presentation or a prepared dialogue
- Learn and practice through conversation or presentation, with an option to review and present again at a later date
- Use your knowledge of proper etiquette in conversation with a Spanish speaker and time management (there is limited time to make your presentation or present a dialogue)
- Get introduced to the **Spanish Language Centre**, a Centre dedicated to help students practice Spanish
- Get to know the resources available in the Centre and participate in their festivities
- Get to know other students interested in learning Spanish

Students, individually or in pairs, are required to attend the following two activities at the Spanish Centre (Centro de Tertulia Amelia Labbe). Other activities offered by the Spanish Centre are optional but students are highly encouraged to attend.

**Activity 1. This activity will take place between the 9<sup>th</sup> and the 13<sup>th</sup> of October.**

**Please choose one topic:**

- **¿Quién soy yo?:** A student introduces himself/herself to another student. A student will introduce that student to another student. Add other interesting ideas.
- **Mis padres y mis amigos:** Explain where your parents and friends are from and what they do for work. Add other interesting ideas.

**Activity 2. This activity will take place between the 14 and the 20<sup>th</sup> of November.** Your Instructor will assign a topic at a later date.

A week prior to these dates a list of possible time slots will be posted at the Spanish Centre, located in CHD 303. Students will choose the time more convenient for them and write their names on the list. If a student has to change the time, he/she should send an e-mail to XXX at: XXX and choose another time slot as soon as possible.

If students perform these activities successfully, the tutor will stamp the passport their instructor will have given them in class. If the tutor sees that they need to do more work to pass the activity, they will be permitted a few extra days to revise and they should make another appointment. The stamped passport should be submitted to the instructor by **November 29<sup>th</sup>, 2017**.

#### **Late assignments and missed tests policy:**

- Attendance to class and to all exams and compositions is compulsory. A student who is absent from a test, exam, or oral presentation for legitimate reasons must notify the instructor as soon as possible so that an alternative arrangement can be made. The Instructor may request a Physician/Counselor note to confirm an absence for health reasons.
- Do not make travel arrangements for the dates when exams or compositions are scheduled.
- Missed tests, assignments and examinations with no legitimate reason will be given a grade of F.
- 5% of the grade will be deducted for each day a written assignment is late if there is no Physician/Counselor Statement form to justify the absence or the failure to complete it.

**Electronic submission of assignments:** No electronic submissions are allowed, only hard copies.

**Use of electronic devices is not permitted, unless authorized by your Instructor.**

*The Department's drop-box, located in the foyer area of the third floor in Craigie Hall between blocks D and C, is available for depositing assignments and course work. The material placed in the drop-box will be collected and date-stamped at the beginning and at the end of the working day.*

#### **ACADEMIC MISCONDUCT**

1. **Plagiarism** is a serious offence, the penalty for which is an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw. Plagiarism exists when:

- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
- b) parts of the work are taken from another source without reference to the original author;
- c) the whole work (e.g., an essay) is copied from another source, and/or
- d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted."

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the student's work are taken from external sources; footnotes or other recognized forms of citation must be used for this purpose.

2. **Cheating** at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.

3. **Other academic misconduct** includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.

4. Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

#### **STUDENT ACCOMMODATIONS:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

#### **EMERGENCY EVACUATION ASSEMBLY POINTS**

Craigie Hall: Professional Faculties food court (alternate: Education Block food court)

Education Block and Tower: Scurfield Hall atrium (alternate: Professional Faculties food court)

Kinesiology: north courtyard, MacEwan Student Centre (alternate: University Theatres lobby)

For the complete list of assembly points please consult <http://www.ucalgary.ca/emergencyplan/assemblypoints>

#### **FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES**

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3<sup>rd</sup> Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

**FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT.** Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring to examine it.

Please see <http://www.ucalgary.ca/secretariat/privacy> for complete information on the disclosure of personal records.

**INTERNET AND ELECTRONIC COMMUNICATION DEVICES.** Devices such as laptops, palmtops and smartbooks are allowed provided that they are used exclusively for instructional purposes and do not cause disruption to the instructor and to fellow students. Cellular telephones, blackberries and other mobile communication tools are not permitted and must be switched off.

**SAFEWALK.** To request a Safewalk escort anywhere on campus, 24 hours a day and seven days a week, please call 403-220-5333 or use one of the Help Phones.

Web: <http://www.ucalgary.ca/security/safewalk>

#### **STUDENT UNION INFORMATION**

Representatives and contact details: <http://www.su.ucalgary.ca/home/contact.html>

Student Ombudsman: <http://www.su.ucalgary.ca/services/student-services/student-rights.html>

**WRITING ACROSS THE CURRICULUM.** Writing skills should cross all disciplines. Students are expected to do a substantial amount of writing in their courses and, where appropriate, instructors can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office (<http://www.efwr.ucalgary.ca/>) can be utilized by all undergraduate and graduate students who feel they require further assistance.

