

SPANISH I (100-150):
Elementary Spanish I
Elementary Spanish II
Elementary Spanish III

SPANISH I (100-150): Elementary Spanish I (4 US Cr.)

DESCRIPTION AND AIMS

The course is aimed at students with some very basic knowledge of Spanish at the elementary level or no prior knowledge of Spanish. The main goal of the course is to provide students with the appropriate atmosphere for them to acquire and develop basic communicative skills. This will be achieved through practice involving the four language skills: listening, speaking, reading, and writing. The speaking skill will be emphasized by means of weekly sessions devoted to oral Spanish, where students will participate in activities such as roleplays, interviews, etc. All functional and grammar contents will be approached from a communicative perspective which will assume and value active participation of the students in the class at all times.

SYLLABUS

Main functional and grammar points:

WEEK 1:

- Introductions and greetings
- Gender and number
- Numbers: 1-100 and the alphabet
- Demonstratives: *este/a/os/as*
- The three verbal conjugations: *-ar, -er, -ir*

WEEK 2:

- The verbs *ser, tener* and *llamarse*
- Regular forms of present tense: *-ar, -er, -ir*
- Use of definite and indefinite article
- Question words: *dónde, qué, quién*
- Locating objects and people: *Hay* vs. *está*

WEEK 3:

- Describing objects and places
- Describing people: adjectives
- Expressing possession: adjectives and pronouns
- Noun-adjective agreement
- Describing garments and appearance

WEEK 4:

- Family
- Expressing needs, wishes and preferences: *necesitar, querer, preferir* + infinitive/noun
- Comparative adjectives: *más que, menos que, tan que...*
- Asking for and giving location references: use of *en* and *a* with verbs of movement

WEEK 5:

- Talking about transportation, stores and leisure
- Present indicative tense: irregular forms
- Time: *Son las dos de la tarde.*
- Days and months
- Reflexive verbs

WEEK 6:

- Describing habitual actions and activities: locating actions in time
- Adverbs and expressions of frequency
- Review and final exam

METHODOLOGY

All grammar and functional contents will be integrated into activities within the framework of units with different topics: meeting other people, traveling, describing friends, restaurants, talking about a suburb... The oral component will be emphasized by devoting one extra hour per week to conversation on top of the regular class hours.

Assignments will include brief compositions and daily homework. There will be a final exam and at least one midterm test.

The course will comprise weekly visits to the multimedia laboratory, where students will have the chance to improve their pronunciation by means of the state-of-the-art software available to them. The instructor will guide and supervise students' work in order to assess their performance.

Classes will also be implemented with two weekly visits to the multimedia laboratory by students on their own. Students will regularly report to the teacher on the work done in the laboratory.

Students will also need to read one/two short graded reading/s for the class, and do some assignments related to it/them.

ASSESSMENT

The final grade will be calculated according to the following grade breakdown:

- Participation: 10%
- Homework: 20%
- Compositions: 15%
- Tests: 20 %
- Oral section: 15 %
- Final exam: 20%

BIBLIOGRAPHY

Classes will be based on a textbook and/or exercises and activities created by the instructor and taken from different sources like the following:

- Arbonés, C., V. González, E. López y M. Llobera. *Así me gusta 1: Libro del alumno y cuaderno de actividades*. Cambridge. CUP. 2003.
- Arnal, C. y A. Ruiz de Garibay. *Escribe en español*. Madrid, SGEL. 2001.
- Bretz, M. L., T. Dvorak y C. Kirschner. *Pasajes: Lengua*. McGraw-Hill. 1997.
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- Corpas, J., García, E., Garmendia, A. & Soriano, C. *Aula Internacional 1: Libro del Alumno*. Barcelona, Difusión, 2005.
- Domínguez, P., P. Bazo y J. Herrera. *Actividades comunicativas: Libro del alumno*. Madrid, Edelsa. 1995.

- Equipo Prisma, *Prisma Comienza (A1): Libro del alumno y Cuaderno de ejercicios*. Madrid, Edinumen, 2007.
- Fernández, J., R. Fente y J. Siles. *Curso intensivo de español-ejercicios prácticos: niveles elemental e intermedio*. Madrid, SGEL. 1999.
- Knorre, M., T. Dorwick, A. Pérez-Gironés, W. Glass y H. Villarreal. *Puntos de Partida*. McGraw-Hill. 1997.
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- Rodríguez Rodríguez, M., *Escucha y aprende. Ejercicios de comprensión auditiva*. Madrid, SGEL, 2003.

❖ Notes:

- Before the beginning of instruction, students will need to take a placement test in order to determine their Spanish level.
- Since class attendance is essential for the acquisition of the four skills, student attendance will be checked daily. Missing classes will negatively affect the student's final grade.
- The grading system, as well as the assessment standards, will be the same as those used in the U.S.A.

SPANISH I (100-150): Elementary Spanish II (3 US Cr.)

DESCRIPTION AND AIMS

The course is aimed at student who have completed Elementary Spanish I or have an equivalent level of Spanish and wish to keep developing their communicative skills. This will be achieved through practice involving the four language skills: listening, speaking, reading, and writing. The speaking skill will be emphasized by means weekly sessions devoted to oral Spanish, where students will need to make short presentations and participate in activities such as roleplays, interviews, etc. All functional and grammar contents will be approached from a communicative perspective which will assume and value active participation of the students in the class at all times.

SYLLABUS

Main functional and grammar points:

WEEK 1:

- Expressing likes and preferences: *gustar, encantar...*
- Talking about food
- Direct object pronouns
- Ordering at a bar, restaurant

WEEK 2:

- Expressing agreement and disagreement: *también / tampoco*
- Talking about the duration of an action: *estar/seguir* + gerund
- Seasons and weather: *llover, nevar...*
- The preposition *en*
- *Muy/mucho*

WEEK 3:

- Expressing quantity
- Shopping and stores
- Asking about a product and its cost
- Irregular present forms
- Talking about the existence of something or someone: *algo/nada, alguien/nadie...*

WEEK 4:

- Expressing doubt or ignorance
- Numbers over 101
- The preposition *para*
- Making plans and projects: *ir a* + infinitive, *pensar* + infinitive
- Traveling
- Making suggestions: *preferir/querer* + infinitive

WEEK 5:

- Accepting and declining a suggestion: *poder* + infinitive
- Expressing obligation: *hay que / tener que / deber* + infinitive
- Review and final exam

METHODOLOGY

All grammar and functional contents will be integrated into activities within the framework of units with different topics: meeting other people, sharing an apartment, talking about a city... The oral component will be emphasized by devoting one extra hour per week to conversation on top of the regular class hours.

Assignments will include brief compositions, daily homework and brief oral presentations.

The course will comprise weekly visits to the multimedia laboratory, where students will have the chance to improve their pronunciation by means of the state-of-the-art software available to them. The instructor will guide and supervise students' work in order to assess their performance.

Classes will also be implemented with two weekly visits to the multimedia laboratory by students on their own. Students will regularly report to the teacher on the work done in the laboratory.

Students will also need to read one/two short graded reading/s for the class, and do some assignments related to it/them.

ASSESSMENT

The final grade will be calculated according to the following grade breakdown:

Participation: 10%
Homework: 20%
Compositions: 15%
Tests: 20 %
Oral section: 15 %
Final exam: 20%

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❖ Notes:

- Requirement for “*Spanish I: Elementary II*”: “*Spanish I: Elementary I*” or equivalent level.
- Since class attendance is essential for the acquisition of the four skills, student attendance will be checked daily. Missing classes will negatively affect the student’s final grade.
- The grading system, as well as the assessment standards, will be the same as those used in the U.S.A.

SPANISH I (100-150): Elementary Spanish III (3 US Cr.)

DESCRIPTION AND AIMS

The course is aimed at student who have completed Elementary Spanish II or have an equivalent level of Spanish and wish to keep developing their communicative skills. This will be achieved through practice involving the four language skills: listening, speaking, reading, and writing. The speaking skill will be emphasized by means weekly sessions devoted to oral Spanish, where students will need to make brief cultural presentations and participate in activities such as roleplays, interviews, etc. All functional and grammar contents will be approached from a communicative perspective which will assume and value active participation of the students in the class at all times.

SYLLABUS

Main functional and grammar points:

WEEK 1:

- Giving and asking for an opinion: *me parece que, creo que...*
- Talking about living styles
- Organizing one's speech: *en primer lugar...*
- Expressing agreement and disagreement: *¡qué dices!, ¡ni hablar!...*

WEEK 2:

- Expressing cause: *¿por qué? / porque...*
- Present perfect tense: regular and irregular forms
- Tourism
- Describing or narrating experiences or personal situations
- Apologizing: *lo siento, es que...*

WEEK 3:

- Time markers: *esta mañana, alguna vez...*
- Affirmative commands: regular and irregular forms
- Talking about cities
- Giving and receiving directions: *sigue todo recto hasta...*
- Asking for and giving permission: *¿puedo...? / sí, por supuesto...*

WEEK 4:

- Inviting and offering: *¿quieres...?*
- Accepting and declining an invitation: *sí, gracias.../no, de verdad, gracias...*
- Review and final exam.

METHODOLOGY

All grammar and functional contents will be integrated into activities within the framework of units with different topics: jobs, history, a publicity campaign, telephoning... The oral component will be emphasized by devoting one extra hour per week to conversation on top of the regular class hours.

Assignments will include brief compositions, daily homework and brief oral presentations.

The course will comprise weekly visits to the multimedia laboratory, where students will have the chance to improve their pronunciation by means of the state-of-the-art software available to them. The instructor will guide and supervise students' work in order to assess their performance.

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