



Lakehead University – 2020-21

## DEPARTMENT OF LANGUAGES

**Course code: SPAN-1000-YDE**

Days: Tuesdays and Thursdays Times: 5:30 – 8:00 P.M. Zoom Online Platform  
Labs (2 hours per week): Tuesdays-Thursdays

### INTRODUCTORY SPANISH

**Instructor:** Daniella Lima

**Office:** Braun Building - BB2001P

**Office Phone:** (807) 343 8786

email: [dnoqueir@lakeheadu.ca](mailto:dnoqueir@lakeheadu.ca)

**Office hours:** By appointment

#### **Description of the course:**

This is a rigorous course aimed at those students who wish to attain a working knowledge of Spanish at a beginner level, and the objective conditions will be created whereby the students can have a successful learning experience. The course focuses on learning Spanish and about the many cultures this language represents. Based on critical communicative approach and sociocultural constructivist theories of additional language learning, the course introduces key concepts and basic grammatical structures intertwined with cultural elements specific to each Hispanic culture. Topics include formal and informal forms of address in Spanish, and the fluidity of Hispanic cultures, among many other topics.

#### **Objectives of the course:**

By the end of the course, the students will be able to:

- Use frequently used expressions related to areas of most immediate relevance;
- Communicate in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters;
- Describe orally aspects of their background, immediate environment and matters of immediate needs using connectives such as *pero* (but), *y/e* (and), *o/u* (or), *Sin embargo* (However), *Por ultimo* (Finally), etc;
- Describe actions and events that took place and ended in the past, habitual ongoing actions in the present and plans in the immediate future using time expressions such as *ayer* (yesterday), *anoche* (last night), *la semana pasada* (last week), *todos los días* (everyday), *durante la semana* (during the week), *la semana próxima* (next week), etc.
- Write up to three paragraphs on topics that are familiar and that describe actions in the past, present and plans for the future;
- Read texts of moderate complexity on familiar and unfamiliar cultural and historical topics

### **Methodology:**

This course, delivered using strategies that are current, relevant, meaningful and practical, will provide students with learning experiences about the Spanish language and the diverse cultures represented by this language, as the students explore their own cultural backgrounds. Important to the course will be opportunities for students to work individually and in groups in a supportive atmosphere. They will receive feedback from peers and the instructor, and share the products of their learning with others. Opportunities for reading, reflection, communication, and expression are also integral parts of the course. The instructor will model effective instructional strategies, and will use such technology to support candidates' learning as interactive communications, connections to quality resources, and links to other sites.

### **Resources:**

- Caycedo G., L., Rusch, D., Domínguez, M. (2013). *¡Claro que sí!* (7th Ed.). Houghton Mifflin Company:  
Boston: MA. Text, Audio and Students Activities Manual: ISBN: 13:978-1-111-82967-4 & 10-1-111-82967-5.

**A CUSTOMIZED VERSION OF THIS BOOK (i.e., CHEAPER), INCLUDING ONLY THE CHAPTERS COVERED IN THIS COURSE, ALSO WITH WORKBOOK AND LAB ACTIVITIES, IS AVAILABLE FOR PURCHASE AT THE BOOKSTORE.**

### **CEFR (Common European Framework of Reference)**

In order to achieve an A2 level (Elementary) of proficiency in Spanish, students:

<b>Skills</b>	<b>Descriptions</b>
Listening	<ul style="list-style-type: none"><li>• can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, local area, and employment).</li><li>• can catch the main point in short, clear, simple messages and announcements.</li></ul>
Reading	<ul style="list-style-type: none"><li>• can read short, simple texts.</li><li>• can find specific, predictable information in simple everyday material such as advertisements, timetables.</li><li>• can understand simple personal letters or texts.</li></ul>
Spoken Interaction	<ul style="list-style-type: none"><li>• can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.</li><li>• can handle short social exchanges, even though they can't usually understand enough to keep the conversation going themselves.</li></ul>
Spoken Production	<ul style="list-style-type: none"><li>• can use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent job.</li></ul>
Writing	<ul style="list-style-type: none"><li>• can write short, simple notes and messages relating to matters in areas of immediate needs.</li><li>• can write a simple personal letter, for example thanking someone for something.</li><li>• can write up to three paragraphs on a familiar topic, for example as mini-autobiography, etc.</li></ul>

\*Adapted from The Common Framework of Reference for Languages, Cambridge University Press, page 26 ([www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR))

**Calendar (subject to change)**  
**Semester 1**

<b>Week 1</b>	<b>September 8<sup>th</sup></b> Explanation about the course: outline, Book <i>¡Claro que sí!</i> (audios, transcriptions, answers), exams, labs, D2L page, etc. How to introduce yourself: name, profession, nationality, etc. How to say hello and bye Useful expressions for class Alphabet	<b>September 10<sup>th</sup></b> Practice and review: introductions (formal and informal) Alphabet review Stress on words - La acentuación y las tildes
<b>2</b>	<b>September 15<sup>th</sup></b> Stress on words - La acentuación y las tildes cont. Gender and number	<b>September 17<sup>th</sup></b> Video 1 Unit 1 Spanish speaking countries Nationalities Professions Numbers up to 100
<b>3</b>	<b>September 22<sup>th</sup></b> Singular and plural subject pronouns +verbs conjugations for these subjects Some verbs: Llamarse, ser and tener	<b>September 24<sup>th</sup></b> Practice and review for Test 1 Video 2 Unit 1
<b>4</b>	<b>September 29<sup>th</sup></b> Test 1 (Listening, writing and oral) Lab activities	<b>October 1<sup>st</sup></b> Home vocabulary Asking and negating
<b>5</b>	<b>October 6<sup>th</sup></b> Spanish culture: music and more Reading	<b>October 8<sup>th</sup></b> Review and practice: Asking and negating Likes and dislikes I
<b>7</b>	<b>October 12<sup>th</sup> to October 16<sup>th</sup> Reading week</b>	
<b>8</b>	<b>October 20<sup>th</sup></b> Review and practice: Likes and dislikes I Possessive adjectives	<b>October 22<sup>th</sup></b> Review and practice: possessive adjectives Cognates Reading
<b>9</b>	<b>October 27<sup>th</sup></b> Test 2 + Class Likes and dislikes II Obligation and plans	<b>October 29<sup>th</sup></b> Review and practice: Likes and dislikes II Review and practice: Obligation and plans Infinitive verbs The days of the week Video 2 Unit 2
<b>10</b>	<b>November 3<sup>rd</sup></b> Video 1 Unit 3 I would like but..... Places in a city	<b>November 5<sup>th</sup></b> Estar+ places Present conjugations
<b>11</b>	<b>November 10<sup>th</sup></b> Pre-Mid-Term exam (speaking) + class	<b>November 12<sup>th</sup></b>

		Pre-Mid-Term exam (listening, reading and writing)
12	<b>November 17<sup>th</sup></b> Some irregulars verbs for the first person Practice and review: Present Reading Writing	<b>November 19<sup>st</sup></b> Ser + adjective Estar+ adjective
13	<b>November 24<sup>th</sup></b> Practice and review: Ser and Estar Practice and review: Present conjugations Video 2 Unit 3	<b>November 26<sup>th</sup></b> Present Progressive Stress

Type	Due Date	% Final Grade	By Whom
1. Participation, Attendance and Assignments	Ongoing	10%	Instructor
2. Tests (2 per semester)	<u>1<sup>st</sup> semester:</u> Test 1: Sept 29 <sup>th</sup> and Test 2: Oct. 27 <sup>th</sup>  <u>2<sup>nd</sup> semester:</u> Test 3: Date TBD and Test 4: Date TBD	16%	Instructor
3. Pre-Mid-Term and Pre-Final Exams	Nov. 10 <sup>th</sup> and 12 <sup>th</sup> (Fall) and Date TBD (Winter)	24%	Instructor
4. Mid-Term Exam	December (Date TBA)	20%	Instructor
5. Final Exam	April (Date TBA)	30%	Instructor
<b>TOTALS</b>		<b>100%</b>	

### Evaluation:

**Note for the exams:** It is mandatory to take the 4 parts of the exams (listening, reading, writing and speaking). In case you do not take one part of the exam in Mid-Term or Final exam, your grade will be 0 in these exams.

### IMPORTANT DATES

<b>First Day of Classes</b>	Tuesday, September 8, 2020
<b>Final Date to Register (Add)</b>	Monday, September 21, 2020
<b>Mid-term Exam</b>	Monday, October 26, 2020
<b>Final Date for Withdrawal (Drop)</b>	Friday, February 12, 2021
<b>Final Day of Classes</b>	Tuesday, April 6, 2021
<b>Exam Contingency Date</b>	Monday, April 19, 2021
<b>Marks Due</b>	Thursday, April 22, 2021
<b>Examination Period</b>	Friday, April 9, 2021 - Sunday, April 18, 2021 (10 Days)

<http://csdc.lakeheadu.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=26&topid=23475>

## STUDY WEEKS

Fall Study Week	Oct 12, 2020 – Oct 18, 2020
Winter Study Week	Feb 15, 2021 - Feb 21, 2021

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## CODE OF CONDUCT

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- No extra work will be allowed to bump up a mark. Homework which is not submitted on time will not be corrected and will receive a 0.
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<http://www.lakeheadu.ca/current-students/rights-and-responsibilities>  
<https://www.lakeheadu.ca/current-students/student-success-centre/skills-for-success-seminars/thunder-bay/node/45182>
- Use email to schedule appointments with your instructor. Please allow at least 72 hours for the instructor to answer.
- All emails have to have greetings as the opening and the end of the message. “Hey/hi there” are not appropriate opening for an email to your instructor.
- Disrespectful comments during Zoom classroom exchanges between students or between students and the instructor, as well as comments of a sexist, racist, or homophobic nature or against any disabilities will not be tolerated.
- Learners are asked to behave in the discussions in a professional and civil manner. If you are in doubt, do not post it! Instructors reserve the right to remove any postings deemed inappropriate, unprofessional, or otherwise distracting from the course.

### Copyright Compliance:

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still or kinetic images, or sound, whether they are in digital or hard copy formats, and in whatever media they are offered, are protected in their entirety by copyright, and that to comply with this copyright and the law.

- (a) Students may access and download the course materials only for their own personal and non-commercial use for this course; and
- (b) Students are not permitted to download, copy, store (in any medium), forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials for any other purpose whatsoever except as expressly authorized, and only to the extent authorized, in writing, by the course instructor. They further understand and agree that, if they infringe the copyright of the course materials in any way, they may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University's academic values.

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## Extra Resources

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**Calendar (subject to change)**  
**Semester 2**

<b>Week</b>	<b>January 12<sup>th</sup></b> Obligation and plans for 2021 Review last semester Midterm overview Presente progresivo review Reflexive Verbs	<b>January 14<sup>th</sup></b> Reflexive Verbs Review Estar and Ser II (page 161) Parts of the body Health vocabulary
<b>1</b>		
<b>2</b>	<b>January 19<sup>th</sup></b> Weather Dates review	<b>January 21<sup>st</sup></b> Spanish adverbs Saber vs Conocer
<b>3</b>	<b>January 26<sup>th</sup></b> Family vocabulary	<b>January 28<sup>st</sup></b> Telling time
<b>4</b>	<b>February 2<sup>nd</sup></b> Test 3 – Listening and writing components	<b>February 4<sup>th</sup></b> Demonstratives Adjectives and Pronouns
<b>5</b>	<b>February 9<sup>th</sup></b> Class Presentations – Family vocabulary (oral component of Test 3)	<b>February 11<sup>th</sup></b> Reading activities Tener expressions
<b>6</b>	<b>February 15<sup>th</sup> to February 19<sup>th</sup> - Reading Week</b>	
<b>7</b>	<b>February 23<sup>rd</sup></b> Colours Numbers up to million Clothing vocabulary (shopping)	<b>February 25<sup>th</sup></b> Por and Para Spanish Prepositions I
<b>8</b>	<b>March 2<sup>nd</sup></b> Stem-changing verbs review Irregular first person verbs review Boot verbs review	<b>March 4<sup>th</sup></b> Review and practice: Colors and clothes (shopping) El pretérito– Past Tense
<b>9</b>	<b>March 9<sup>th</sup></b> Review and practice: Past Tense and numbers	<b>March 11<sup>th</sup></b> Test 4 (all components)
<b>10</b>	<b>March 16<sup>th</sup></b> Affirmative and negative words	<b>March 18<sup>th</sup></b> Spanish Prepositions II
<b>11</b>	<b>March 23<sup>rd</sup></b> The personal a	<b>March 25<sup>th</sup></b> Food vocabulary (restaurant)
<b>12</b>	<b>March 30<sup>th</sup></b> Review and practice: Preposition I and II Travel vocabulary	<b>April 1<sup>st</sup></b> Pre-Final Exam Review
<b>13</b>	<b>April 6<sup>th</sup></b> Pre-Final Exam (listening, reading and writing)	<b>April 8<sup>th</sup></b> Pre-Final Exam (all components - alternative day)

**Evaluation:**

**Note for the exams:** It is mandatory to take the 4 parts of the exams (listening, reading, writing and speaking). In case you do not take one part of the exam in Mid-Term or Final exam, your grade will be 0 in these exams.

Type	Due Date	% Final Grade	By Whom
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- (b) Students are not permitted to download, copy, store (in any medium), forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials for any other purpose whatsoever except as expressly authorized, and only to the extent authorized, in writing, by the course instructor.

They further understand and agree that, if they infringe the copyright of the course materials in any way, they may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.

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