

INTRODUCTORY SPANISH**Instructor:** Dr. Ismel González**Course schedule:** Tuesdays and Thursdays- **5:30 – 8:00 P.M.** RB2044**Office Hours:** By appointment**Contact Information:****Office:** Braun Building - **BB2001P****Phone:** 343-8786; **e-mail:** igonzale@lakeheadu.ca**COURSE DESCRIPTION**

This is a rigorous course aimed at those students who wish to attain a working knowledge of Spanish at a beginner level¹, 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.

FORMAT

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.

LEARNING OBJECTIVES

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 que viene* (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;

¹ Students should expect the rigour and demand of a language course regardless of this being a “beginner” course.

- Read texts of moderate complexity on familiar and unfamiliar cultural and historical topics.

CEFR (Common European Framework of Reference)

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

Skills	Descriptions
Listening	<ul style="list-style-type: none"> • 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). • can catch the main point in short, clear, simple messages and announcements.
Reading	<ul style="list-style-type: none"> • can read short, simple texts. • can find specific, predictable information in simple everyday material such as advertisements, timetables. • can understand simple personal letters or texts.
Spoken Interaction	<ul style="list-style-type: none"> • can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. • can handle very short social exchanges, even though they can't usually understand enough to keep the conversation going themselves.
Spoken Production	<ul style="list-style-type: none"> • 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.
Writing	<ul style="list-style-type: none"> • can write short, simple notes and messages relating to matters in areas of immediate needs. • can write a very simple personal letter, for example thanking someone for something. • can write up to three paragraphs on a familiar topic, for example as mini-autobiography.

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

MINOR IN SPANISH

The Department of Languages offers a minor in Spanish. The Minor program consists of three full year courses in Spanish (1000, 2001, and 3001). Please be advised that, should you desire to obtain a Minor in Spanish you should declare it at your earliest convenience in your MyInfo.

REQUIRED COURSE MATERIALS

- 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 IS AVAILABLE FOR PURCHASE AT THE BOOKSTORE.

COURSE REQUIREMENTS

I- Participation and attendance

10%

10% of your mark per semester will account for your participation and attendance. Please note that mere attendance WILL NOT secure you the 10%. Active and voluntary participation is a course requirement and will be factored in in this mark. This mark will also include your attendance to cultural events organized by the Department of Languages and/or me, the course instructor. Examples of these events are movie nights and cultural nights. These events will be announced well in advance so that you can plan accordingly.

II- *Pre-midterm exam*

30%

At the end of Unit 2, there will be an exam which will assess your listening and reading comprehension, as well as your writing skills in Spanish. These exams will be timed. That is, 15 minutes for the listening portion, 1 hr. for the reading portion and 1 hr. for the writing portion. This exam will include all the content taught up to that moment and will provide you with a solid idea of how you are doing in the course and what you need to work on.

III- *Mid-Term Exams*

30%

These exams will take place over two days in the second week of November, and second week of March in the second semester. These exams will also be timed and will be divided as follows:

Day 1: Listening comprehension (2 recordings, 1/2 hr.)
Reading Comprehension (2 reading selections, 1 hr.)
Writing (2 topics, choose 1, 1 hr.)

IV- *Final Exams*

30%

These exams will take place in December and April and on the date determined by the Registrars' Office. **PLEASE NOTE: The speaking component of this exam will take place during the last week of each semester** (Semester 1- Role play; Semester 2- Interview). The exams in December and April will mirror the structure of the mid-term exam.

ALL MARKS WILL BE ADDED IN MYINFO AS EXAMS TAKE PLACE. IT IS YOUR RESPONSIBILITY TO CHECK AND KEEP YOURSELF INFORMED ON YOUR OWN PROGRESS.

Further considerations regarding assignments

The evaluation system is based on **students' ability to participate actively and effectively** in a wide variety of language related activities, in the classroom. This entails a kind of apprenticeship into the language, and progress is a result of the students' own efforts. A strategy of continuous application and fulfillment of course requirements **will enable students to exercise a great deal of direct control over their final grade for this course**. On the other hand, a strategy of neglecting the course – **not attending to classes and/or not participating, and "cramming" for exams** – will be a certain recipe for poor performance and/or failure.

Students should be aware that since this is a language and culture course all material will be recycled in every class and taken upon any assignment regardless of the main focus of such assignment. For example, although the focus of an exam question is the conjugation of regular verbs in the present tense, students will be expected to master, in addition, the agreement among articles, nouns and adjectives and marks will be taken off for these mistakes. Furthermore, should a question in any of the exams be focused on listening comprehension, this does not mean that spelling or grammar mistakes will not count towards the overall mark of such question in the exam (i.e. you hear *Colombia* – a country in South America -, but write *Columbia* – a federal district in the U.S. or part of the name of one of Canada's provinces, you will be penalized for this). However, the oral exams will focus on how capable you are to communicate in Spanish up to that point when faced to certain communicative situations. The marking system for these mistakes follows these guidelines:

Spelling mistake: 0.25

Wrong verb conjugation: 0.5 (unless the focus of the examination is not on verbs. In such case, 1 full mark is deducted)

Wrong word order, faulty agreement: 0.5 (again, unless the focus of the examination is not on these subject matters.)

EVALUATION

Assignment	Due Date	% Final Grade	By Whom
1. Participation and Attendance	Ongoing	10%	Instructor
2. Pre-Midterm Exam	End of Unit 2 – Date TBA	30%	Instructor
3. Midterm Exams	Oct. 28 th and 30 th , and Nov. 4 th (Fall) Feb. 24 th and 26 th , and Mar. 3 rd (Winter)	30%	Instructor
4. Final Exam	Dec. and April (Date TBA)	30%	Instructor
TOTALS		100%	

TIMELY FEEDBACK (University Regulation XII)

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduseredits=False>

Lakehead University recognizes that it is important to provide timely and constructive feedback on all academic work. For all courses, at least 25% (for one term courses) and 30% (for two term courses) of the final grade shall be provided to students prior to the last day to withdraw without academic penalty for the course. Or,

Fall term = October 10

Winter term = February 13

Yearlong = January 23 (SPAN1000YA) BY THIS DATE YOU SHOULD HAVE ALL MARKS FOR ALL EXAMS AND ATTENDANCE AND PARTICIPATION IN THE FIRST SEMESTER.

Desire2Learn Course Site

All students registered in this course have access to the D2L site for Spanish 1000. Through this asynchronous medium, students will have access to grammar charts used during classes and, most importantly, **the laboratory activities**. All of this material, if used on a regular basis, should enhance the learning experience by providing students opportunities to practice the language at home or wherever and whenever they have access to a computer with an Internet connection. Further, lab activities will be taken up in class and will count for your participation and attendance mark.

LAKEHEAD UNIVERSITY and/or FACULTY OF EDUCATION REGULATIONS/POLICIES

INCOMPLETE STANDING (University Regulation, V Standing)

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduseredits=False>

ACADEMIC MISCONDUCT (University Regulation, IX Academic Misconduct)

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3506&loaduseredits=False>

THE FACULTY OF EDUCATION ASSESSMENT RUBRIC

<http://education.lakeheadu.ca/undergraduate/uploads/Microsoft%20Word%20-%20Professional%20Grading%20Policy-1.pdf>

Expectations

The ability to learn, understand, and retain knowledge is demonstrated through the undergraduate degree as required for success in any program. One of the main foci of this course is on building understanding of the Spanish language and the many cultures this language represents. Another focus is to understand the complexities of the language learning process, and on gaining the skills necessary for becoming successful at it. To that end:

1. Attendance is an expectation. Courses are based on active participation and interaction, much of which takes place in class. Courses may have a set limit on the number of sessions that can be missed for ANY reason. These permissible absences should be saved for *emergencies*. Students who do not attend regularly and who do not have any experience in the language, FAIL the course.
2. Requirements on the course outline will be used for assessment. The course outline and assessment rubrics make expectations and deadlines explicit. Late assignments are accepted only under rare, documentable circumstances. Students cannot redo assignments, rewrite exams, or make additional submissions to boost a mark once a *summative* assessment has taken place.
3. Assessment is a reflection of academic rigour. Only in instances where there is unusual disparity among marks or abnormal inconsistency in outcomes will an instructor re-examine a final assessment.

EDUCATION ACADEMIC REGULATIONS

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=21&chapterid=3497&topicgroupid=11173&loadusercredits=False>

Advisement: Cell Phones, PDAs, etc.

The use of **cell phones, personal digital assistants (PDAs), handhelds**, etc. , in class for personal communications (whether checking voice mail, reading and sending text messages, or making conventional telephone calls) is **unacceptable** in the context of class or while a formal presentation is in progress. Moreover, since digital image capturing devices in cameras, cell phones, and PDAs have the potential to be used in a manner that violates the privacy of instructors and students, I request that such devices be used only with the prior permission of the person(s) to be photographed.

Most Canadian schools require that cell phones, etc. not be used during hours of instructions. I request that students power off or mute their PDAs during classes, presentations, tests and exams.

APPENDICES:

APPENDIX 1: LABORATORY ACTIVITIES, PARTICIPATION and ATTENDANCE RUBRIC

APPENDIX 2: SPEAKING EXAMS RUBRIC

APPENDIX 1: LABORATORY ACTIVITIES, PARTICIPATION & ATTENDANCE RUBRIC

	LEVEL 4(A TO A+)	LEVEL 3(B- TO B+)	LEVEL 2(C- TO C+)	LEVEL 1(D/F)
Minimal expectations for successful completion of course	←		regular attendance arrives punctually completes assigned laboratory activities and contributes thoughtfully to class/small group discussions, completes assigned tasks on time.	attendance is not regular arrives late/leaves early does not complete assigned laboratory activities and so cannot make informed and thoughtful contributions to whole class/small group discussions fails to complete assigned tasks so that the group cannot complete its work
Level of engagement	demonstrates a level of personal engagement, reflection, and self-initiation, which exceeds expectations	demonstrates personal engagement and self-initiative, and meets expectations	suggests some personal engagement and self-initiative, and meets most expectations	suggests minimal insufficient engagement and barely meets expectations
Theory/concepts/content	demonstrates over time, a transformation from student to language learner – a reflective individual who understands the relations between languages and cultures, and the use of appropriate content and strategies to promote cultural sensitivity.	demonstrates a comprehensive understanding of languages and cultures, concepts and content and the implications for practice completed assignments and contributions to small/whole class discussions demonstrate imaginative and/or critical thinking	demonstrates a satisfactory understanding of language concepts, and cultural content, and the implications for practice completes tasks demonstrates imaginative and/or critical thinking	demonstrates marginal/insufficient understanding of language concepts, and cultural content tasks are completed perfunctorily with little/no evidence of connections across ideas and applications of ideas to practice
Interpretive community	demonstrates over time a transformation from student to language learner – who values intercultural collaboration and contributes constructively to the creation of the interpretive community.	uses constructive strategies in small group discussions (e.g. invites other group members to contribute; asks questions to clarify a point; negotiates to find a basis for agreement) follows up on others' ideas, and recognizes the validity of different points of view in group discussions or problem-solving activities works with members of the group to establish clear purposes and procedures for solving problems and completing projects trust is evident.	engages in some off-task and/or disruptive behaviours experiences some difficulty in working cooperatively with peers treats others courteously contributes to the development of the interpretive community some trust is evident	engages in off-task and/or disruptive behaviours experiences difficulty in working cooperatively with peers treats others insensitively (with regard to gender, sexuality, race, age, or culture) constrains trust necessary to build the interpretive community

APPENDIX 2: SPEAKING EXAM RUBRIC

Grades are based on a combination of achievement and performance in the class. The following rubric will be used to assess how your oral expression progresses throughout the course. This rubric shall be used during the two final exams.

<p>Level 2 (50%-59%) - <i>Initial basic proficiency</i> At this level, learners:</p> <ul style="list-style-type: none"> • can speak very little, respond to very basic questions about personal information; • speak in isolated words or strings of two or three words; • demonstrate very little vocabulary; • demonstrate no evidence of connected discourse; • make long pauses, often repeat the words spoken. Depends on gestures. • may switch to first language at times; • pronunciation difficulties may significantly impede communication; • need considerable assistance. 	<p>Level 3 (60%-69%) – <i>Developing basic proficiency</i> At this level, learners:</p> <ul style="list-style-type: none"> • can communicate in a limited way some immediate and personal needs; • ask and respond to simple, routine, predictable questions about personal information; • demonstrate little control of the grammar taught up this moment in the course; • demonstrate limited vocabulary and a few simple phrases; • no evidence of connected discourse; • make long pauses and depends on gestures in expressing meaning; • pronunciation difficulties may still significantly impede communication; • still need frequent assistance.
<p>Level 4 (70%-79%) - <i>Adequate basic proficiency</i> At this level, learners:</p> <ul style="list-style-type: none"> • can communicate with some difficulty basic needs in informal conversations; • ask and respond to simple familiar questions, including information questions (<i>¿Qué?, ¿Cómo?, ¿Cuándo?, ¿Dónde?</i>, etc.), use single words and short sentences. • demonstrate some control of the grammar taught up to this moment in the course; many structures are “reduced”. • use basic time expressions (e.g. hoy, siempre, todos los días, algunas veces); use the correct tense and conjugation of verbs; • demonstrate use of vocabulary taught in class up that moment in the course, which is still somewhat limited; • evidence of connected discourse (e.g. pero, y, etc.); • pronunciation difficulties may often impede communication; • sometimes need assistance. 	<p>Level 5 (80%-100%) – <i>Fluent basic proficiency</i> At this level, learners:</p> <ul style="list-style-type: none"> • can take part in short routine conversations; • can communicate basic needs, can ask and respond to simple familiar questions, can describe a situation, or tell a simple story. Uses a variety of short sentences; • demonstrate control of the grammar taught up to that moment in the course; use the correct tense and conjugation of verbs; • demonstrate adequate vocabulary for basic routine everyday communication; • show clear evidence of connected discourse (e.g. y, pero, primero, después, entonces, porque, etc.); • still present difficulties in pronunciation, but these do not impede communication. • Need very little to no assistance.