

Beginning Spanish 1

Course Details

Course Designator & Number: BCLA 1001

Number of Credits: 4

Language of Instruction: Spanish

Contact Hours: 36

Instructor: On-Site Faculty

Course Description

This course is designed to provide students with the vocabulary and grammar necessary for basic expression in Spanish using a communicative approach. In this course, students will learn to introduce themselves, talk about daily routine and plans, discuss past events, use vocabulary related to food, family, and everyday life and activities, negate, and use other expressions necessary for basic communication such as greetings, ordering at a restaurant, or asking for directions.

Course Objectives

By the end of this level, students will be able to:

- Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type
- Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, routine, past events, likes and dislikes).
- Introduce themselves and others and ask and answer questions about personal details such as where they live, people they know, and things they have.
- Interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Methodology

Our faculty's methodological approach consists in the communicative method. The communicative approach is based on the idea that learning a language successfully comes from having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials. The course will provide:

- A variety of activities that address students' different learning styles
- A balance between developing receptive and productive skills that maximizes student interaction
- A balance between individual and group tasks and activities with the target language as a mediator
- Precise grammar explanations based on context and meaning
- A wide variety of listening tasks (textbook, videos, songs, etc.)
- Focus on vocabulary and idiomatic expressions
- A balance between the skills (oral and written comprehension, oral and written expression)

Required Reading / Materials

- Aula 1 Nueva Edición, Editorial Difusión, Jaime Corpas, Eva García, Agustín Garmendia. ISBN: 9788415640066

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Participation in class	15%
Compositions	20%
Quizzes	10%
Oral Presentation	15%
Midterm Exam	20%
Final exam	20%
Overall grade	100%

Assessment Details

Participation

Students will be expected to participate actively in all class activities and discussions, talking only in Spanish in small groups or in pairs, and arriving with all assignments done and ready to discuss. A participation grade based on the quantity and quality of participation shown during each class period and a positive attitude will be assigned regularly to each student. This will be evaluated according to the rubric "Attendance and Participation."

Quizzes

In order to monitor the learning process of the vocabulary and grammar studied, quizzes (involving different skills: talking, reading, writing) will be given on a regular basis. Some of these quizzes may be in the form of a field study (these will vary depending on the semester, because they are adjusted to the national and local calendar of fiestas and festivals).

Compositions

Three compositions will be assigned during this course. All written assignments must be typed and double-spaced, in font Arial 12 with 1-inch margins, and use correct Spanish punctuation. Any late written assignments will be accepted but with a penalty (-5 points per calendar day). Each written assignment/composition is related to one of the lessons and the main aim is to monitor the assimilation of new vocabulary, structures and tenses. The compositions will be evaluated according to the rubric for evaluating "Compositions."

Oral Presentation

Students must do an oral presentation in class and in Spanish. Each student will be allotted 4 to 5 minutes for the presentation. The presentation will be evaluated according to the rubric for

evaluating “Oral Presentation” (attached to this syllabus). Students will be given a list of topics, structures, and vocabulary that they must use.

Exams

There will be two exams, one in the middle of the semester and one at the end. They will not be accumulative. Each exam will consist of oral comprehension 20%, grammar and vocabulary 40%, reading comprehension 20%, written expression 20%. Percentages of each part of the exam may vary depending on the level.

Field Studies Descriptions

All field studies are related with the course contents and they intend to put our students in contact with the local culture using language. We have two types of field studies:

A) Those closely related to the grammar or vocabulary of one of the lessons. These propose activities in given places where students must use structures and/or vocabulary studied in the lesson, for example:

1. Els Encants: One of the oldest flea markets in Europe where students can find odd antiques and where haggling is always necessary.
2. My neighborhood and apartment in Barcelona: Students should discover hidden places in one of the 70 Barcelona neighborhoods
3. Let's go to the market: Shopping in one of the 42 public markets of Barcelona to prepare some tapas.
4. Barcelona antes y ahora: A comparison of Barcelona's evolution over time using old photographs. Will students be able to find the same place?

B) Those with a seasonal aspect. These are connected to local celebrations. The activities are adjusted to the vocabulary and grammar for each level.

1. Santa Eulàlia: the winter fiestas of Barcelona. Lots of activities happen in the street, like Human Towers, Correfoc, traditional dances, and much more.
2. Corpus Christi: the celebration of the arrival of summer. Linked to pre-Christian festivities.
3. Saint Joan: the shortest night of the year. Barcelona celebrates the summer solstice with lots of peculiar traditions.
4. La Mercè: the summer fiestas of Barcelona. The most important week in the city of Barcelona.
5. La Castanyada: autumn is here. Students will experience the Catalan alternative to Halloween.
6. La Fira de Santa Llúcia: Ready for Christmas. Students will visit the traditional Christmas market where they will learn (interacting with locals) about the peculiar Catalan Christmas traditions.

Field Study Assessment

Each field study has a 3-step structure:

- Pre-activity: usually done in class and linked to the vocabulary and grammar of the lesson.
- Activity: usually done on site. It encourages students to interact in a meaningful way with the local community.
- Post-activity: students must produce a document which proves the accomplishment of the learning outcomes. It can be an audio or video recording, a presentation, or a composition.

Written & Oral Assessment

Since our textbooks follow the Common European Framework of Reference for Languages, our faculty will use the official scales provided by the European Union (and used in most European universities).

Proficient User	C1	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C2	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express themselves fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled u
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of their background, immediate environment, and matters in areas of immediate need.

	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
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For activities focusing in specific vocabulary and grammar, faculty may use rubrics specially designed for that assignment based on the official scale.

	Range	Accuracy	Fluency	Interaction	Coherence
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate, and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g., in forward planning, in monitoring others' reactions).	Can express themselves spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave their contribution into the joint discourse with fully natural turn taking, referencing, allusion making, etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language, allowing them to select a formulation to express themselves clearly in an appropriate style on a wide range of general, academic, professional, or leisure topics without having to restrict what they want to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate their own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding and can correct most of their mistakes.	Can produce stretches of language with a fairly even tempo; although they can be hesitant while searching for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take their turn when appropriate, and end conversation when necessary, though not always elegantly. Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some jumpiness in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	Can keep going comprehensively, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make themselves understood in very short utterances, even though pauses, false starts, and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when they are following but is rarely able to understand enough to keep conversation going of their own accord.	Can link groups of words with simple connectors like "and," "but," and "because."
A1	Has a very basic repertoire of words	Shows only limited control of	Can manage very short,	Can ask and answer	Can link words or groups of

	and simple phrases related to personal details and particular situations.	a few simple grammatical structures and sentence patterns in a memorised repertoire.	isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing, and repair.	words with very basic linear connectors like “and” or “then.”
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Course Content

Disclaimer: This is a tentative program. AIU or the professor may add some topics and remove others, depending on the number of students, the class’s pace, or any other incidents.

Unit 0

- Contents: Course presentation, meeting our classmates, how to introduce ourselves, asking questions in Spanish, greetings.
- Grammar and vocabulary:
 - Numbers 1-10
 - *Hola, adiós, hasta luego, etc.*
- Oral Comprehension and Expression: How to introduce oneself, greetings for daily use (*saludar y despedirse*) tracks 2 and 3, useful questions for use in class: *¿Cómo se dice/escribe? ¿Puedes repetir?* etc.

Unit 1

Part 1

- Contents: Learning Spanish words for everyday use, the alphabet and pronunciation
- Grammar and vocabulary:
 - The basic rules for the gender of words in Spanish
 - Letters and sounds
 - Expressing likes
- Reading comprehension: Understanding information about people (name, age, nationality, and profession). Activity 2.
- Oral comprehension: The alphabet in Spanish. Activity 3. Track 5. Letters and vowels (*c/z/k/qu/g/j+vowel*) Activity 5. Track 8.

Part 2

- Contents: Providing and asking personal information, hobbies, numbers.

- Grammar and vocabulary:
 - Personal information (name, age, profession, etc.) and interaction
 - Verbs: Llamarse, ser, tener, gustar
 - -AR/-ER/-IR verbs
- Oral comprehension: Asking and giving personal information. Activities 7 and 10. Tracks 7-10.
- Oral expression: Describing people. Activities 8 and 11 (Portfolio).

Unit 2

Part 1

- Contents: How to talk about plans, how to justify our intentions
- Grammar and vocabulary:
 - Verb: Querer + infinitive
 - Justifying why we do what we do: *porque, para, por*
 - Vocabulary: leisure activities
- Reading comprehension: Discussing plans for the weekend. Activity 2
- Oral comprehension: Understanding why some people do certain things. Activity 3. Track 11.
- Oral and written expression: Expressing what students want to do while abroad and why

Part 2

- Contents: Conjugating present tense, gender and number in Spanish (nouns)
- Grammar and vocabulary:
 - Present tense: -AR/-ER/-IR
 - Stem-changing verbs
- Reading comprehension: Talking about things we do. Conjugating the present. Activity 5
- Written expression: What do we want to do? Stem-changing verbs, “querer,” and more. Activity 6.
- Oral and written expression: Things we want to do in class. Activity 11 (portfolio).

Unit 3

Part 1

- Contents: Describing places (Latin American countries).
- Grammar and vocabulary:
 - Vocabulary: climate, gastronomy, currencies, population, products, etc

- Reading comprehension: Understanding information about Latin American countries. Activities 2 and 3.

Part 2

- Contents: Describing where we are, talking about existence and/or location.
- Grammar and vocabulary:
 - Verbs: *ser, estar, hay*
 - Climate and weather vocabulary
- Reading comprehension: Describing places that we visit. Activity 4 and 5.
- Oral expression: Talking about the weather. Activity 5.

Part 3

- Contents: Asking questions in Spanish, using the superlative.
- Grammar and vocabulary:
 - *Qué, cuál/-es*
 - *El/la/los/las + noun + más + adjective + de/del/de la*
- Oral comprehension: The use of the superlative. Activity 7. Track 13.
- Oral expression: Spotting differences and discussing them. Activity 8.
- Written expression: Describing a country. Activity 10. (Portfolio).

Unit 4

Part 1

- Contents: Going shopping (introduction), how to express need/obligation.
- Grammar and vocabulary:
 - Vocabulary: clothes and basic travel items, colors, sizes, etc.
 - Structure: *tener + que + infinitive*
- Oral comprehension: Going shopping. Deciding what T-shirt to buy. Activity 2. Track 22-25.
- Reading comprehension: Packing to spend a weekend out. Activity 3

Part 2

- Contents: How to identify objects, going shopping: asking about products, prices, etc.
- Grammar and vocabulary:
 - Demonstratives: *este/a/os/as, el/la/los/las + adjective*
- Reading comprehension: Choosing based on preference. Activity 4 and 5.
- Oral comprehension: Numbers bigger than 100. Activity 6. Track 26.

Part 3

- Contents: How to express preference, field activity (self-guided).
- Grammar and vocabulary:
 - Verb: *costar*

- Asking information and price
- Reading comprehension: Asking the price. Activity 9.
- Oral comprehension: Understanding a conversation in a shop. Activity 9. Track 27.
- Field activity: Els Encants. The oldest flea market in Europe (Portfolio).

Mid-Term Exam

Unit 5

Part 1

- Contents: How to describe people
- Grammar and vocabulary:
 - Vocabulary: date of birth, physical aspect, hobbies, personal data, favorite food or music, etc.
- Reading comprehension: Personal information and curiosities to describe people. Activity 2.
- Oral expression: Describing myself and other people. Activity 2, parts B and C.
- Oral comprehension: Understanding how other people describe themselves. Activity 3. Tracks 26-30.

Part 2

- Contents: How to express likes and dislikes
- Grammar and vocabulary:
 - Vocabulary: music styles, leisure activities, etc
 - Verb: *gustar + noun/infinitive, También/Tampoco*
- Reading comprehension: Understanding other people's likes and dislikes. Activity 4.
- Oral expression: Expressing our own likes and dislikes. Activity 5.
- Oral comprehension: Expressing agreement and disagreement. Activity 6. Track 31.

Part 3

- Contents: How to talk about personal relationships: my family
- Grammar and vocabulary:
 - Vocabulary: familia
 - Possessives: mi/tu/su
 - Reading comprehension: Understanding other people's likes and dislikes. Activity 4.
 - Oral expression: Expressing our own likes and dislikes. Activity 5.
 - Oral comprehension: Expressing agreement and disagreement. Activity 6. Track 31.

Unit 6

Part 1

- Contents: Talking about habits and usual activities.
- Grammar and vocabulary:
 - Vocabulary: routine verbs
 - The hour: faltar, numbers
 - Times and days of the week
- Reading comprehension: Talking about habits. Activity 2
- Oral comprehension: What time is it? Activity 34-39.

Part 2

- Contents: Times and parts of the day, frequency
- Grammar and vocabulary:
 - Stem-changing and irregular verbs in present tense
 - Frequency expressions: a menudo, una vez, dos veces, a veces, etc
- Oral comprehension: Comparing routines between Spain and the USA. Activity 5. Track 40.
- Reading comprehension: Planning events. My agenda for the week. Activity 6.

Part 3

- Contents: Talking about a normal day in Barcelona.
- Grammar and vocabulary:
 - Present tense conjugation: regular and irregular verbs
 - Christmas traditions in Spain
- Reading comprehension: A normal Kings Day in Spain. Activity 8
- Written expression: Talking about family traditions. Activity 8.
- Oral comprehension: Describing other people's routines. Activity 9.

Part 4

- Contents: How to organize events chronologically.
- Grammar and vocabulary:
 - Present tense conjugation: regular and irregular verbs
 - Frequency expressions
 - Time markers: primero, después, más tarde, al final, etc
- Oral expression: Talking about my daily routine and its sequence. Activity 10. Talking about habits and routines. Activity 11.
- Written expression: Preparing a questionnaire to know our classmate's habits. Activity 11. Part C.

Unit 7

Part 1

- Contents: Spanish recipes and ingredients
- Grammar and vocabulary:
 - Vocabulary: ingredients, recipes, numbers, etc.
 - Ordering in a restaurant/bar: *querer/poner*, etc
- Reading comprehension: Typical ingredients and recipes from Spain. Activity 1 and 2.
- Oral expression: My favorite foods. Activity 1. Part B. Ordering in a bar. Activity 2. Parts B and C.
- Oral comprehension: Ordering at a bar and a restaurant. Activity 3. Track 43

Part 2

- Contents: Going to the restaurant: el menu del día, how to order in bars and restaurants.
- Grammar and vocabulary:
 - Verbs: *poner, traer*. Stem change and irregular verbs
 - Cultural differences (about schedules and meals)
 - Writing and understanding recipes
- Reading comprehension: Ordering with different levels of formality (in bars and restaurants/shops) Activity 4. Different ways we prepare food. Activity 7.
- Written expression: Writing a recipe we like. Activity 8.
- Oral expression: Our favorite ingredients/recipes. Activity 9.

Part 3

- Contents: Understanding recipes, ordering ingredients, products, drinks, etc.
- Grammar and vocabulary:
 - Vocabulary: ingredients, recipes, numbers, greetings, etc
 - Ordering in a restaurant/bar: *querer/poner*, etc.
 - Courtesy expressions: *por favor, gracias*
- Oral expression: Field study: let's go to the market.

Oral Presentation

Final Exam

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).