

# 0502S101

## Elementary Spanish I

**Instructor:** Dean Simpson

**Time:** Monday through Friday (June 17, 2019 - July 19, 2019)

**Office Hours:** 2 hours (according to the teaching schedule)

**Contact Hours:** 60 (50 minutes each)

**Credits:** 4

**Location:** Huiquan Building

**Office:** Huiquan Building 518

**E-mail:**

### Course Description

This course is a basic Spanish language course for those who have no previous knowledge of Spanish, or for those who have studied in high school for one year or less.

### Course Goals

At the end of the course the students will be able to:

- Communicate needs on a basic level in regards to daily routines, university life, family, shopping, eating, traveling, etc.
- Carry on short conversations with native and non-native speakers on a set of themes
- Understand the main ideas in both oral and written Spanish in limited/ controlled speech
- Read appropriate-level texts on familiar topics and explain the main ideas of that text
- Develop an understanding of Hispanic cultural activities and celebrations
- Write short sentences and paragraphs on studied topics

### Required Text

*Panorama: Introducción a la lengua española*, Blanco & Donley, Fourth Edition.  
Boston, MA: Vista Higher Learning, 2012. ISBN: 978-1617677427

### Prerequisites

No prerequisites

### **Course Hours**

The course has 25 sessions in total. Each class session is 120 minutes in length. The course meets from Monday to Friday.

### **Course Schedule**

Please note that the schedule is meant to give an overview of the major concepts this course. Changes may occur in this calendar as needed to aid in the student's development.

### ***WEEK ONE***

#### **Monday**

Introduction to course

Chapter 1: Hola ¿qué tal?

Greetings, Alphabet in Spanish Subject pronouns

Nouns and article

#### **Tuesday**

Chapter 1: Hola ¿qué tal?

Present tense of verb SER

Numbers 0-30

Telling time

Fotonovela

#### **Wednesday**

Chapter 2: En la universidad

AR verbs; verb "gustar"

Forming questions in Spanish and Question words

Numbers 101 and higher

#### **Thursday**

Chapter 2: En la universidad

Present tense of "estar"

Prepositions of location often used with "estar"

Numbers 101 and higher.

#### **Friday**

Test 1

### ***WEEK TWO***

#### **Monday**

Chapter 3: La familia

Vocabulary

Descriptive and Possessive adjectives

Present tense of regular -er, -ir verbs.

**Tuesday**

Chapter 3: La familia

Verbs “tener” and “venir”

Present tense of verb IR

**Wednesday**

Chapter 4: Los pasatiempos

Vocabulary

verb IR

present tense of stem changing verbs.

**Thursday**

Chapter 4: Los pasatiempos

Verbs with irregular “yo” forms; the verbs “ver” and “oir”:

**Friday**

Test 2

***WEEK THREE***

**Monday**

Chapter 5: ¡Vamos a la playa!

Estar with conditions and emotions

Present progressive

Comparing “ser” and “estar”

**Tuesday**

Chapter 5: ¡Vamos a la playa!

Direct object nouns and pronouns

**Wednesday**

Chapter 6: De compras

Vocabulary

Colors

The preterite tense of regular verbs.

**Thursday**

Chapter 6: De compras

Verbs saber/conocer

Indirect object pronouns

Demonstrative adjectives and pronouns.

**Friday**

Test 3

**WEEK FOUR**

**Monday**

Chapter 6

Practice Preterite tense

Prepare skits

**Tuesday**

Chapter 7: La rutina diaria

Vocabulary

Reflexive verbs;

Indefinite and negative words

Practice Past tense

**Wednesday**

Chapter 7: La rutina diaria

Preterite of verbs “ser” and “ir”.

“Gustar” and verbs like “gustar”.

Review Preterite tense

**Thursday**

Presentations

**Friday**

Test 4

**WEEK FIVE**

**Monday**

Composition in class

Chapter 7: La rutina diaria

More on “Gustar” and verbs like “gustar”.

Review preterite tense

**Tuesday**

Group skits

More work with the preterite

Catch up day and review of course materials

**Wednesday**

Review for final exam

**Thursday**

Final exam

**Friday**

Evaluations

Metacognitive exercises

Wrap up

**Course Requirements**

***Class participation and preparation***

Class participation involves volunteering answers and contributing to the class discussions. Inhibition is the enemy of learning. Being prepared for class means that you demonstrate knowledge of assigned homework by participating actively in the discussions and turning in written homework upon request. Prepare the work assigned to a particular day the night before. Refrain from texting, phoning or engaging in computer activities unrelated to class during class.

***Assignments***

**Composition:** There will be one assigned composition on a specific topic. You'll have the opportunity to revise and re-write the composition. Late submission of re-writes will not be accepted for grade.

**Oral presentation:** Each student will give an oral presentations in Spanish on a topic related to the Spanish-speaking world (approved by the instructor). Guidelines for these presentations will be explained with greater detail once the dates for the presentations approach.

**Grading Policy**

<b>Details</b>	<b>Percentage</b>
Tests (4)	40%
Composition	10%
Presentation	10%
Class participation	10%
Final exam	30%
Total	100%

**Grading Scale**

The instructor will use the grading system as applied by JNU:

<b>Definition</b>	<b>Letter Grade</b>	<b>Score</b>
Excellent	A	90~100
Good	B	80~89
Satisfactory	C	70~79
Poor	D	60~69
Failed	E	Below 60

### **Attendance**

Attendance is mandatory in the class. It will be recorded each class and forms part of students' participation record. Students should inform the instructor at the earliest opportunity if they need to ask for a leave. All absences may have negative effect on students' final grades. Any student with more than three unexcused absences will automatically fail the course.

### **Academic Integrity**

As members of the Jinan University academic community, students are expected to be honest in all of their academic coursework and activities. Academic dishonesty, includes (but is not limited to) cheating on assignments or examinations; plagiarizing, i.e., misrepresenting as one's own work any work done by another; submitting the same paper, or a substantially similar paper, to meet the requirements of more than one course without the approval and consent of the instructors concerned; or sabotaging other students' work within these general definitions. Instructors, however, determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct in any portion of the academic work face penalties that range from the lowering of their course grade to awarding a grade of E for the entire course.