

0502S101

Elementary Spanish I

Instructor: Dean Simpson

Time: Monday through Friday (June 15, 2020 - July 17, 2020)

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

Contact Hours: 60 (50 minutes each)

Credits: 4

Location: Huiquan Building

Office: Huiquan Building 518

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. Please note that *what is listed for the day is due that day*. Students are expected to read the assignments the night before and come to class ready to discuss the readings. *Spontaneous assessments may be given to assess the students' readiness.*

WEEK ONE

Monday

Introduction to course

Presentations

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

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 (or skit options)

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

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 presentation in Spanish. They have two options: (a) give an individual presentation on a topic related to the Spanish-speaking world (approved by the instructor), or (b) prepare a group skit that develops a particular theme with the learned vocabulary and grammar. Guidelines for these presentations will be explained with greater detail once the dates for the presentations approach.

Grading Policy

Details	Percentage
Tests (4)	40%
Composition	10%
Presentation (skits)	10%
Class participation	10%
Final exam	30%
Total	100%

Grading Scale

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

Definition	Letter Grade	Score
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.