

## INTRODUCTORY SPANISH

**Course load: 96 hours**

### **Course Description**

The course **Introductory Spanish-Level 0**, in the context of learning Spanish as a Foreign Language, is based on grammatical, functional, lexical, pragmatic and cultural contents included in the Syllabus of the Cervantes Institute: reference and learning levels of Spanish. These levels derive from those established in the Common European Framework of Reference for Languages (CEFR).

This course comprises intermediate levels: A1 y A2. Therefore, the students who take this course do not have a basic knowledge of Spanish with which they are able to manage everyday situations.

The course will be imparted in the 'rioplatense' variant of Spanish, however, the International Spanish characteristics will also be taken into account. Students are expected to develop their communicative and grammatical competences by applying their linguistic skills: oral and written comprehension/ oral and written production in different social contexts of the Argentinian reality, thus, they will obtain an A2 Spanish level by the end of the course.

## Objectives

The general objective of this course is that students who are non-Spanish speakers achieve a basic level of usage, equivalent to an A2 level of the Common European Framework of Reference for Languages (CEFR).

Therefore, students will need to achieve the following specific goals:

- a) To develop the four linguistic skills: comprehension, expression and interaction at a basic level.
- b) To develop linguistic and non-linguistic resources which will enable the students to successfully manage themselves in certain social interactions.
- c) To apply the theoretical/practical knowledge of pedagogical grammar to the appropriate learning level in different communicative situations.
- d) To learn about Argentinean culture through communicative interactions and personal experiences with native Spanish speakers.

## COURSE BIBLIOGRAPHY

We will work with authentic texts, audio-visual material from different areas and booklets which are specially prepared by the Spanish as a Foreign Language teaching staff.

Students must get one of the following Grammar books:

Norwegian: Chiquito, Ana Beatriz, *Spansk referansegrammatikk*, Forlag: Fagbokforlaget, 2009. ISBN: 9788245001266

Swedish: Falk, Johan & Sjölin, Kerstin & Lerate, Luis, *Modern spansk Grammatik*, Förlag: Liber, 2010. ISBN: 9789147092154

Danish: Halvor Søbørg & Einar Krog-Meyer, *Spansk Grammatik*, Forlag: Schønberg, 2010. ISBN: 9788757013191

English: Butt, John & Benjamin, Carmen, *A New Reference Grammar of Modern Spanish*, Forlag: Hodder Education, 2011. ISBN13: 9781444137699

### Dictionaries

Larousse Staff: García-Pelayo, Ramón & Gross, *Diccionario Larousse del español moderno, 1983*. ISBN-978-0-451-16809-2

Nicholas Rollin & Carol Styles Carvajal & Jane Horwood, *Pocket Oxford Spanish Dictionary* Oxford University Press, 2005. ISBN-13: 978-0198610724

## CONTENTS & COURSE CALENDAR

**This calendar could be subject to change.** The teacher will announce in class any change if necessary. The students will use the grammar books and dictionaries mentioned above on a daily basis.

**WEEK 1: GRAMMAR CONTENTS:** gender and number. The three conjugations in Spanish *:-ar, -er, -ir*. Conjugation and usos of the verbs *ser, tener, llamarse*.

**COMMUNICATIVE CONTENTS:** give and ask for personal data. Greet and say goodbye. Ask the meaning of words.

**CULTURAL CONTENTS:** situations of formal and informal register. People, places, products and costumes from South America.

### READINGS

**For the student:** Texts and practice of Unit 1 from the Spanish booklets.

**WEEK 2: GRAMMAR CONTENTS:** subject pronouns. The Present of the Indicative Mood: regular verbs and *querer*. The determinative article. Some prepositions and their uses: *a, con, de, por, y para*.

**COMMUNICATIVE CONTENTS:** to express intentions, to express interests, to express motifs.

**CULTURAL CONTENTS:** the Spanish in the world.

### READINGS

**For the student:** Texts and practice of Unit 2 from the Spanish booklets.

**WEEK 3: GRAMMAR CONTENTS:** use of the verbs *haber, estar y ser*. The superlative and the indefinite article. The quantifiers. Interrogative pronouns.

**COMMUNICATIVE CONTENTS:** to describe places, express existence. To talk about location. To talk about the weather. Ask and give information.

**CULTURAL CONTENTS:** Buenos Aires neighbourhoods

### **READINGS**

**For the student:** Texts and practice of Unit 3 from the Spanish booklets.

**WEEK 4: GRAMMAR CONTENTS:** the demonstratives, the interrogative pronouns “*qué*” y “*cuál*”. The periphrasis “*tener que + infinitivo*”.

**COMMUNICATIVE CONTENTS:** to identify objects. To express necessity. To buy in shops. To express preferences.

**CULTURAL CONTENTS:** shopping in Buenos Aires.

### **READINGS**

**For the student:** Texts and practice of Unit 4 from the Spanish booklets.

**WEEK 5: GRAMMAR CONTENTS:** inverted structure verbs. The possessives.

**COMMUNICATIVE CONTENTS:** to talk about looks and personality. To express tastes and interests. Ask for tastes. Contrast different tastes. To talk about personal relationship.

**CULTURAL CONTENTS:** Buenos Aires cultural agenda

## **READINGS**

**For the student:** Texts and practice of Unit 5 from the Spanish booklets.

**WEEK 6: GRAMMAR CONTENTS:** irregular verbs in the present of indicative. Reflexive verbs. Time markers.

**COMMUNICATIVE CONTENTS:** to talk about present habits. To express frequency.

**CULTURAL CONTENTS:** Argentinean costumes

## **READINGS**

**For the student:** Texts and practice of Unit 6 from the Spanish booklets.

**WEEK 7:** The students will have this week of self-practice and study in which they will be able to catch up with all the readings and practices of this subject. They will have tutoring classes during the whole week for consultations and practices.

## **READINGS**

**For the student:** General revision up to Unit 6 from the Spanish booklets.

**WEEK 8: GRAMMAR CONTENTS:** impersonal structure with “se”. Direct object pronouns. Irregular verbs in the first person singular.

**COMMUNICATIVE CONTENTS:** give and ask for information about meals.

**CULTURAL CONTENTS:** Argentinean gastronomy

**SUBJECT FOR THE FIRST ORAL EXAM**

### **READINGS**

**For the student:** Texts and practice of Units 7 and 8 from the Spanish booklets.

**WEEK 9: GRAMMAR CONTENTS:** form and use of the preterit perfect simple: most common regular and irregular verbs. Difference between “*ir*” y “*venir*”. Time markers.

**COMMUNICATIVE CONTENTS:** to narrate and relate past events. To talk about duration.

**CULTURAL CONTENTS:** famous persons and inventions in Argentina.

### **READINGS**

**For the student:** Texts and practice of Unit 9 from the Spanish booklets.

**WEEK 10: GRAMMAR CONTENTS:** some uses of the verbs *ser* and *estar*. Use of the verbo *doler*. Some verbal periphrasis with *tener*, *deber* y *poder*. The periphrastic future.

**COMMUNICATIVE CONTENTS:** give advice. To talk about different moods. Describe pains, aches and symptoms. Talk about plans and intentions in the future.

**CULTURAL CONTENTS:** the gestures in Argentina.

**FIRST ORAL EXAM**

### **READINGS**

**For the student:** Texts and practice of Unit 10 from the Spanish booklets.

**WEEK 11: GRAMMAR CONTENTS:** form and uses of the imperfect preterit. Time markers in the past.

**COMMUNICATIVE CONTENTS:** to talk about habits, costumes and circumstances in the past. Locate actions in the past and in the present. To argue and debate.

**CULTURAL CONTENTS:** the last military dictatorship in Argentina

### **READINGS**

**For the student:** Texts and practice of Unit11 from the Spanish booklets.



**WEEK 12: GRAMMAR CONTENTS:** Revision of irregular verbs in perfect preterit simple. Contrast between perfect preterit simple and the imperfect. Time markers. The gerund.

**COMMUNICATIVE CONTENTS:** to narrate in the past. Action sequences.

**CULTURAL CONTENTS:** films and music in Spanish

## **READINGS**

**For the student:** Texts and practice of Unit12 from the Spanish booklets.

**WEEK 13:**

**GENERAL REVIEW, DOUBT CLEARING SESSION. SUBJECT FOR THE LAST ORAL EXAM**

**WEEK 14: WRITTEN PILOT TEST**

**WEEK 15 : LAST ORAL EXAM**

**WEEK 16: FINAL WRITTEN EXAM**

## Evaluation & Grading Policy

### A) Evaluation Criteria and requirements:

Students must read all the required readings and complete the established assignments for each class. The subject **final grade** will consist of a weighted average of an **attitude grade (17%)**, which will include the student's class participation throughout the course term and submission in due course and form of all the assignments given by the teacher, **the grade of the two oral exams (33%)** and the **final written exam grade (50%)**.

### B) Attendance Policy:

It will be required an 75% class attendance, the student who does not fulfill that attendance requirement will automatically receive an "F". In this class, 0.5 points will be deducted from your Attendance grade for every unexcused absence or if the student does not hand in the given assignments in due time and proper course

**Missed Exams:** "Make-up" exams are a privilege, one to be extended only to students who have missed an exam with prior arrangement (one week notice) with the instructor or due to extenuating circumstances.

**Participation:** We attach great importance to participation as a learning experience. A student's grade will suffer changes because of actions which might disrupt the group experience. For this reason **all cell phones must be turned off before the class begins**. If you have a unique circumstance for which you must leave the phone on, consent from the instructor is required beforehand. Students will have a significant point total deducted from their class grade if they do not adhere to this regulation.

### C) Grading Scale

Description	Percentage
10 (A) Excellent	100-95
9 (A-) Very Good	94-89
8 (B) Good	88-83
7 (B-) Above Average	82-77
6 (C) Average	76-71
5 (C) Below Average	70-65
4 (D) Lowest Passing Grade	64-60
3 (F) Failure	59-0
2 (W) Officially withdrawn	Academic Advisor's approval
1 (I) Incomplete	Academic Advisor's approval

**Plagiarism:** An important objective of this course is to get students to learn how to write essays. Students are expected to write their own assignments. Plagiarism not only undermines this learning process but also represents a serious breach of College policy and of academic honesty.

Outside sources should always be referenced in the essay's bibliography. Plagiarized work will receive an automatic F. If you have any doubts on what constitutes plagiarism, do not hesitate to ask the Instructor.