



BCLA SPAN 1101 Spanish 101

CAPA Barcelona Program

Course Description

Spanish 1001 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 routines 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.

Requirements and Prerequisites

None. This course is recommended as four credit hours.

Learning Outcomes

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

- a. Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- b. 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).
- c. Introduce themselves and others and ask and answer questions about personal details such as where they live, people they know and things they have.
- d. Interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Class 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, ...)
- focus on vocabulary and idiomatic expressions
- a balance between the skills (oral and written comprehension, oral and written expression)

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

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 you can find odd antiques and where haggling is always necessary.
2. My neighborhood and apartment in Barcelona: Encourage our students to 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 in order to prepare some tapas!
4. Barcelona antes y ahora: A comparison of Barcelona's evolution over time using old photographs. Will students be able of finding 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. Sant Joan: the shortest night of the year. Barcelona celebrates 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.

Assessment/Grading Policy

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 is above the level necessary to meet course requirements.
C+	77-79	Achievement that meets the course requirements in every respect.
C	73-76	Achievement that meets the course requirements in most respects.
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 completed but at a level of achievement that is not worthy of credit or was not completed.

Description of Forms of Assessment

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 will have to 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 will need to use.

Exams

There will be 2 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.

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Participation	15%	A, B, C, D	Weekly
Quizzes	10%	A, B, C, D	TBC
Compositions	20%	A, B, C, D	TBC
Oral Presentation	15%	B, C, D	Session 23
Midterm Exam Short questions (10%) Essay (20%)	20%	A, B, C, D	Session 12
Final Exam	20%	A, B, C, D	Session 24

Required Readings:

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

SUNY-Oswego On-line Library Resources

Students are advised to review assignments and readings. If you do not have access to sufficient additional resources from your home institution to complete the coursework for this class, you may request access to the on-line library resources of SUNY-Oswego: <http://libraryguides.oswego.edu/c.php?g=500670>. To access this resource, you must request access during the first week of the program.

Weekly Course Schedule

Session - Lesson	Contents	Contents Grammar and vocabulary	Activities in class
Session 1 - Unidad 0	<ol style="list-style-type: none"> 1. Course presentation 2. Meeting our classmates 3. How to introduce ourselves 4. Asking questions in Spanish 5. Greetings 	<p>Numbers 0-10. <i>Hola, adiós, hasta luego, etc.</i></p>	<ul style="list-style-type: none"> • Oral comprehension and expression: <ol style="list-style-type: none"> 1. How to introduce oneself. 2. Greetings for daily use (<i>saludar y despedirse</i>). Tracks 2 & 3. 3. Useful questions for use in class: <i>¿Cómo se dice/escrbe? ¿Puedes repetir? etc.</i>
Session 2 - Unidad 1	<ol style="list-style-type: none"> 1. Learning Spanish words for everyday use 2. The alphabet and pronunciation 	<ul style="list-style-type: none"> • The basic rules for the gender of words in Spanish • Letters and sounds • Expressing likes 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Understanding information about people (name, age, nationality and profession). Activity 2. • Oral comprehension: <ol style="list-style-type: none"> 2. The alphabet in Spanish. Activity 3. Track 5. 3. Letters and vowels (c/z/k/qu/g/j+vowel) Activity 5. Track 6.
Session 3 - Unidad 1	<ol style="list-style-type: none"> 1. Providing and asking personal information 2. Hobbies 3. Numbers 	<ol style="list-style-type: none"> 1. Personal information: name, age, profession, telephone number, and email. 2. Verbs: <i>llamarse, ser, tener, gustar</i> <ul style="list-style-type: none"> • Verbs in Spanish: -AR/-ER /-IR • Personal information interaction 	<ul style="list-style-type: none"> • Oral comprehension: <ol style="list-style-type: none"> 1. Asking and giving personal information. Activity 7 & 10. Tracks 7-9 & 10. • Oral expression: <ol style="list-style-type: none"> 2. Describing people. Activity 8 & 11 (Portfolio).
Session 4 - Unidad 2	<ol style="list-style-type: none"> 1. How to talk about plans 2. How to justify our intentions 	<ol style="list-style-type: none"> 3. Verb: <i>Querer+infinitive</i> 4. Justifying why we do what we do: <i>Porque, para, por</i> 5. Vocabulary: leisure activities. 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Discussing plans for the weekend. Activity 2. • Oral comprehension: <ol style="list-style-type: none"> 2. Understanding why some people do certain things. Activity 3. Track 11. • Oral and written expression: <ol style="list-style-type: none"> 3. Expressing what and why students want to do while abroad.
Session 5 - Unidad 2	<ol style="list-style-type: none"> 1. Conjugating present tense 2. Gender and number in Spanish (nouns) 	<ul style="list-style-type: none"> • Present Tense: -AR -ER -IR • Stem-changing verbs 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Talking about thing we do. Conjugating the present. Activity 5. • Written expression: <ol style="list-style-type: none"> 2. What we want to do? Stem-changing verbs “<i>querer</i>” and more. Activity 6. • Oral & written expression: <ol style="list-style-type: none"> 3. Things we want to do in class. Activity 11. (Portfolio)
Session 6 - Unidad 3	<ol style="list-style-type: none"> 1. Describing places (Latin American countries) 	<ul style="list-style-type: none"> • Vocabulary: climate, gastronomy, currencies, population, products, etc. 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Understanding information about Latin American countries. Activities 2 & 3.

Session 7 - Unidad 3	1. Describing where we are 2. Talking about existence and/or location	<ul style="list-style-type: none"> Verbs: <i>ser, estar, hay</i> Climate and weather vocabulary 	<ul style="list-style-type: none"> Reading comprehension: <ul style="list-style-type: none"> 1. Describing places that we visit. Activity 4 & 5. Oral expression: <ul style="list-style-type: none"> 2. Talking about the weather. Activity 5.
Session 8 - Unidad 3	1. Asking questions in Spanish 2. Using the superlative	<ul style="list-style-type: none"> <i>Qué, cuál/-es</i> <i>El/la/los/las+noun+más+ adjective+de/de/ de la...</i> 	<ul style="list-style-type: none"> Oral comprehension: <ul style="list-style-type: none"> 1. The use of the superlative. Activity 7. Track 13. Oral expression: <ul style="list-style-type: none"> 2. Spotting differences and discussing them. Activity 8. Written expression: <ul style="list-style-type: none"> 3. Describing a country. Activity 10. (Portfolio).
Session 9 - Unidad 4	1. Going shopping (introduction) 2. How to express need/obligation	<ul style="list-style-type: none"> Vocabulary: clothes and basic travel items, colors, sizes, etc. Structure: <i>Tener + que + infinitive</i> 	<ul style="list-style-type: none"> Oral comprehension: <ul style="list-style-type: none"> 1. Going shopping. Deciding what t-shirt to buy. Activity 2. Track 22-25. Reading comprehension: <ul style="list-style-type: none"> 2. Packing to spend a weekend out. Activity 3.
Session 10 - Unidad 4	1. How to identify objects 2. Going shopping: asking about products, prices, etc.	<ul style="list-style-type: none"> Demonstratives: <i>este/a/os/as</i> <i>El/la/los/las + adjective</i> 	<ul style="list-style-type: none"> Reading comprehension: <ul style="list-style-type: none"> 1. Choosing based on preference. Activity 4 & 5. Oral comprehension: <ul style="list-style-type: none"> 2. Numbers bigger than 100. Activity 6. Track 26.
Session 11 - Unidad 4	1. How to express preference 2. Field activity (self-guided)	<ul style="list-style-type: none"> Verb: <i>costar</i> Asking information and price 	<ul style="list-style-type: none"> Reading comprehension: <ul style="list-style-type: none"> 1. Asking the price. Activity 9. Oral comprehension: <ul style="list-style-type: none"> 2. Understanding a conversation in a shop. Activity 9. Track 27. <p>Field activity: Els Encants. The oldest flea market in Europe? (Portfolio)</p>
Session 12	MIDTERM		
Session 13 - Unidad 5	1. How to describe people	<ul style="list-style-type: none"> Vocabulary: date of birth, physical aspect, hobbies, personal data, favorite food or music, etc. 	<ul style="list-style-type: none"> Reading comprehension: <ul style="list-style-type: none"> 1. Personal information and curiosities to describe people. Activity 2. Oral expression: <ul style="list-style-type: none"> 2. Describing myself and other people. Activity 2, parts B & C. Oral comprehension: <ul style="list-style-type: none"> 3. Understanding how other people describe themselves. Activity 3. Tracks 26-30.
Session 14 - Unidad 5	1. How to express likes and dislikes	<ul style="list-style-type: none"> Vocabulary: music styles, leisure activities, etc. Verb: <i>gustar + noun/infinitive</i> <i>También/Tampoco</i> 	<ul style="list-style-type: none"> Reading comprehension: <ul style="list-style-type: none"> 1. Understanding other people's likes and dislikes. Activity 4. Oral expression: <ul style="list-style-type: none"> 2. Expressing our own likes and dislikes. Activity 5. Oral comprehension:

			3. Expressing agreement and disagreement. Activity 6. Track 31.
Session 15 - Unidad 5	1. How to talk about personal relationships: my family	<ul style="list-style-type: none"> • Vocabulary: <i>familia</i> • Possessives: <i>mi/tu/su</i> 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Describing our family. Activity 7. • Oral expression: <ol style="list-style-type: none"> 2. This is my family. A genealogical tree. Activity 8. <p>Composition 1: My family and me (Portfolio)</p>
Session 16 - Unidad 6	1. Talking about habits and usual activities	<ul style="list-style-type: none"> • Vocabulary: routine verbs • The hour: verb <i>faltar</i>, numbers • Times and days of the week 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Talking about habits. Activity 2. • Oral comprehension: <ol style="list-style-type: none"> 2. What time is it? Activity 34-39.
Session 17 - Unidad 6	1. Times and parts of the day 2. Frequency	<ul style="list-style-type: none"> • Stem changing and irregular verbs in Present Tense • Frequency expressions: <i>a menudo, una vez, dos veces, a veces, etc.</i> 	<ul style="list-style-type: none"> • Oral comprehension: <ol style="list-style-type: none"> 1. Comparing routines between Spain and the USA. Activity 5. Track 40. • Reading comprehension: <ol style="list-style-type: none"> 2. Planning events. My agenda for the week. Activity 6.
Session 18 - Unidad 6	1. Talking about a normal day in Barcelona	<ul style="list-style-type: none"> • Present tense conjugation: regular and irregular verbs. • Christmas traditions in Spain. 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. A normal Kings Day in Spain. Activity 8. • Written expression: <ol style="list-style-type: none"> 2. Talking about family traditions. Activity 8. • Oral comprehension: <ol style="list-style-type: none"> 3. Describing other people's routines. Activity 9.
Session 19 - Unidad 6	1. How to organize events chronologically	<ul style="list-style-type: none"> • Present tense conjugation: regular and irregular verbs • Frequency expressions • Time markers: <i>primero, después, más tarde, al final, etc.</i> 	<ul style="list-style-type: none"> • Oral expression: <ol style="list-style-type: none"> 1. Talking about my daily routine and its sequence. Activity 10. 2. Talking about habits and routines. Activity 11. • Written expression: <ol style="list-style-type: none"> 3. Preparing a questionnaire to know our classmate's habits. Activity 11. Part C.
Session 20 - Unidad 7	1. Spanish recipes and ingredients	<ul style="list-style-type: none"> • Vocabulary: ingredients, recipes, numbers, etc. • Ordering in a restaurant/bar: <i>querer/poner, etc.</i> 	<ul style="list-style-type: none"> • Reading expression: <ol style="list-style-type: none"> 1. Typical ingredients and recipes from Spain. Activity 1 & 2. • Oral expression: <ol style="list-style-type: none"> 2. My favorite foods. Activity 1. Part B. 3. Ordering in a bar. Activity 2. Parts B & C. • Oral comprehension: <ol style="list-style-type: none"> 4. Ordering at a bar and a restaurant. Activity 3. Track 43.
Session 21 - Unidad 7	1. Going to the restaurant: <i>el menu del día</i> 2. How to order in bars and restaurants	<ul style="list-style-type: none"> • Verbs: <i>poner, traer</i>. Stem change and irregular verbs. • Cultural differences (about schedules and meals) • Writing and understanding recipes. 	<ul style="list-style-type: none"> • Reading comprehension: <ol style="list-style-type: none"> 1. Ordering with different levels of formality (in bars and restaurants/shops). Activity 4. 2. Different ways we prepare food. Activity 7. • Writing expression: <ol style="list-style-type: none"> 3. Writing a recipe we like. Activity 8.

			<ul style="list-style-type: none"> • Oral expression: <ol style="list-style-type: none"> 4. Our favorite ingredients and or recipes. Activity 9.
Session 22 - Unidad 7	<ol style="list-style-type: none"> 1. Understanding recipes. 2. Ordering ingredients, products, drinks... 	<ul style="list-style-type: none"> • Vocabulary: ingredients, recipes, numbers, greetings, etc. • Ordering in a restaurant/bar: <i>querer/poner</i>, etc. • Courtesy expressions: por favor, gracias, etc. 	<ul style="list-style-type: none"> • Oral expression: <ol style="list-style-type: none"> 1. Field Study. Let's go to the market.
Session 23	ORAL PRESENTATION		
Session 24	FINAL EXAM		

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unless otherwise expressed by your instructor, the first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become an B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excused.absence@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact his/her instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Any student who feels s/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "O" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.