

SPANISH 101-921 Beginners Spanish I

Programa: Verano 2016

Required text: *¿Cómo se dice...?* 10th Edition (UBC Custom Edition), Jarvis (Heinle 2013), packaged with:
Optional text: *¿Cómo se dice...?* 10th Ed. eStudent Activity Manual (eSAM) (Quia) [online workbook]
(the **book key** for eSAM access comes packaged with the purchase of a new textbook)

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Email: **jon.beasley-murray@ubc.ca**

May 10	Lección 1: <i>Saludos y Despedidas</i> Presentación, Saludos, Sonidos (note Appendix A), numbers, colours, days Online assignment # 1 is posted in Quia website, due at the end of next week	June 7	Lección 5 <i>Las comidas</i> , 5.1 Formas comparativas 5.1, 5.2 Formas comparativas irreg, 5.3 o:ue Assign Práctica de Traducción II, p341 5.4 Presente progresivo, 5.5 ser y estar Online assignment 9 posted, #8 due																																				
May 12	1.6 Subject pronouns, 1.7 Present of ser Así somos p29, Vamos a leer p30 Online assignment 2 posted, #1 due	June 9	5.6 Expresiones para describir el tiempo Así somos p156-157 EXAMEN II																																				
May 17	Lección 2 <i>En la universidad</i> 2.1 Gender, 2.2 Articles 2.3 Numbers, 2.4 Time 2.5 Present of -ar verbs Writing Assignment 1 due Online assignment 3 posted, #2 due	June 14	Lección 6 <i>Quehaceres de la casa</i> 6.1 Demostrativos 6.2 e>i cambios, 6.3 Expr. afirmativas y negativas Asignar Práctica de Traducción III, p342 modified Online assignment 10 posted, #9 due																																				
May 19	2.5 cont, 2.6 Negative and interrogative... 2.7 Possession with de, Así somos p62/63 Repaso Online assignment 4 posted, #3 due	June 16	6.4 Verbos irregulares en la primera persona, [6.5 saber/conocer omitted from program] [6.6 Direct objects omitted from program] Writing Assignment 2 due Así somos p186-187 Repaso y conclusión Online assignment #10 due																																				
May 24	LECTADO , Lección 3 <i>Por teléfono</i> Lección 3, 3.1 Possessive adjectives 3.2 Numbers, 3.3 Descriptive adjectives 3.4 Present of -er, -ir verbs Assign Práctica de Traducción I Append p340 Online assignment 5 posted, #4 due	EXAMEN FINAL (the examination period is Jun 20 to 24)																																					
May 26	3.5 Present of irregular verbs: tener and venir Online assignment 6 posted, #5 due 3.6 Personal a, Así somos p94-95 Repaso EXAMEN I	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Mark Distribution:::</u></th> <th colspan="2" style="text-align: right;"><u>approximate %</u></th> </tr> </thead> <tbody> <tr> <td><i>Dictado</i></td> <td style="text-align: right;">55</td> <td style="text-align: right;">9%</td> </tr> <tr> <td><i>Examen I</i></td> <td style="text-align: right;">100</td> <td style="text-align: right;">17%</td> </tr> <tr> <td><i>Examen II</i></td> <td style="text-align: right;">100</td> <td style="text-align: right;">17%</td> </tr> <tr> <td><i>Writing Assignment 1</i></td> <td style="text-align: right;">30</td> <td style="text-align: right;">5%</td> </tr> <tr> <td><i>Writing Assignment 2</i></td> <td style="text-align: right;">40</td> <td style="text-align: right;">6%</td> </tr> <tr> <td><i>Online Assignments</i></td> <td style="text-align: right;">15</td> <td style="text-align: right;">3% (-5%)</td> </tr> <tr> <td><i>Participation and oral proficiency</i></td> <td style="text-align: right;">60</td> <td style="text-align: right;">10%</td> </tr> <tr> <td><i>Examen III (Final)</i></td> <td style="text-align: right;">200</td> <td style="text-align: right;">33%</td> </tr> <tr> <td></td> <td style="text-align: right;">600/6=</td> <td style="text-align: right;">100</td> </tr> <tr> <td><i>Incomplete Online Assignments</i></td> <td></td> <td style="text-align: right;">-2%</td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">=Final Grade /100</td> </tr> </tbody> </table>		<u>Mark Distribution:::</u>	<u>approximate %</u>		<i>Dictado</i>	55	9%	<i>Examen I</i>	100	17%	<i>Examen II</i>	100	17%	<i>Writing Assignment 1</i>	30	5%	<i>Writing Assignment 2</i>	40	6%	<i>Online Assignments</i>	15	3% (-5%)	<i>Participation and oral proficiency</i>	60	10%	<i>Examen III (Final)</i>	200	33%		600/6=	100	<i>Incomplete Online Assignments</i>		-2%			=Final Grade /100
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May 31	Lección 4 <i>Costumbres</i> 4.1 Pron.preposicionales 4.2, 4.3 Presente de ir, dar, estar , 4.4 ir a + inf 4.5 verbos que cambian de raiz, e>ie Online assignment 7 posted, #6 due																																						
June 2	4.6 Expresiones con tener Lección 4 Así somos p124-125 Online assignment 8 posted, #7 due																																						

SPANISH 101 IS A COURSE FOR **BEGINNERS**
Please see over for more course details...

SPANISH 101 COURSE DETAILS [Course Coordinator: Enrique Manchon, BuTo 803, enrique.manchon@ubc.ca]

1. Spanish 101 is a 3.0 credit course for **beginners**. To obtain full credit for this course, enrolled students are presumed to have **no previous knowledge of the language**. The course consists of a **3+1** configuration, where six hours a week are dedicated to scheduled class time, and two hours a week is expected for online assignments. The online component is done on a student's own schedule.

Note: students with Grade 11 Spanish can take this course for credit; students with Grade 12 Spanish will not normally be given credit for this course; all related issues should be discussed with the course coordinator at the beginning of the term.

The course objective is to provide students with an introduction to the fundamentals of the Spanish language while involving them in personalized activities that require interactive communication. Students will demonstrate an ability to discuss, orally and in written form, everyday activities and future plans within the context of common tasks and situations (for example: *the first day of classes, talking on the phone, going to a restaurant, weekend activities*, etc.). The course includes grammatical explanations and group interaction. The online component is intended to improve students' comprehension and writing skills. The course also promotes cultural awareness. Spanish 102 follows Spanish 101.

2. Textbook and Online Workbook. The main text *¿Cómo se dice...?* 10th Ed. (UBC Custom Edition), Jarvis (Heinle 2013), is the basis for all class activities. It comes packaged with Quia, an online workbook with integrated activities that include audio and video components and other self-study tools. The use of this electronic learning tool on students' own time will prove to be valuable in enhancing listening, speaking, reading and writing skills.

When you purchase a new textbook package, you receive the **book key** which gives you access to the required online component for the course: the **Quia/ eSAM (electronic Student Activities Manual)**. This electronic workbook is an intrinsic part of the course and the completion of specified weekly assignments is **mandatory**. The [iLrn] eSAM is a good online activities program that provides immediate feedback and allows you to correct yourself and monitor your progress. **You will have to register** for this online course component following registration instructions and a **course code** provided by your instructor.

3. Assessment methods (Exámenes, Dictado, Writing Assignments, Participation, Oral Proficiency, Online Work)

As indicated under "Mark Distribution" above, the assessment of student proficiency includes continuous testing and evaluation. There will be two one-hour class examinations (*Exámenes*) and one final examination. There will be also one *Dictado*, two *Writing Assignments*, and ten *Online Workbook Assignments* (normally due on the Friday or weekend following their assignment). Students can also expect to be continuously evaluated on their daily *participation* and their improvement in *oral and communicative proficiency*.

In the *Exámenes* students can expect to: a) complete sentences (fill in the blanks) with appropriate verb forms, vocabulary items and/or other specific grammatical structures; b) answer personalized questions in written form based on the communicative themes and specific structures of the material at hand; c) write short paragraphs based on specific situations; and d) translate sentences or short paragraphs from English into Spanish. Translation in this context is text specific and deemed to be communicative in nature (conversation style; letter format). Practice translation exercises will be provided and reviewed prior to each examination. The *Final Examination* will cover all the material dealt with in the term. The *Dictado* is a dictation-type exercise (dictation of single words and paragraph(s), and dictation of questions to be subsequently answered in written form by students). The first *Writing Assignment* (about 70 words) will be requested by the third week of classes; the second (about 120 words) will be requested before the conclusion of the course. **It is the responsibility of the student to be present for all scheduled examinations.** Ignorance or forgetfulness are not considered acceptable excuses. Absences due to medical reasons may have to be substantiated.

As noted above, the *Online Assignments* are an intrinsic part of the course and their **completion is mandatory**. Instructors assign specific Workbook exercises weekly and track students' results. Most exercises are computer graded and will be monitored for either completion or non-completion; some will be inspected for quality. **The proper completion of all assignments will result in a possible 3% (15/600) grade, whereas incompleteness will result in a 0% initial grade and a further deduction of -2%** from the total accumulated grade for the term (**for a possible loss of 5% overall**). Please note that all online work must be submitted **reviewed and corrected** (following the indications provided in "possible answers") when applicable. **Exercises found incomplete or inappropriately submitted will not be accepted** and will nullify the value of the entire assignment. Subject to instructor policy, late submissions might reduce or nullify the 3% grade.

4. Participation and learning. Learning a language involves memorization, active practice, recognition, deduction and a positive predisposition. With the right attitude it can be enjoyable, but it requires a substantial amount of work on a regular basis. To do well in this course students can expect to do an average of **at least 2 hours of homework per class hour**. Success in the course relies to a large degree on advance preparation and active class participation. In order to have productive class hours and thus derive maximum benefit from the material, participants must have their daily assignments **prepared in advance**.

Preparation, attendance and class participation are expected and will be factors in grading. University policy states that "**regular and punctual attendance is a student obligation.**" **Students should not use electronic devices in class.**