



Spanish A1: Communication and culture – Beginners

INTRODUCTION: Welcome to ILCE! www.unav.edu/ilce

Spanish: Communication and Culture A1 is a course of the Spanish Program at ILCE. It meets every day during three weeks.

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THE SPANISH PROGRAM: GOALS

The three primary goals of the program are:

- (1) Developing **oral and written communicative abilities in Spanish**.
- (2) Understanding the rich **culture** of the Spanish-speaking world through varied texts and cultural artifacts.
- (3) Studying and understanding the **Spanish language**, from grammar and orthography to writing with coherence, cohesion, and accuracy.

PEDAGOGICAL APPROACH

The program focuses on the development of written and oral communicative abilities in Spanish through an interactive activity-based approach. Courses are based on active learner participation. Students are expected to engage in interactive small and large-group activities. The different tasks presented in class will require students to use Spanish in multiple situations that reflect the use of different varieties of Spanish. Assessment is based on both your ability to use the language in written and oral tasks and on your knowledge and understanding of Spanish language and culture.

GLOBAL RESPONSIBLE LITERACY AND SPANISH: STUDENTS' LEARNING OUTCOMES

Global responsible literacy is the **ability to participate in sociocultural practices** by creating, presenting, and interpreting ideas through oral and written texts **in Spanish**. It includes written and oral communication, critical thinking and social responsibility, and appreciation of cultural artifacts, artistic products, and artistic appreciation and mastery of new technologies.

In Spanish A1, A2, B1.1, and B1.2 courses (Basic and Intermediate Spanish in ACFL) learning outcomes are introduced. Learners will:

WRITTEN AND ORAL COMMUNICATION

- a. Begin to develop communicative abilities in the target language to attain an intermediate level of written and oral proficiency so as to allow students to participate effectively in formal and informal conversations concerning a variety of topics: university life, families, hobbies, childhood, food, health, current events, new technologies, political, cultural, and religious issues.

- b. Begin to develop an intermediate level of proficiency to present and explain information in the target language in front of an audience related to academic and non-academic topics. Introduce the writing of a solid final research paper based on an analytical topic (2-3 pages).

CRITICAL THINKING & SOCIAL RESPONSIBILITY

- c. Be introduced to basic descriptions, simple narrations, and basic analytical tools to write short argumentative essays, and introduction to the basic grammar that accompanies each one of these three major grammatical functions.
- d. Begin to develop social responsibility, tolerance and understanding of diversity, and a nuanced understanding of the diversity and richness of the cultures and people of the Spanish-speaking world: from basic geographical knowledge to issues connected to history, politics, current events, and cultural diversity.

ARTISTIC APPRECIATION & NEW TECHNOLOGIES

- e. Begin to appreciate and understand non-artistic and artistic cultural products written or produced in a different language. Introduction to the contextualization and analysis of authentic and current newspaper articles, brief literature pieces (short stories and poems), short films, and feature films. Read in the target language with sufficient accuracy so as to understand the main idea and supporting details in a variety of short genres: from newspapers articles to short literature pieces and feature films.
- f. Begin to work with new technologies and develop digital literacies when studying and learning new languages and cultures. Begin to participate on blogs, discussion board, and virtual collaborations. Learners begin to be partially proficient in defining, accessing, and managing, information in multilingual digital environments. Develop digital projects such as digital stories.

SPANISH: THE LANGUAGE OF THE CLASSROOM

The class will be conducted in Spanish in order to provide you with maximum exposure to the language. The main focus of classes is on Spanish communication, and we strive for maximum use of the language in the classroom. This means that **your instructor will speak Spanish to you during class, and you will be expected to do the same with your instructor and classmates**. Should you need additional explanations or wish to discuss matters not directly related to course content, your instructor will be happy to speak to you in English before or after class and during office hours.

REQUIRED TEXT:

AULA 1. Curso de español. Jaime Corpas, Agustín Garmendia, Carmen Soriano. Barcelona: Difusión, 2013

ADDITIONAL WEB RESOURCES

Aula virtual ADI (Blackboard course site)

PREREQUISITES

This course is for students of Spanish as a second language who have not taken Spanish before. If you have doubts about which course to take at ILCE, consult with your instructor/advisor immediately.

ASSESSMENT

Assessment and testing procedures will be representative of the type of language instruction offered through classroom activities. You will be evaluated based on your achievement of the program and course objectives and the following components:

Components	Percentage
Participation	10%
Homework	10%
1 Composition	15%
2 Oral Exams	20%
Final Project: Digital Storytelling	20%
2 Chapter Exams	25%
TOTAL	100%

ATTENDANCE POLICY

Because of the communicative nature of this course, it is essential to come to class everyday. You are allowed **one unexcused absence** (without any official documentation). Subsequent absences will result in the deduction of one percentage point from your final grade (of 100 total points).

Officially documented absences need to be excused either before the student is absent or one classroom day after being absent. **The make-up of any non-exam materials** (homework, essays, etc.) will be accepted up to one *class day* after the due date with an official excuse. It is always acceptable to turn in work early if you know that you will be absent on a particular day.

PARTICIPATION (10%)

Throughout this course, you will “self-assess” your participation (see attached criteria). Your participation involves a number of variables, including, but not limited to the following:

- ***Your use of Spanish in the classroom***

- greeting people and taking leave using Spanish
- using Spanish during class (i.e. with instructor and in small groups), when asking and responding to questions related (or not related) to the material at hand, and when engaged in casual conversation with classmates or instructor.

- ***Your willingness to participate in all class activities***

- ***Your cooperation during group and pair-work***

- ***Your respect and attitude toward your instructor, the class, and toward your peers, including the use of cell phone, laptop, or any electronic device when not invited by your instructor to use it***

Please note: your instructor reserves the right to raise or lower your self-assessed participation grade if he/she feels that it does not adequately reflect your level of participation.

HOMEWORK (10%)

You will be responsible for completing all assignments by the date due. No late work will be accepted. Make sure you plan ahead of time. If you do not understand what you need to do for homework on any given day, see your instructor right after class.

You must self-corrected the “Más ejercicios” homework using a different color pen. The answer key will be uploaded on ADI.

1 COMPOSITION (15%)

You will write one composition in Spanish, composed of two drafts. The composition grade will be based on the scores received on the first draft and attendance and participation in in-class Writing Workshops (40 %), final draft (50%), and correction revision (10%) of the final draft of the composition.

Failure to correct all marked errors and improve the final draft of a composition in format, organization, content, and accuracy will result in a grade of zero. Due dates are provided in the course calendar. No late work will be accepted without an official documented excuse. Attendance for in-class Writing workshop day is mandatory. Failure to attend class on such a day will result in a grade of zero for the first draft of the composition. See attached grading criteria.

Format: Students must do a Spanish spell check for both drafts. All drafts for the composition must be handed in together. They must be numbered and stapled. All drafts and copies for the composition must be typed, double-spaced, with the student's name, the composition title, the draft number, word count and the date on the top of the first page. See model below.

Model:	Your Name	Borrador # 1 -o- Versión Final
	Spanish A1	# de palabras (Word count)
	Título de la redacción	11 de enero de 2017

2 ORAL EXAMS (10%)

Spoken language and pronunciation will be evaluated in **two oral interviews**. In these two pre-scheduled interviews, you and a classmate will converse with each other about topics discussed in class. You and your partner will be responsible for preparing all situations and one will be chosen for you upon arriving at your Oral Exam. Your conversations will be based on general themes or topics treated in class. See the attached grading criteria. If you miss your oral interview, you will not be allowed to make it up, unless you have a documented excuse. In order to make up your exam, you must contact your instructor immediately and present him/her with acceptable documentation of the missed oral interview.

2 CHAPTER EXAMS (25%)

There will be *two cumulative written exams* assessing your comprehension of the material discussed in class and covered in the textbook. They will cover all material previously handled, but will focus on the most recent chapters. No make-up exams will be administered. Exams are not curved.

FINAL PROJECT & PRESENTATION (20%)

For this class, you will prepare a digital story based on your study abroad experience here at Universidad de Navarra. Digital storytelling combines images and recorded narrative to create short video stories based on students' study abroad experiences. Details for this project will be provided throughout the course. Your oral abilities will be evaluated through these presentations. **Attendance on the presentation day is mandatory.** See the attached grading criteria.

Course calendar: This schedule is subject to change. Any necessary change will be announced ahead of time

Week & Date	In-class activities	Important Dates
Week 1 Monday	Introduction Written Diagnostic Unidad 1 Nosotros	
Tuesday	Unidad 1 Nosotros	
Wednesday	Unidad 2 Quiero aprender español	
Thursday	Unidad 3 ¿Dónde está Santiago?	
Friday	Repaso unidades 1-3 Examen 1 Examen oral 1	<u>Prepare for exam 1 (unidades 1-3)</u> <u>Prepare for oral exam 1</u>
Week 2 Monday	Unidad 4 ¿Cuál prefieres?	
Tuesday	Unidad 5 Tus amigos son mis amigos In class Writing Workshop Composition #1	Bring your laptop for <u>Taller de escritura</u> <u>REDACCIÓN 1</u>
Wednesday	Unidad 5 Tus amigos son mis amigos	
Thursday	Unidad 6 Día a día Entrega versión final REDACCIÓN 1	<u>Finish REDACCIÓN 1</u>
Friday	Unidad 6 Día a día	
Week 3 Monday	Unidad 7 ¡A comer!	
Tuesday	Unidad 8	Bring your laptop for <u>el taller de escritura</u>

	El barrio ideal Taller de escritura Redacción 2 (entrega primera versión)	<u>de la REDACCIÓN 2</u>
Wednesday	Unidad 8 (cont.) Unidad 9 ¿Sabes conducir?	
Thursday	Unidad 9 ¿Sabes conducir? Entrega versión final REDACCIÓN 2 Visionado Relatos digitales	<u>Finish REDACCIÓN 2</u> <u>Finish Final Project</u>
Friday	Examen 2 Examen oral 2	<u>Review for examen 2</u> <u>Prepare for oral exam 2</u>

GRADING CRITERIA: CLASSROOM PARTICIPATION

Name _____ Course _____ Date _____

BEFORE & AFTER CLASS	NEVER					ALWAYS
(1) I am responsible for my own progress in Spanish. I always come prepared to class and complete all my assignments on time.	1	2	3	4	5	
DURING CLASS TIME	NEVER					ALWAYS
(2) I try to use Spanish as much as possible.	1	2	3	4	5	
(3) I maintain a positive and attentive attitude during class. I am enthusiastic toward activities and the class in general.	1	2	3	4	5	
(4) I listen attentively to the instructor and I respect and listen to my peers. No cell phone use. I do not look at/use my cell phone or laptop in class.	1	2	3	4	5	
(5) I try to volunteer and participate as much as possible. I am an active and responsible participant in class/ group activities and often take a leading role.	1	2	3	4	5	
TOTAL GRADE:						/25

MY NEXT STEP

Write one specific objective for the next two weeks so as to improve your class participation considering the above criteria, and evaluate previous objectives. Be specific.

Example: I'll be the group leader these next two weeks

ADDITIONAL COMMENTS

Write a couple of sentences about your participation in any other way that is not expressed above.

GRADING CRITERIA: ORAL EXAMS

Name _____ Course _____ Date _____

COMPLETION OF ORAL TASK		
Completed oral exam with no problem. Completely comprehensible. No help needed. Maintained a very active attitude during the whole exam.	14	13
Completed oral exam satisfactorily with little difficulty. Would be understood by a sympathetic interlocutor. Needed a few vocabulary and information to complete the task. Somewhat active.	12	11
Completed oral exam with some difficulty. Would be able to make him/herself understood by a very sympathetic interlocutor accustomed to interacting with non native speakers. Needed several vocabulary words and help from the interlocutor and/or instructor to communicate own ideas. Somewhat passive during exam.	10	9
Had real problems completing the oral exam. Would probably not have succeeded if partner were not an English-speaker in an exam situation. Needed a lot of help from the interlocutor and/or instructor. Passive attitude.	8	7
CONVERSATION DYNAMICS		
Connected ideas. Obviously comfortable speaking Spanish. Natural turn-taking.	12	11
Choppy sequence. Somewhat comfortable, and slightly longer pauses in turn-taking.	10	9
Disjointed sequence. The listener had to make a lot of effort to understand.	8	7
Short answers with no sequence. The conversation was more dependent on the listener's helping than on the speaker.	6	5
CLARITY OF MESSAGE and VOCABULARY USED		
Ideas completely clear, well-developed, to the point, and communicated in a logical sequence. Used vocabulary needed for task effectively with no errors, and was able to create with it. Maintained Spanish throughout the conversation.	12	11
Ideas mostly clear, developed and to the point, and for the most part showed mastery of vocabulary needed for task with some errors, though at times the conversation lacked logical sequence and/or speaker struggled for needed vocabulary.	10	9
Little development or ordering of ideas is apparent; speaker had difficulty and made errors with vocabulary needed for task.	8	7
Ideas confusing, not well-stated, and/or poorly communicated. Frequent errors with vocabulary needed for task and/or vocabulary was inadequate to the task. Communication broke down; speaker lapsed into English very often.	6	
ACCURACY AND GRAMMAR USED		
Showed mastery of the grammar needed for task completion. No errors overall (i.e., subject-verb agreement, noun-adjective agreement, use of ser/estar, etc.). Appropriate use of register (i.e., tú / usted distinctions, appropriate formality level, etc.).	12	11
Showed some mastery of the grammar needed for task completion. Some agreement errors were evident, but these generally did not interfere with communication of the message. Mostly appropriate use of register.	10	9
Demonstrated little mastery of the grammar needed for task completion. Numerous agreement errors, including errors which interfered with communication of the message. Inappropriate use of register.	8	7
No mastery of the grammar needed for task completion. Errors constantly interfered with communication of the message. Apparent unawareness of appropriate register.	6	5
		GRADE: / 50

GRADING CRITERIA: RELATO DIGITAL

Name _____ Course _____ Date _____

CONTENT, ORGANIZATION, VOCABULARY & GRAMMAR USED		
Well-developed ideas, clear, to the point. Very well organized. Rich and extensive vocabulary; very accurate use of grammar.	14	13
Ideas mostly well developed, fairly clear and relevant. Clear organization. Occasionally lacks basic words; generally adequate for situation. Occasional mistakes.	12	11
Ideas present but not well developed. Somewhat disconnected. Mostly inaccurate or inadequate vocabulary and grammar.	10	9
Minimal and/or irrelevant information. Very disorganized. Very limited vocabulary. Abundance of mistakes in grammar covered during the course.	8	7
ORAL PRESENTATION		
COMPREHENSIBILITY, PRONUNCIATION, and FLUENCY Completely comprehensible to instructor and classmates. Generally good pronunciation, accurate stress. Speech generally natural and continuous; no unnatural pauses.	12	11
Mostly comprehensible but with some errors, sometimes slow and simple. Rather good but with some striking non-Spanish sounds. Some definite stumbling.	10	9
Frequent errors in use of language, sometimes impede comprehensibility. Generally poor, use of non-Spanish vowels and consonants, incorrect stress. Speech frequently hesitant and jerky: sentences may be left uncompleted.	8	7
Mostly incomprehensible. Very poor and inaccurate pronunciation patterns. Speech halting and fragmentary: long, unnatural pauses.	6	5
VISUAL COMPONENTS		
All images and video selection are very effective and meaningful	12	11
Images and /or videos are adequate and mostly effective	10	9
Images and videos are fair but not very effective as meaningful visual aids.	8	7
Image and video selection are inadequate.	6	5
CREATIVITY - METAPHORS		
Original and well thought-out metaphor. It shapes the narrative.	12	11
Presence of a metaphor, though not very original.	10	9
Lack of metaphor and structure. It's just a juxtaposition of images	8	7
		GRADE: / 50

GRADING CRITERIA: COMPOSITIONS

Name _____ Course _____ Date _____

PRE-WRITING: WRITING WORKSHOP (10 %) & FIRST DRAFT (30 %)		
WRITING WORKSHOP		
Thoroughly completed all required pre-writing tasks. Work during workshop was thorough.	10	8
Completed all required pre-writing tasks. Some work during workshop.	7	6
FIRST DRAFT		
Good thought investment. Very well organized, very complete information, very effective use of vocabulary, and no mistakes in grammar covered in the course	30	28
Good thought investment. Well organized, complete information, effective use of vocabulary, very few grammatical mistakes in grammar covered	26	20
Some thought investment. Not very well organized, incomplete information, limited use of vocabulary, frequent mistakes in grammar covered in the course.	15	10
WRITTEN COMPOSITION: FINAL DRAFT (50%)		
CONTENT AND VOCABULARY		
Very complete information. Broad effective use of vocabulary needed for written task.	20	19
Adequate information. Some development of ideas. Few errors with vocabulary.	18	17
Limited information. Ideas present but underdeveloped. Frequent errors with vocabulary.	16	15
ORGANIZATION OF COMPOSITION		
Ideas connected. Logically ordered from beginning to end. Fluent.	10	9
Order apparent, but somewhat choppy, loosely organized.	8	7
Limited order to the content. Disjointed and very choppy.	6	5
GRAMMAR and ACCURACY		
Well-edited for grammar needed for task. No errors overall.	20	19
Occasional grammatical errors with the grammar needed for task.	18	17
Very frequent errors that impede comprehensibility	16	15
POST-WRITING: CHECKLIST (10%)		
Carefully completed all editing steps. Improved final draft with all feedback. Attached list of all first draft mistakes with detailed explanations.	10	9
Completed all editing steps. Improved final draft with some feedback. Attached list of mistakes with adequate explanations.	8	7
Editing apparent, but incomplete. Somewhat improved final draft. Attached list of mistakes with minimal or no explanations.	6	5
GRADE:		/ 100