

Universidad
de Navarra

ILCE

Conceptual Grammar – Beginners**INTRODUCTION: Welcome to ILCE!** www.unav.edu/ilce

Spanish Conceptual Grammar A1 (Beginners) is an intensive 3-week course offered at ILCE. Spanish Conceptual Grammar A1 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

Gramática básica del estudiante de español. VVAA. Editorial Difusión. Barcelona, 2015.

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 (in class & ILCE activities)	15%
Homework	15%
Grammar Conceptual Tasks	30%
2 Exams	20%
Final Exam	20%
TOTAL	100%

DAILY PREPARATION ASSESSMENT COMPONENTS

ATTENDANCE POLICY

Class attendance is mandatory. 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 (15%)

You will be responsible for completing the activities by the date due. No late work will be accepted. Make sure you plan ahead of time to complete all your assignments on time.

GRAMMAR CONCEPTUAL TASKS (30%)

There will be several reflection tasks on challenging grammatical topics in Spanish. Students will produce oral and written verbalizations to explain and understand grammar points. Details for these tasks will be distributed in class.

2 EXAMS (20%)

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

FINAL EXAM (20%)

There will be a final cumulative exam. There are no make-up final exams.

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

Week 1	Introduction Writing Diagnostic Letras y sonidos El género Verbos en -ar / -er / -ir	Tasks
	Verbos ser / llamarse / tener Presente de indicativo: verbos regulares	Tasks
	Algunas preposiciones El artículo determinado	Tasks
	Pronombres de sujeto usos de bien / bastante bien / regular / mal	Tasks
	Contraste hay / está Usos de estar	Task on conceptual grammar
Week 2	El superlativo El artículo indeterminado	Tasks
	muy / mucho/-a... qué / cuál(es); cuánto(s)/-a(s), dónde, cómo...	Tasks
	Demostrativos: este, ese, aquel El + adjetivo (el rojo, el pequeño.	Exam 1

	Tengo que... El verbo gustar	Tasks
	El verbo preferir Los posesivos.	Task on conceptual grammar
Week 3	También / tampoco Verbos irregulares en presente.	Tasks
	Verbos reflexivos. Recursos para ordenar la información: primero.../ después... / luego...	Tasks
	Forma impersonal con SE. Pronombres de CD (lo, la, los, las)	Tasks
	Cuantificadores: algún, ningún, muchos. Algunas preposiciones y adverbios par localizar	Tasks
	El perfecto. Saber + infinitivo; poder + infinitivo.	Exam 2

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.
