



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LANGUAGES AND CULTURES

SPANISH AND LATIN AMERICAN STUDIES PROGRAMME

**SPAN 111 INTRODUCTION TO THE SPANISH LANGUAGE
20 POINTS**

TRIMESTER 1 2016

Important dates

Trimester dates: 29 February to 29 June 2016

Teaching dates: 29 February to 5 June 2016

Easter break: 24-30 March 2016

Mid-trimester break: 25 April to 1 May 2016

Study period: 6–9 June 2016

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Lectures

There are three lecture hours per week taught in two streams as follows:

CRN 6092	9.00am - 9.50am	Monday	HU (Hunter) LT323
		Tuesday	MC (Maclaurin) LT 102
		Wednesday	SU (Student Union) MT228

OR

CRN 17142	2.10pm - 3.00pm	Monday	HM (Hugh Mackenzie) 104
		Wednesday	MC (Maclaurin) LT 102
		Thursdays	HU (Hunter) LT323

Tutorials (Oral Classes) and Audio-Visual Classes

Please note that audiovisual and oral classes start in the **second** week of the trimester.

You must remain in your allotted group for the whole course, unless a change is authorised by the Course Coordinator. Students must **bring the textbook** to all lectures. Students must **bring the textbook** and Student Activities Manual to all tutorials and audiovisual classes.

Students must choose **one** tutorial class and **one** audio-visual class using the myAllocator system: <https://student-sa.victoria.ac.nz>. Detailed instructions are available on Blackboard. Students must remain in their allotted groups for the whole course, unless a change has been authorized by the Course Coordinator.

Names and contact details

**Course Coordinator
and Lecturer
(CRN17142):**

Dr Ross Woods
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and Senior Tutor
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School Office hours: 9.00am to 4.30pm Monday to Friday

**Contact Person for Māori
and Pasifika Students:**

Dr Ross Woods
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Email: ross.woods@vuw.ac.nz

**Contact Person for
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Dr Andrea Hepworth
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School Website:

www.victoria.ac.nz/slc

Dr Ross Woods is the Course Coordinator for SPAN 111. He will teach the afternoon stream and Teresa Neches will take the morning stream. Staff are available for student consultation at times indicated on the doors of their offices.

Communication of additional information

The Spanish and Latin American Studies Programme noticeboard is in the corridor outside vZ515. Additional information or information on changes will be conveyed to students either via class, noticeboards, Blackboard, or email.

Prescription

This course is designed to introduce absolute beginners to the basics of the Spanish language through practice in speaking, listening, reading and writing. This course is for absolute beginners. It may not be taken by students with prior knowledge of the language.

Course content

This course introduces students to the basics of the Spanish language through practice in speaking, listening, reading and writing. The course is designed both as a foundation course for students intending to continue their studies in Spanish, and as a self-contained course for students seeking an introduction to Spanish pronunciation, elements of grammar, and basic vocabulary.

Course learning objectives

The objectives of the course are as follows. Students who pass this course will be able to:

1. understand simple spoken Spanish;
2. relate Spanish sounds to their written forms;
3. pronounce simple Spanish with a fair degree of accuracy and fluency;
4. demonstrate a knowledge of basic Spanish grammar;
5. write simple sentences using present and past tenses and employing a basic vocabulary;
6. demonstrate knowledge of the Spanish language appropriate to a variety of everyday situations.

Teaching format

This course is delivered through three one-hour lectures, a tutorial and an audiovisual class per week. The lectures will cover grammatical aspects of the Spanish language and the development of written skills. The tutorials will focus on the development of oral linguistic skills and the audiovisual classes will aim to develop listening comprehension skills. Both the tutorials and the audiovisual classes will require students' active participation in group exercises or activities.

Workload

In order to maintain satisfactory progress in this 20-point, 200-hour course, students should expect to work on average 14 hours per week including contact hours - i.e., in the case of SPAN 111, **9 hours of private study outside class time**. A possible distribution of this time each week would be:

Class attendance	4 hours
Reading and reviewing class notes	2-4 hours
Tutorial / AV Class Preparation	2-4 hours
Workbook Exercises / Assignment Preparation	2-4 hours
Online Quizzes	30 minutes

Assessment

SPAN 111 is 100% internally assessed.

Assessment items and workload per item	%	CLO(s)	Due date
1 Written Test 1 (50 minutes)	20%	4, 5, 6	Monday 11 April
2 Written Test 2 (50 minutes)	25%	4, 5, 6	Wednesday 1 June
3 Written Assignment (300-500 words)	10%	4, 5, 6	Thursday 21 April
4 Audiovisual Test 1 (50 minutes)	10%	1, 2	Week 6
5 Audiovisual Test 2 (50 minutes)	15%	1, 2	Week 12

6	5 online verb and vocabulary quizzes	10%	4, 5, 6	Weeks 3, 6, 8, 10, 12
7	In-class oral assessment	10%	1, 2, 3	Weeks 2-12

The Course Programme (which also details the due dates for assessment items) and further information relating to the online quizzes and in-class oral assessment are supplied at the end of this course outline. Marking criteria for each piece of assessment will be communicated in class and on Blackboard.

Submission and return of work

All assignments must include a cover sheet (available at the SLC Office on the 6th floor of von Zedlitz) and will also be available on Blackboard. Assignments are to be handed in to the Spanish and Latin American Studies Programme assignment slot located to the left of the SLC Office.

Students will be able to collect marked work from the SLC Office on the 6th floor of von Zedlitz between the hours of 10am and 2pm each day. A Student ID card will need to be shown to collect work. Coursework is generally returned within two weeks of submission. Uncollected work will be destroyed 3 months after the date of the final written test.

Presentation of assignments

Tidy presentation of assignments is essential. Work may be typed or neatly handwritten. Crossings-out indicate that a piece of work is still at draft stage. Allow space for corrections: leave a 4-centimetre margin and write on alternate lines (or double space if typing). Do not write in pencil.

Extensions and penalties

Extensions

Short extensions may be granted by the Course Coordinator for particular assignments if requested in writing prior to the hand-in date. Longer extensions will require appropriate supporting documentation.

Penalties

The due dates for the assignments given in the Course Programme must be adhered to. Although work may be accepted late in special circumstances, the Course Coordinator should always be contacted on or before the due dates if there is a problem. The penalty for work presented late without prior approval is a 5% deduction per day. Please note that up to a maximum of 5% may be deducted for poorly presented assignments.

Please note that no work for assessment will be accepted after 17 June 2015.

Set texts

Robert Hershberger, Susan Navey-Davis and Guiomar Borrás A, *Viajes: Introducción al español*, Heinle, 2nd edition.

Jill Pellettieri, Silvi Rolle-Rissetto, Verónica Añover, *Student Activities Manual for Viajes: Introducción al español*, Heinle, 2nd edition.

Set texts can be purchased from Vic Books, Ground Floor Easterfield Building, Kelburn Parade. They can also be ordered online at www.vicbooks.co.nz. Orders and enquiries can be emailed to enquiries@vicbooks.co.nz.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course.

Class reps will attend a meeting with the Head of School to discuss how the course is going and to raise any concerns or suggestions that they may have. You can find out more information on Class Representatives on the VUWSA website: www.vuwsa.org.nz

Student feedback

Student feedback from the last cohort of students was very positive; students highly valued what they learnt, and overall rated the course as excellent. The interactive nature of lectures was particularly well-received. The course will therefore be offered in a similar way in 2016. Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Language Learning Centre (LLC)

The Language Learning Centre (LLC) is the University's technology-rich, multimedia centre supporting language learning.

At the LLC you can practise and extend your language learning. You can:

- Find materials to support your language studies, including dictionaries, textbooks and graded readers.
- Study independently using language learning software, audio material and DVDs.
- Find a welcoming environment with services and events, and onsite assistance and support for languages
- Become a Language Buddy or find a conversation group.

Visit the LLC on Level 0, von Zedlitz Building and take a look at our website www.victoria.ac.nz/llc.

Early Alerts (Course Signals)

This course is using the Early Alerts (Course Signals) System which aims to help students to be successful in their study at Victoria. The system is designed to help students assess their progress in their study, so that they can adjust their work effort or seek support early in the semester, to help them succeed.

Students will receive a traffic light signal through the course Blackboard page:



Green tick means high likelihood of succeeding in the course (if your progress does not decline).



Yellow triangle means potential problem with succeeding in the course (if your progress does not improve); and



Red cross means high likelihood of failing the course (if your progress does not improve);

Students will also receive email messages from their Course Coordinator via their Blackboard email address, which by default is their @myVUW account.

Information on resources and support services are available at www.victoria.ac.nz/students/support

PASS (Peer Assisted Study Support)

"Smart students know how to PASS"

PASS groups are weekly study sessions, led by students who excelled in the course last year. Study group leaders will not give you the answers, but can help you reinforce subject understanding and develop strategies for success. ☒

Session times will be posted on Blackboard; **sign up online in Week 2; PASS begins in Week 3.** ☒

For more information, check out www.victoria.ac.nz/st_services/slss/whatweoffer/pass.aspx

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

SPAN 111 ONLINE VERB AND VOCABULARY QUIZZES

10% of the overall grade for SPAN 111 consists of 5 online quizzes. Each quiz is worth 2% of the overall grade for SPAN 111. The quizzes take place in weeks 3, 6, 8, 10 and 12. They will be made available for a week, so you can take them at a time of your choosing. There will be an announcement in class and on Blackboard to tell you when you can access them.

The quizzes assess basic vocabulary and grammar that have been covered in class. Students will be advised of what topics will be assessed before the quizzes. Please note that Blackboard does not automatically display your grade. Grades will be posted within two weeks.

There are a number of important points to note in relation to the quizzes:

- They will only be available for the period specified. If you do not complete the quiz within this timeframe you will receive 0% for this piece of assessment.
- The quizzes can only be taken once. Once started, they must be completed in one sitting.
- The quizzes have a set time limit of 30 minutes. This means that you must complete the quiz within 30 minutes of starting it.
- The quiz will save and submit automatically when the time expires.
- Warnings appear when half the time, 5 minutes, 1 minute, and 30 seconds remain.

QUIZ INSTRUCTIONS

1. Click on the **Quizzes** tab on the left hand side of the Blackboard Home Screen
2. Click on the Quiz you wish to complete.
3. Carefully read the instructions before beginning the quiz.
4. Click on **Begin** to start the quiz.
5. Once you have answered each question click **Save Answer** and move onto the next question. Please note that you cannot resubmit the answer or go back. Moving to another question will also save your response.
6. When you finish the last question click **Save and Submit**. Do not leave the quiz before clicking **Save and Submit**.

SPAN 111 IN-CLASS ORAL ASSESSMENT

Oral assessment in SPAN 111 is worth **10% of the final mark** and it will be carried out in the tutorial classes. The aim of tutorials is to improve oral expression and listening comprehension in Spanish. Also, students will work on the development of written skills. Classes will be structured around conversation exercises from the *Viajes* textbook and written exercises from the Workbook section of the Student Activities Manual.

Your tutor will take attendance in each class and give you a **mark out of 10** for your performance in each class. At the end of the trimester, you will be given a final mark based on your **highest 8 tutorial marks**. Attendance, thus, is not compulsory but if you only attend, for example, 6 out of the 10 tutorials, then your mark will be negatively affected as the sum of these 6 tutorial marks will then be divided by 8.

Below is a programme that indicates which exercises from the '**¡A conversar!**' sections of the textbook will be used in each tutorial class. This list will allow you to prepare for the tutorials in order to improve your performance. There may not always be time to do all the exercises in each tutorial but do try to prepare them all because they will also enhance your performance in other assessment components of SPAN 111, like the written tests, the assignment and the audiovisual tests.

The criteria that the tutors will use to assign your mark will be primarily the following: 1) **attendance**, 2) level of **preparation** of the assigned exercises, 3) oral **fluency**, 4) **pronunciation**, and 5) **participation** in group exercises or other activities.

Tutorial 1 (*Week beginning 7 March*)

Theme

Saludos y despedidas

Grammar

Subject Pronouns

The present tense of SER

The verb HAY

Asking questions

To prepare

Exercise P-5 'Una fiesta' in the '¡A conversar!' section on p. 5 of *Viajes*.

Exercise P-10 '¿Quién soy yo? ¿Quiénes son ustedes?' in the '¡A conversar!' section on p. 9 of *Viajes*.

Exercise P-19 '¿Qué? ¿Cuántos? ¿Cómo?' in the '¡A conversar!' section p. 13 of *Viajes*.

Tutorial 2 (*Week beginning 14 March*)

Theme

En la clase

Rutina diaria

Grammar

The verb HAY

Definite and indefinite articles

Present tense of regular -ar verbs

To prepare

Exercise 1-4 'Cosas y colores' in the '¡A conversar!' section on p. 21 of *Viajes*.

Exercise 1-19 'Mis clases' in the '¡A conversar!' section on p. 29 of *Viajes*.

Exercise 1-24 'Mi rutina diaria' in the '¡A conversar!' section on p. 33 of *Viajes*.

Exercise 1-25 'Entrevista' in the '¡A conversar!' section on p. 33 of *Viajes*.

Tutorial 3 (Weeks beginning 21 and 28 March)

Theme

Rutina diaria

La familia

Grammar

Present tense

Possesives

Uses of SER

To prepare

Exercise 1-29 'Mi horario' in the '¡A conversar!' section on p. 37 of *Viajes*.

Exercise 1-30 'Los días' in the '¡A conversar!' section on p. 37 of *Viajes*.

Exercise 2-5 'Un árbol genealógico' in the '¡A conversar!' section on p. 47 of *Viajes*.

Exercise 2-19 '¿Quién puede ser?' in the '¡A conversar!' section on p. 55 of *Viajes*.

Tutorial 4 (Week beginning 4 April)

Theme

Las nacionalidades

Información personal

Grammar

SER + nationality

Present tense –er and –ir verbs

TENER

To prepare

Exercise 2-24 '¿De dónde son?' in the '¡A conversar!' section on p. 59 of *Viajes*.

Exercise 2-29 'Entrevista' in the '¡A conversar!' section on p. 61 of *Viajes*.

Exercise 2-36 'Preferencias y obligaciones' in the '¡A conversar!' section on p. 63 of *Viajes*.

Tutorial 5 (Week beginning 11 April)

Theme

El fin de semana / El tiempo libre

Gustos y preferencias

Grammar

GUSTAR

IR A + destination

IR A + infinitive

To prepare

Exercise 3-4 '¿Qué podemos hacer?' in the '¡A conversar!' section on p. 77 of *Viajes*.

Exercise 3-11 'Más gustos' in the '¡A conversar!' section on p. 79 of *Viajes*.

Exercise 3-15 '¿Te gusta el cine?' in the '¡A conversar!' section on p. 83 of *Viajes*.

Exercise 3-20 'Planes para un fin de semana' in the '¡A conversar!' section on p. 85 of *Viajes*.

Tutorial 6 (Week beginning 18 April)

Theme

La fecha y el tiempo

La casa

Grammar

Verbs with irregular yo forms

Present tense –er and –ir verbs

TENER

To prepare

Exercise 3-25 'Entrevista' in the '¡A conversar!' section on p. 87 of *Viajes*.

Exercise 3-32 '¿Qué fecha es?' in the '¡A conversar!' section on p. 91 of *Viajes*.

Exercise 4-4 'Lugares preferidos' in the '¡A conversar!' section on p. 101 of *Viajes*.

Tutorial 7 (Week beginning 2 May)

Theme

La casa
Consejos
Emociones

Grammar

Stem-changing verbs
Positive Imperative
ESTAR

To prepare

Exercise 4-10 '¿Es verdad?' in the '¡A conversar!' section on p. 106 of *Viajes*.
Exercise 4-20 'Consejos para un nuevo estudiante' in the '¡A conversar!' section on p. 113 of *Viajes*.
Exercise 4-25 '¿Dónde está Joaquín?' in the '¡A conversar!' section on p. 117 of *Viajes*.
Exercise 4-26 'Situaciones y emociones' in the '¡A conversar!' section on p. 117 of *Viajes*.

Tutorial 8 (Week beginning 9 May)

Theme

Las partes del cuerpo

Grammar

Reflexive verbs
Acabar de + infinitive

To prepare

Exercise 5-5 'Anatomía' in the '¡A conversar!' section on p. 130 of *Viajes*.
Exercise 5-6 'Entrevista' in the '¡A conversar!' section on p. 131 of *Viajes*.
Exercise 5-7 'Retratos de un extraterrestre' in the '¡A conversar!' section on p. 131 of *Viajes*.
Exercise 5-11 'Las actividades diarias de Tomás' in the '¡A conversar!' section on p. 133 of *Viajes*.
Exercise 5-15 'Antes y después' in the '¡A conversar!' section on p. 135 of *Viajes*.

Tutorial 9 (Week beginning 16 May)

Theme

La salud
La comida

Grammar

SER vs. ESTAR

To prepare

Exercise 5-19 'Los dolores' in the '¡A conversar!' section on p. 141 of *Viajes*.
Exercise 5-25 '¿Quién soy yo?' in the '¡A conversar!' section on p. 144 of *Viajes*.
Exercise 6-5 'Entrevista' in the '¡A conversar!' section on p. 157 of *Viajes*.
Exercise 6-6 '¿Qué vamos a comer?' in the '¡A conversar!' section on p. 157 of *Viajes*.
Exercise 6-10 'Dos cocinero y tú' in the '¡A conversar!' section on p. 161 of *Viajes*.

Tutorial 10 (Week beginning 23 May)

Theme

El restaurante
Lo que yo hice

Grammar

Comparatives and superlatives
The Preterite

To prepare

Exercise 6-11 'Lo que me gusta hacer' in the '¡A conversar!' section on p. 161 of *Viajes*.
Exercise 6-21 'Lo que yo hice' in the '¡A conversar!' section on p. 171 of *Viajes*.
Exercise 6-26 'Una cena memorable en un restaurante inolvidable' in the '¡A conversar!' section on p. 173 of *Viajes*.

Course programme

Week	Date (week beginning)	Unit of Viajes	Topics to be covered	Work for Assessment
1	29 Feb	Preliminar	Course Introduction. Meeting and Greeting People. Pronunciation Subject Pronouns. The Verb <i>Ser</i> <i>Hay</i> and Numbers 0-30. Asking Questions	
2	7 March	Capítulo 1	Definite and Indefinite Articles Gender and Number of Nouns Present Tense of Regular <i>-ar</i> verbs The Time and Days of the Week	
3	14 March	Capítulo 2	<i>La Familia</i> . Possession with <i>de(l)</i> and Possessive Adjectives Common Uses of the Verb <i>Ser</i> Agreement with Descriptive Adjectives	QUIZ 1 (2%)
4/5	21/28 March	Capítulo 2 Capítulo 3	Present Tense of <i>-er</i> and <i>-ir</i> Verbs Common Uses of the Verb <i>Tener</i> . Numbers 30-100 <i>Los Deportes y los Pasatiempos</i> <i>Gustar</i> + Infinitive and <i>Gustar</i> + Nouns	
EASTER BREAK (24 March – 30 March 2016)				
6	4 April	Capítulo 3	<i>Los Lugares</i> . <i>Ir</i> and <i>Ir A</i> <i>Saber</i> , <i>Conocer</i> and the Personal <i>A</i> Expressing Time and Weather with <i>Hacer</i> and <i>Estar</i>	QUIZ 2 (2%) AUDIOVISUAL TEST 1 (10%) Held in audiovisual class (50-minute test)
7	11 April	Capítulo 4	<i>La Casa</i> Present Tense of Stem-Changing Verbs	WRITTEN TEST 1 (20%) Monday April 11 (50-minute test)

Week	Date (week Beginning)	Unit of Viajes	Topics to be covered	Work for Assessment
8	18 April	Capítulo 4	<i>Los Quehaceres Domésticos</i> . Affirmative Tú Commands Number 100-1,000,000 The Verb <i>Estar</i>	QUIZ 3 (2%) WRITTEN ASSIGNMENT (10%) Due Thursday 30 April, 4pm
9	2 May	Capítulo 5	<i>Las Partes del Cuerpo</i> . Reflexive Pronouns. Present Tense of Reflexive Verbs <i>Acabar De</i> + Infinitive. <i>La salud</i> . <i>Ser vs. Estar</i>	
MID-TRIMESTER BREAK (25 - 29 April 2016)				
10	9 May	Capítulo 5 Capítulo 6	Ser vs. Estar Demonstrative Adjectives and Pronouns La Comida y el Restaurante	QUIZ 4 (2%)
11	16 May	Capítulo 6	Comparatives and Superlatives Regular Verbs in the Preterite Verbs with Spelling Changes in the Preterite	
12	23 May	Capítulo	Verbs with Stem Changes in the Preterite Verbs with Irregular Preterite Forms	QUIZ 5 (2%) AUDIOVISUAL TEST 2 (15%) Held in audiovisual class (50-minute test)
13	30 May		Revision	WRITTEN TEST 2 (25%) Wednesday 1 June (50-minute test)