



Course Aims

This is an introductory course designed for any undergraduate student who has never studied Spanish before and is interested in learning this widely-spoken language and about its vibrant cultures. This course practices the four skills of the language in an integrated manner through an action-oriented approach with the aid of a wide range of audiovisual and classroom materials. This beginner course will provide you with a sounding foundation of written and spoken Spanish at the level A1.1 according to the Common European Framework of Reference for Languages (CEFR), coupled with some tools for independent learning. It will also equip you with some basic knowledge for cross-cultural situations with Spanish speakers.

Intended Learning Outcomes (ILO)

Upon successful completion of this course, you will have the knowledge and skills to:

1. **Communicate** at beginner's level that allows you to exchange basic information in the present tense, in formal and informal situations, regarding familiar topics such as family, hobbies, likes and dislikes, daily routine and housing.
2. **Read, interpret and comprehend** simple authentic spoken, written and multimedia content (email, blog, note, essay) on familiar topics and address comprehension questions related to these.
3. **Write** short texts dealing with everyday topics, such as a personal ad, a letter describing yourself, a note for a friend, or an email requesting basic information.
4. **Discern** different Iberian and Latin American varieties of Spanish.
5. **Identify and describe** different elements of Hispanic culture by focusing on current socio-cultural issues.

Course Content

- Expressing greetings and farewells in intercultural situations
- Integrating the use of the alphabet in context
- Introducing oneself and other people: informal and formal situations
- Expressing and reflecting about origins nationalities and languages
- Asking and giving information about jobs and workplaces
- Reflecting on gender and number agreement in Spanish
- Integrating the use of the numbers in context
- Asking and giving personal information
- Describing someone's physical appearance and personality
- Expressing likes and dislikes and knowledge within spare time activities
- Describing one's daily routine
- Reflecting and talking about the frequency of actions and routines
- Creating sociocultural awareness of the Spanish speaking countries and cultures

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. CA 1: eWorksheets	2, 3, 4, 5	Competence Communication	5%	Individual	N.A.
2. CA 2: Test 1	2, 3, 4, 5	Competence Civic-mindedness Creativity Communication Character	25%	Individual	Appendix 1
3. CA 3: Test 2	2, 3, 4, 5	Competence Civic-mindedness Communication Character	35%	Individual	Appendix 1
4. CA 4: Oral test	1, 4, 5	Civic-mindedness Creativity Communication Character	25%	Individual	Appendix 2
5. CA 5: Participation	all	Civic-mindedness Communication Character	10%	Individual	Appendix 3
Total			100%		

Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both, students and teachers. All assessments in the course will receive feedback in a prompt and informative manner with specific reference to the Intended Learning Outcomes during or after the learning activity.

Tools used for formative assessment and learning implemented in this course are:

- **Classroom tasks:** Oral or written feedback for the tasks performed in groups or individually during each class session is given to you.
- **Complementary exercises:** Exercises comprising vocabulary, grammar and comprehension exercises are completed by students during the class. Oral feedback and corrections are provided in class.
- **Oral test:** Individual oral feedback on the communication skills are given to students after the summative oral assessment.
- **Discussion board:** The discussion board is used to develop and guide students writing skills throughout the course. You will receive feedback on your accuracy level of coherence and cohesion using the language. It also facilitates learning by allowing you to view and comment the work of others.
- **eLessons:** eLessons include both dynamic explanations and self-assessment exercises. A revision in class with interactive exercises provides you with formative feedback.
- **eWorksheets:** You can check the results and correct answers of online learning after you completed the online learning and eWorksheets.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Action-Oriented Approach (following the CEFR recommendations) & blended learning	<p>Through a wide range of learning material, such as textbook, videos, paired work and class activities, you are encouraged to participate in resembling-like or real life tasks, role-plays and meaningful engaging in-class activities to develop the necessary receptive and productive skills in Spanish.</p> <p>Prior to the class, short video lectures and web links/materials posted NTULearn will get you ready for the interactive activities in class. This allows class time to be devoted to expanding on and mastering the material through collaborative learning exercises, projects, and discussions.</p> <p>After the lessons, grammatical concepts, vocabulary acquisition, listening, reading and writing skills are also further enforced through post-class exercises called <i>eWorksheets</i>. Online learning before and after class will support you in achieving the learning outcomes.</p>

Reading and References

Alonso Cuenca, M. and Prieto Prieto, R. (2015) **Embarque 1. Libro del alumno** (Edelsa)

Alonso Raya, R et al. (2005) Gramática básica del estudiante de español (Difusión)

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class and post-class activities, attend all tutorial classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for tutorial sessions you have missed. You are expected to participate in all tutorial discussions and activities.

(2) Absenteeism

If you miss a tutorial session, you must inform your instructor via email prior to the start of the class. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities. Please note that you will be awarded a zero grade if you do not attend any of your assessments. In order to be eligible for a re-test you have to inform your tutor and the Spanish Language Coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence, you will be granted an alternative test date. If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided; otherwise, you will be awarded a zero grade.

(3) Compulsory assignments

You are required to submit online compulsory assignments on due dates. You should follow the guidelines provided for each of the written practices. Your participation should be personal and in no way you should

submit the work of another person as this will be considered a form of academic dishonesty and will be treated as such.

Remember that participating in the discussion board will help you improve your written skills in Spanish and will prepare for the written tests. This is a part of your class participation mark.

You are required to attempt your online assignments during the scheduled time. The *eWorksheets* allow multiple attempts and the highest score will be considered.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
Week 1	<ul style="list-style-type: none"> - Introduction to the course (info in NTULearn) - Talking about the importance of the language (notes, p. 7-8) - Introducing oneself: asking for and giving one's name and surname - Communicative strategies: <i>¿Cómo se dice?</i> ... (notes, p. 10) MODULO 1. Lección 1: Bienvenid@s a bordo - Alphabet (p. 9) + "<i>El Abecedario español</i>" (notes, p. 15-18) - Practice the alphabet (p. 9, ex. 3) + <i>Acción</i> - Common instructions & communicative strategies (notes p. 10) - eLesson 1. <i>Verbos ser y llamarse</i> 	ALL	eLesson 1 Listening comprehension activities with videos and audio recordings Pair/ group work Reading & writing activities Short role-plays Interactive dialogue between students/ with the tutor
Week 2	<ul style="list-style-type: none"> - Listening (p.10 + ex. 4b and 5) - Verbs "<i>LLAMARSE</i>" and "<i>SER</i>" - Greetings & farewells (p. 11, ex. 6-7) eLesson 2. <i>Presentarse</i> MODULO 1. Lección 2: ¿De dónde eres? - Origin: countries & nationalities (p. 14 & 15, ex.1-3. - Revision: Verbs "<i>SER y LLAMARSE</i>" (notes, p. 19) - "<i>Nacionalidades</i>" (notes, p. 20) - eLesson 3. <i>Países y nacionalidades</i> 	ALL	eLesson 2 eLesson 3 Listening comprehension activities with videos and audio recordings Pair/ group work Reading & writing activities Short role-plays Interactive dialogue between students/ with the tutor

Week 3	<ul style="list-style-type: none"> - Verb “HABLAR” (Pag 15, ex. 3) - Verb “VIVIR” (p. 16 & 17) - <i>Diario</i> (p. 19 ex.1 & 2) + <i>Noticias</i> (p. 23) <p>eWorksheet 1. Hispanic countries and cultures</p> <p>MODULO 2. Lección 3: ¿A qué te dedicas?</p> <ul style="list-style-type: none"> - Verb “TRABAJAR” + Occupations & work places (p. 26) - Gender & number agreement (notes, p. 27) - eLesson 4. <i>El género de los sustantivos</i> 	ALL	<p>eWorksheet 1</p> <p>eLesson 4</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
Week 4	<ul style="list-style-type: none"> - Occupations & work places (p. 27) - Verb “HACER” - Numbers 0-1,000 (p. 28 + p. 30, ex. 7) <p>eWorksheet 2. <i>Profesiones</i></p> <ul style="list-style-type: none"> - Verb “TENER” (to talk about age) - Months, birthday, email, telephone number (p. 29, ex. 8-10) + (p. 31) - eWorksheet 3. <i>Información personal</i> 	ALL	<p>eWorksheet 2</p> <p>eWorksheet 3</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
Week 5	<p>MODULO 2. Lección 4: ¿Qué estudias?</p> <ul style="list-style-type: none"> - Studies and subjects (p. 32-33, ex. 1-5) + <i>Acción</i> - Verbs “ESTUDIAR”, “LEER” and “ESCRIBIR” - Written practice 1: <i>Mi presentación personal</i> - Asking for & giving one’s address + ordinal numbers (p. 34-35) <p>MODULO 3. Lección 5: ¿Cómo eres?</p> <ul style="list-style-type: none"> - Physical and personal description (p. 44-45, ex. 1-4) (notes, p. 36) - Verbs “SER”, “TENER” and “LLEVAR” - eWorksheet 4. Test Revision 	ALL	<p>eWorksheet 4</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
Week 6	<p>REVISION TEST 1</p> <ul style="list-style-type: none"> - Vídeo: Aprender con Martina (notes, p. 28) + revisión gramatical (notes, p. 29) <p>TEST 1 (listening + written)</p>	ALL	<p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p>

			Interactive dialogue between students/ with the tutor
Week 7	<p>TEST 1 feedback + Q&A</p> <p>Revision of physical and personal description</p> <ul style="list-style-type: none"> - Adjectives of personality (p. 45, ex. 3-4) - Interactive practice: “¿Quién es quién?” (notes, p. 38-39) - Introducing the family (p. 46, ex. 5-6) - eLesson 5. <i>La familia</i> - Verb “ESTAR” + marital status and possessive adjectives - Vídeo: “Mi familia” (notes, p. 42) - Verbs “SABER” and “CONOCER” (pg. 47) <p>MODULO 3. Lección 6: El tiempo libre</p> <ul style="list-style-type: none"> - Free-time activities (p. 50-51, ex. 1-4) + <i>Acción</i> - “Las actividades de tiempo libre” (notes, p. 43) - eWorksheet 5: <i>Actividades de tiempo libre</i> 	ALL	<p>eLesson 5</p> <p>eWorksheet 5</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
Week 8	<ul style="list-style-type: none"> - Verb “GUSTAR” (notes, p. 44) - Quantity markers: Interactive practice (p. 52, ex. 5) - Expressing agreement and disagreement (p. 53) <p>Interactive practice with “GUSTAR” (p. 55, ex. 1-2)</p> <ul style="list-style-type: none"> - eLesson 6. <i>Las partes de la casa</i> <p>MODULO 4. Lección 7: Vives en un piso</p> <ul style="list-style-type: none"> - Types of houses (p. 62 and 63) <p>Homework: Vocabulary (p. 64)</p> <ul style="list-style-type: none"> - eLesson 7. <i>Las preposiciones y adverbios de lugar</i> 	ALL	<p>eLesson 6</p> <p>eLesson 7</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
Week 9	<ul style="list-style-type: none"> - Prepositions and adverbs of place (p. 64-65) - “¿Dónde está el gato Michifú?” (notes, p. 52) - “La casa” (notes, p. 55) - “Una casa especial” (notes, p. 56) - “Contraste Hay/Está(n)” (notes, p. 54) <p>Written practice 2: <i>Mi familia y yo: dónde vivimos y qué nos gusta hacer</i></p> <p>MODULO 4. Lección 8: Un día en el barco</p> <ul style="list-style-type: none"> - Habitual actions, days of the week and time (p. 68-69, ex. 1-4) - “La rutina diaria” (notes, p. 57) - eLesson 8. <i>La rutina diaria</i> 	ALL	<p>eLesson 8</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
Week 10	<ul style="list-style-type: none"> - “La hora” (notes, p. 58) - <i>Los verbos reflexivos</i>” (notes, p.59) - Revision: “La hora” (p. 69. Ex 4) - eLesson 9. <i>Los verbos reflexivos</i> 	ALL	<p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p>

	<ul style="list-style-type: none"> - Adverbs of frequency (p. 70-71) - Revision of Routine and Reflexive verbs: -<i>Diario</i>. (p. 73) - eWorksheet 6: Test revision - Prepositions 		<p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
Week 11	<p>Revision TEST 2 (notes, p. 60)</p> <p>TEST 2 (listening + written)</p>	ALL	<p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
Week 12	<p>ORAL TEST</p> <p>TEST 2 feedback + Q&A. Cultural activity</p>	ALL	<p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>

Appendix 1: Assessment Rubric for Written Expression in CA 2: Test 1 & CA 3: Test 2

<u>5</u>	Language	<u>5</u>	Content and Structure
5	Simple structures used without errors . More complex structures without or almost without errors . Orthography and correct agreement. 1 or 2 isolated errors.	5	All the requested information is included in a very elaborated manner. Frequent and correct use of connectors.
4	Simple structures used with very few errors . Complex structures with errors throughout the composition. Orthography and agreement with very few errors.	4	Most of the requested information is included in a partially elaborated manner. Moderate but correct use of connectors.
3	Simple structures used with few errors . Complex structures with some errors throughout the composition. Orthography and agreement with some errors.	3	Much of the requested information is included in a partially elaborated manner. Moderate but correct use of connectors.
2	Simple structures used with quite many errors . Complex structures with quite many errors throughout the composition. Orthography and agreement with quite many errors.	2	Part of the requested information is included in a occasionally elaborated manner. Use of some connectors but not necessarily correctly.
1	Simple structures used with many errors . Complex structures with many errors throughout the composition. Orthography and agreement with many errors.	1	Very little of the requested information is included and in a not elaborated manner. Connectors are missing .
0	It does not fulfil any of the requisites.	0	It does not fulfil any of the requisites.

Appendix 2: Assessment Rubric for Oral Expression in CA 4: Oral Test

Productive Skills		Receptive and Interaction Skills
9-10	<p>Answers are correct and communication is very effective.</p> <p>Pronunciation and intonation always facilitate the message comprehension.</p> <p>Varied and always effective vocabulary used.</p> <p>Basic and more complex grammatical structures are used correctly.</p>	<p>Comprehension is good and interaction is kept all the time.</p> <p>Student answers and demonstrates comprehension.</p> <p>Student provides appropriate and detailed information.</p> <p>Student keeps the conversation and provides some personal information.</p>
7-8	<p>Answers are correct and communication is effective.</p> <p>Pronunciation and intonation facilitate the message comprehension.</p> <p>Varied and effective vocabulary used.</p> <p>Basic and some more complex grammatical structures are used correctly.</p>	<p>Comprehension is good and interaction is kept most of the time.</p> <p>Student answers and demonstrates comprehension most of the time.</p> <p>Student provides appropriate information.</p> <p>Student keeps the conversation.</p>
5-6	<p>Answers and communication are generally effective.</p> <p>Pronunciation and intonation generally facilitate the message comprehension.</p> <p>Varied vocabulary used.</p> <p>Basic and a limited variety of more complex grammatical structures are used correctly.</p>	<p>Comprehension and interaction are generally kept.</p> <p>Student answers and generally demonstrates comprehension.</p> <p>Generally student provides appropriate information.</p> <p>Generally student keeps the conversation.</p>
3-4	<p>Answers and communication are partially effective.</p> <p>Pronunciation and intonation occasionally limit the message comprehension.</p> <p>Occasionally varied vocabulary used.</p> <p>Most of the basic grammatical structures are used correctly.</p>	<p>Comprehension and interaction are partially kept.</p> <p>Student answers and only demonstrate comprehension occasionally.</p> <p>Occasionally student provides appropriate information.</p> <p>Student partially keeps the conversation: some questions need to be repeated or reformulated.</p>
1-2	<p>Answers and communication have a limited effectiveness.</p> <p>Pronunciation and intonation limit the message comprehension.</p> <p>Limited vocabulary used.</p> <p>Some basic grammatical structures are used correctly but these are isolated and of limited variety.</p>	<p>Comprehension and interaction are limited.</p> <p>Student provides limited answers and rarely demonstrates comprehension.</p> <p>Student provides little appropriate information.</p> <p>Student's participation in the conversation is limited: most of the questions need to be repeated or reformulated.</p>
0	<p>Communication does not reach any of the specified levels by the above descriptors.</p>	<p>Comprehension and interaction do not reach any of the specified levels by the above descriptors.</p>

Appendix 3: Assessment Criteria for CA 5 Participation

The marks (10) are calculated based on two components:

1. Written practice in the Discussion Board
2. Classroom participation

1. Written practice in Discussion Board (6 points):

Students need to submit all.

Full marks if all written practices were attempted and submitted on time.

1-point deduction for each written practice not submitted.

2. Classroom participation (4 points)

Students ought to participate actively in all classroom activities.

Active participation:

- 4 points for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.
- 3 points for regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 2 point for adequate participation, moderately active in group discussions, yet only offers answers on being called upon. Sometimes unprepared and might not have completed the assigned homework.
- 0 points for students who show no active participation, who do not participate in group discussions, are not prepared, and generally do not complete the assigned homework.