



**UNIVERSITY OF  
CALGARY**

**FACULTY OF ARTS  
DEPARTMENT OF FRENCH, ITALIAN AND SPANISH**

**Beginners' Spanish II, SPAN 203 L60  
Summer 2011**

**Location: CHE 118 Days : MWF 18:00 – 20:30**

**INSTRUCTOR 'S NAME and E-MAIL:** Tijana Malogajski tmalogaj@ucalgary.ca  
**OFFICE LOCATION and HOURS :** CHE 208, Mondays at 17:00 or by appointment  
**TELEPHONE NUMBER :** 403 220 3197

**COORDINATOR'S NAME and E-MAIL :** Prof. Fresia Sánchez; fsanchez@ucalgary.ca

**DESCRIPTION :**

A continuation of Spanish 201, this is a beginning level course primarily for students with prior knowledge of the language (one semester of university level Spanish or Spanish 30). This course is structured on the communicative approach to language learning and strong emphasis is placed on basic skills, namely: listening, speaking, reading, writing and cultural awareness.

Labs and tutorials will not be officially scheduled. However, it is strongly recommended that students do all lab manual exercises in order to increase oral comprehension and production. These abilities could also be enhanced by engaging in conversation with Spanish speaking tutors/ advanced students at the Centro de Tertulia (*Spanish Centre*) located in Craigie Hall D303.

**Prerequisites :**

Spanish 30, Spanish 201 or equivalent.

**DISTRIBUTION OF GRADES :**

Exams (3= 20% +20% + 10%) .....50%  
Compositions (2 = 10% +15%) .....25%  
Activities .....10%  
Assessment of oral abilities .....10%  
Participation ..... 5%  
There will be no written final examination.

**GRADING SCALE :**

A+=96-100; A=91-95 A- =86-90; B+=81-85; B=76-80; B- =71-75; C+=67-70; C=62-66 C- =58-61; D+=54-57; D=50-53 ; F<50%  
The official grading system (A=4, B=3, C=2, D=1) will be applied for the calculation of the final mark.

**REQUIRED TEXTS :**

Gaycedo Garner, Rush, Domínguez, *!Claro que sí!* (6<sup>th</sup>. ed.) Boston, New York : Houghton Mifflin, 2008  
Gaycedo Garner, Rush, Domínguez, *!Claro que sí! Student Activities Manual* (6<sup>th</sup>. ed.). Boston, New York : Houghton Mifflin, 2008.

**RECOMMENDED TEXTS AND MATERIALS :**

*Collins Spanish Dictionary*. Spanish/English. English/Spanish  
Spinelly Emily. *English Grammar for Students of Spanish*. 4<sup>th</sup>. ed. The Olivia & Hill Press.

**COURSE NOTES**

1. The information on the course outline handed with this Course Information Sheet and posted on Blackboard is not binding and can change according to the needs of the class.
2. No makeup tests will be given. Instead the percentage assigned to a specific test will be added to the next test the student has to take.
3. Attendance to all exams is compulsory.
4. To derive the utmost benefit from instruction, daily attendance is essential. Lack of attendance may adversely affect your overall performance and may have a negative impact on your final grade. Besides, failure to attend class always results in missed opportunities to hear and speak Spanish.
5. Depending on their abilities, students are expected to spend a minimum of two hours in outside preparation for each class period. Students will be encouraged to communicate consistently in the target language from the start of the course.

## **OUTCOMES:**

### **Listening**

You will be able to more completely understand the content of audio and video material that accompanies the textbook. Recognize and understand expressions from authentic media.

### **Speaking**

Develop communicative abilities in order to function in simple survival situations, such as placing phone calls, ordering a meal, making travel arrangements, renting an apartment, explaining medical problems... Able to ask pertinent information questions.

### **Reading**

Able to understand the main ideas of selected authentic material, (simple comic strips, ads, travel timetable, menus, periodical/web materials (in order to further develop reading skills as well as a more in depth comprehension about the topics. The student will be able to grasp the meaning of simple prose/verse, through various reading strategies such as skimming, identifying main ideas, using the dictionary...

### **Writing**

Begin to create structured written material (in paragraphs) to describe and narrate past events grounded in personal experience, and express opinions, hopes and desires for the immediate future. Able to apply useful writing strategies such as the pastiche, organizing ideas in chronological order, avoiding redundancy.

### **Culture**

Increase knowledge of significant differences between the varied and rich Hispanic culture and the learner's native culture, in behavior, attitudes and other aspects. Develop an awareness of language as an essential element of culture.

### **Aula Virtual de Español (AVE)**

The Department of French, Italian and Spanish has purchased a license to the Aula Virtual de Español (AVE), Spanish online learning materials developed by the Instituto Cervantes. This great resource is available to students for free during the semester on the Internet at: <http://ave2.cvc.cervantes.es> (User: spanuofc, Password: 772686).

## **ACADEMIC MISCONDUCT**

1. **Plagiarism** is a serious offence, the penalty for which is an F on the assignment and possibly also an F in the course, academic probation, or requirement to withdraw. Plagiarism exists when:

- a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
- b) parts of the work are taken from another source without reference to the original author;
- c) the whole work (e.g., an essay) is copied from another source, and/or
- d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted."

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged. A bibliography is insufficient to establish which portions of the student's work are taken from external sources; footnotes or other recognized forms of citation must be used for this purpose.

2. **Cheating** at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.

3. **Other academic misconduct** includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.

4. Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct.

**DISABILITIES AND ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodations. Students with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre should contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. Students also required to discuss their needs with the instructor no later than fourteen (14) days after the start of this course.

**EMERGENCY EVACUATION ASSEMBLY POINTS**

Craigie Hall: Professional Faculties food court (alternate: Education Block food court)

Education Block and Tower: Scurfield Hall atrium (alternate: Professional Faculties food court)

Kinesiology: north courtyard, MacEwan Student Centre (alternate: University Theatres lobby)

For the complete list of assembly points please consult <http://www.ucalgary.ca/emergencyplan/assemblypoints>

**FREEDOM OF INFORMATION AND PRIVACY (FOIP) ACT**

Graded assignments will be retained by the Department for three months and subsequently sent for confidential shredding. Final examinations will be kept for one calendar year and subsequently sent for confidential shredding. Said material is exclusively available to the student and to the department staff requiring to examine it.

Please see <http://www.ucalgary.ca/secretariat/privacy> for complete information on the disclosure of personal records.

**INTERNET AND ELECTRONIC COMMUNICATION DEVICES**

Devices such as laptops, palmtops and smartbooks are allowed provided that they are used exclusively for instructional purposes and do not cause disruption to the instructor and to fellow students. Cellular telephones, blackberries and other mobile communication tools are not permitted and must be switched off.

**SAFEWALK**

To request a Safewalk escort anywhere on campus, 24 hours a day and seven days a week, please call 403-220-5333 or use one of the Help Phones.

Web: <http://www.ucalgary.ca/security/safewalk>

**STUDENT UNION INFORMATION**

Representatives and contact details: <http://www.su.ucalgary.ca/home/contact.html>

Student Ombudsman: <http://www.su.ucalgary.ca/services/student-services/student-rights.html>

**WRITING ACROSS THE CURRICULUM**

Writing skills should cross all disciplines. Students are expected to do a substantial amount of writing in their courses and, where appropriate, instructors can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office (<http://www.efwr.ucalgary.ca/>) can be utilized by all undergraduate and graduate students who feel they require further assistance.