



UNIVERSITY OF  
CALGARY

FACULTY OF HUMANITIES  
DEPARTMENT OF FRENCH, ITALIAN AND SPANISH

**Beginners' Spanish II, SPAN 203 L05**  
**Winter 2009**  
**Location: ED 287 Days : MTWR 10:00**

**INSTRUCTOR'S NAME and E-MAIL:** Ms Tamara Schürch; [tcschurc@ucalgary.ca](mailto:tcschurc@ucalgary.ca)  
**OFFICE LOCATION and HOURS :** CHE 204C; TBA  
**TELEPHONE NUMBER :** 403-220-6498

**COORDINATOR'S NAME and E-MAIL :** Mrs. Candelaria Konrad; [ckonrad@ucalgary.ca](mailto:ckonrad@ucalgary.ca)

**DESCRIPTION :**

This course is 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.

**Prerequisites :**

Spanish 30, Spanish 201 or consent of the department.

**DISTRIBUTION OF GRADES :**

Tests (3 x 10)	30%
Compositions (2 x 10)	20%
Vocabulary Quizzes (3 x 1%) & Outside Class Activities (3 x 4%)	15%
Final Oral Exam	10%
Final Written Exam	25%

**GRADING SCALE :**

A+ =98-100; A=94-97 A- =90-93; B+ =86-89; B=82-85; B- =78-81; C+ =74-77; C=70-73 C- =64-69; D+ =58-63; D=50-57

The official grading system (A=4, B=3, C=2, D=1, F=0) will be applied for the calculation of the final mark.

**REQUIRED TEXTS :**

Gaycedo Garner, Rush, Domínguez, *!Claro que sí!* Student Text with In-text Audio CD (6<sup>th</sup> ed.) Boston, New York : Houghton Mifflin, 2008 (ISBN 13 978-0-618-8029909)

Gaycedo Garner, Rush, Domínguez, *!Claro que sí!* Student Activities Manual (6<sup>th</sup> ed.). Boston, New York : Houghton Mifflin, 2008. 9ISBN-13 978-0-618-80299-9)

**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. 5% of the grade will be deducted for each day a written assignment (activity or composition) is late if there is no written document to justify the absence or the failure to complete it.
3. No make up tests will be given. Instead the percentage assigned to a specific test will be added to the next test the student has to take.
4. Lack of attendance may adversely affect your overall performance and may have a negative impact on your final grade.
5. Depending on their abilities, students are expected to spend a minimum of two hours in outside preparation for each class period.

**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.

**STUDENTS WITH DISABILITIES**

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

**PLAGIARISM**

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. The University Calendar states that "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.