

**California State University, Northridge**  
**Summer Academic Enrichment Program**  
**Beginning Spanish (8:00-10:05)**  
**Summer 2005**  
**Course Instructor: Luis A. Corretjer**  
**Email:** Luis.Corretjer.05@csun.edu

### **Course Overview**

This class will prepare the student to be more comfortable in a Spanish 1 course. Beginning Spanish is an overview of Spanish 1. For those who have taken Spanish before, it will be a review. For those who have never taken a Spanish class, you will be more prepared in a Spanish 1 class after taking this course.

### **Course Description**

This course will aid the student in the acquisition of the fundamentals of pronunciation and grammar, practical vocabulary, useful phrases and the ability to understand, read, write and speak simple Spanish. Basic relevant information is included covering geography, customs, culture of Spain and Latin America. The class will prepare you for further language study and should inspire interest in foreign travel, study and work. You will learn Spanish in the same manner you learned your first language:

1. Listening to the language
2. Repeating the new language
3. Writing
4. Reading

### **Course Covers**

- 1.the alphabet, the numbers, time, weather
- 2.greetings and salutations
- 3.gender and number-grammatical categories
- 4.adjectives
- 5.subject-verb agreement
- 6.ser vs. estar
- 7.regular and several irregular verbs
8. several stem changing verbs
- 9.the present, future and some past tense
- 10.brief review of possessive, demonstrative, interrogative, and comparative constructions
- 11.home, family and friends- identify and describe
- 12.some occupations and professions
- 13.some food and clothing
- 14.transportation methods
- 15.geography of the 20 countries with Spanish as their official language
- 16.common expressions and vocabulary

## **Course Goals and Objectives**

**1. GOAL:** Introduce students to Spanish grammar.

*OBJECTIVE:* Learn the different names for parts of speech

*OBJECTIVE:* Be able spell words correctly in Spanish based on the sound and meaning of words.

*OBJECTIVE:* Learn when to use the correct punctuation and be able to manipulate the meaning of a sentence based on varying punctuation uses.

**2. GOAL:** To become skilled at conjugating verbs

*OBJECTIVE:* Learn the difference between an infinitive and a conjugation.

*OBJECTIVE:* Be able to differentiate the verb's form such as number, person, voice, and tense

*OBJECTIVE:* Be able to effectively use verbs in his or her own writing.

**3. GOAL:** To build a supply of expressive meanings

*OBJECTIVE:* Build a vocabulary list from each lesson.

*OBJECTIVE:* Learn the skill of understanding a sentence or passage, based on the context, even if a word is unknown.

*OBJECTIVE:* Command vocabulary correctly in a sentence

**4. GOAL:** To be able to communicate in Spanish

*OBJECTIVE:* ask and answer questions in Spanish

*OBJECTIVE:* describe a picture using the target language

*OBJECTIVE:* address when possible the teacher and anyone else in Spanish

**5. GOAL:** Learn the importance of correctly pronouncing a letter or word

*OBJECTIVE:* Repeat the alphabet

*OBJECTIVE:* Differentiate two words that are pronounced the same but are spelled differently or visa-versa.

*OBJECTIVE:* Read out loud in Spanish

**6. GOAL:** Identify Spanish-speaking countries in the world.

*OBJECTIVE:* Learn the capitals of the Spanish-speaking countries

*OBJECTIVE:* Amplify the student's geographical knowledge

**7. GOAL:** Develop an ear for the spoken language

*OBJECTIVE:* Listen to other voices besides the teacher's

*OBJECTIVE:* Be able to hear a word and spell it correctly

***OBJECTIVE:** Be able to listen to a dialogue or paragraph and answer questions based on what was heard (said)*

**8. GOAL:** Write dialogues in Spanish

***OBJECTIVE:** To be able to appropriately use grammatical structures*

***OBJECTIVE:** Build student's confidence in writing Spanish by working in groups and individually*

***OBJECTIVE:** Be able to organize ideas and concepts in a clear and logical manner*

### **Course Textbooks**

Each student will receive a *textbook* **Somos Así** Funston, et al. that needs to be returned at the end of the program. Make sure you protect your books so that they are returned in the same condition as you received them. You will be held responsible for any lost or damaged book. The first day of class, you will fill out a textbook receipt card. On the back of the card, students will be instructed to write down the damage on the book so that they are not held responsible at the end of the five weeks.

### **Course Materials**

**Covered textbook, covered workbook** (if handed out) handouts, notebook (or loose leaf paper) blue or black ink, and a **red pen** to make corrections.

In addition to the text Somos Así, the text's accompanied materials such as the workbook, written activities, videotapes, audiotapes, transparencies, and tests will be used. Instructional game materials, applied by the instructor, are used as well.

### **Homework and Classwork**

Each student can expect about 10-15 minutes of homework each night.

Every day you will receive a stamp if you **complete** the class work and do your assigned homework. Even though you may have errors, by showing the completed day's work, you will have earned a stamp. You will correct the homework with your **red pen** the next day in class. Therefore, it is up to the student to track the mistakes. If **red markings** stand out on your notebook, it should give you a clue to get help from the instructor. Red markings are not necessarily a bad sign. Every two weeks I will collect your notebooks. Your grade is based on three things: number of stamps, homework corrections, and neatness.

Oral proficiency is a very important part of the lessons. We will have the activity of "más o menos" where students will have the opportunity to answer and ask questions in the target language-Spanish. At first the teacher will ask all the questions and the students will answer; eventually students will do both. Class presentations such as dialogues and skits will also be common use in class.

### **Grading Policy:**

Students will be assessed on quizzes, tests, oral proficiency, homework, student's notebook, written assignments, presentations and a final exam. All grades will be added by giving 4 points for an **A**, 3 points for a **B**, 2 points for a **C**, 1 point for a **D**, and 0 points an **F**. **ALL POINTS ARE CUMULATIVE.**

Grades will be determined by multiplying the number of grades possible by the following grade scale:

A= 3.5-4.0  
B= 2.5-3.4  
C= 1.5-2.4  
D= 0.5-1.4  
F= below 0.5

Students, **KEEP IN MIND** ...As soon as you have a doubt or concern, raise your hand and I will help you understand. I might not be able to answer your question right away, so make it a habit to write down your question on a piece of paper so you will not forget to ask me.

**PLEASE COMMUNICATE WITH ME IF YOU HAVE ANY QUESTIONS**

\*\*\*\*\*TEAR- OFF\*\*\*\*\*

I have read and understand the contents of this syllabus.

Student name: \_\_\_\_\_, \_\_\_\_\_  
**(PRINT)                      LAST                      FIRST                      Initial**

Student signature: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Class: \_\_\_\_\_

Period: \_\_\_\_\_

Date: \_\_\_\_\_