



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Humanities**

**SPAN-100-D01**  
**Basic Spanish 1**  
**Fall 2020**

**COURSE OUTLINE**

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The course description is available on the web @  
<http://camosun.ca/learn/calendar/current/web/span.html>

*W Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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**1. Instructor Information**

<b>(a) Instructor</b>	Janice Shewey	
<b>(b) Office hours</b>	Mondays and Fridays, 12:00-1:00, or by appointment	
<b>(c) Location</b>	Blackboard Collaborate	
<b>(d) Phone</b>	250.370.3360	<b>Alternate phone</b>
<b>(e) E-mail</b>	sheweyj@camosun.ca	
<b>(f) Website</b>		

**2. Intended Learning Outcomes**

Upon completion of this course a student will be able to:

1. Understanding, writing and speaking Spanish, using limited grammatical structures.
2. Expressing themselves in one or more tenses.
3. Using essential vocabulary related to everyday life situations, including such elements as describing people and places, asking questions, expressing feelings, telling the time, talking about food and clothing.

**3. Required Materials**

**Required technology:** You will need a strong and reliable internet connection for the Wednesday classes and to download media. You will also need a computer with a webcam and microphone to participate.

**Required text:** *Aula Internacional 1: A Spanish Course for English Speakers*. Corpas, García and Garmendia.

**Required digital access to online activities:** You will need “Premium” access to [www.campus.difusion.com](http://www.campus.difusion.com). This gives you access to the site for one year.

**\*\* Both of these required materials are also used in SPAN 101, so if you decide to take that course next semester, you will already own most of what you need.**

**Your choice this semester:** purchase the e-text OR a hard copy of the textbook. You will need both the textbook and the Premium access prior to our first class.

E-textbook	Physical textbook
<p>- Purchase using this link: <a href="https://oxford-university-press.square.site/shop/campus-difusi-n/11">https://oxford-university-press.square.site/shop/campus-difusi-n/11</a>:</p> <p>Pros:</p> <ul style="list-style-type: none"> <li>• Much cheaper</li> <li>• You don't have to come to campus to pick it up</li> <li>• The e-text itself is actually included in your Premium Access, so you just need to buy this one thing.</li> </ul> <p>Cons:</p> <ul style="list-style-type: none"> <li>• Only have access to it for one year</li> <li>• Could be tricky to navigate everything else on your screen during our weekly synchronous classes if you're trying to flip through the e-book at the same time.</li> <li>• Some students find they learn better with paper and pencil rather than on a screen</li> </ul>	<p>- Purchase through Camosun bookstore and pick up in person (by appointment): <a href="https://www.camosuncollegebookstore.ca/default.asp?">https://www.camosuncollegebookstore.ca/default.asp?</a></p> <p>Pros:</p> <ul style="list-style-type: none"> <li>• Paper copy will be much easier to manage with all the other online materials you'll be using simultaneously</li> <li>• You'll have it forever/great resource to keep</li> <li>• You can resell it when you're done with the course</li> </ul> <p>Cons:</p> <ul style="list-style-type: none"> <li>• More expensive</li> </ul>

#### 4. Course Content and Schedule

Welcome to Spanish 100. Spoken in more than 20 countries, the Spanish language is alive with multiple and distinct cultures and accents, and one course can only begin to touch on some of these aspects. Intended for true beginners, Spanish 100 is an introductory course designed to be followed by Spanish 101 next semester. During this term, we will cover chapters 1-5 of your textbook, *Aula Internacional 1*. You will learn basic terminology related to many daily life interactions such as meeting new people, university and work life, family and home life, socializing, shopping, past-times, and travel-related vocabulary. In this course, students will also gain an introductory knowledge of some of the cultures of the Spanish-speaking world through exposure to music, texts and video-clips.

This course is university transferrable to other institutions and is equivalent to UVic's SPAN 100A (<https://www.bctransferguide.ca/>). If you choose to continue with Spanish 101 at Camosun in the future, you will then complete the remaining four chapters of your textbook. Following these two courses, students are generally at an A1 ("Breakthrough") level. This proficiency level is an internationally recognized milestone that you can use to indicate your level to other institutions all over the world. For more info: <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

This course is a combination of synchronous learning (online sessions in real time on Wednesdays) and asynchronous learning (assigned work you do on your own with set due dates that I establish). **You will need to attend all weekly synchronous classes for your section and will be graded on your attendance, participation and preparedness for these sessions.** If you miss a session or two, that's okay; I only take your best 10/12 sessions when I add up final marks. Links to your recurring weekly sessions will be provided in D2L. Make a note in your calendar that you must be online and present for your Wednesday sessions.

**Wednesdays**

SPAN 100-D01

9:30-10:50 am

**Class Schedule:** This course plan is subject to change.

Week	Date	Chapter	
1	septiembre 9	Ch. 1	Welcome, practice with Blackboard Collaborate, highlights from course outlines, speaking practice, chapter 1
2	16	1	Speaking practice, chapter 1
3	23	1	Speaking practice, chapter 1 <b>Assignment 1</b> due Friday, September 25
4	30	2	Start chapter 2. Speaking practice, chapter 2
5	octubre 7	2	Speaking practice, chapter 2
6	14	2/3	Start chapter 3 <b>Assignment 2</b> due Friday, October 16
7	21	3	Speaking practice, chapter 3
8	28	3	Speaking practice, chapter 3
9	noviembre 4	3/4	Start chapter 4. Speaking practice, chapter 3 <b>Assignment 3</b> due Friday, November 6
10	11	4	<b>Holiday! No hay clase (no class)</b> Work on your own with assigned chapter 4 material.
11	18	4	Speaking practice, chapter 4
12	25	4/5	Start chapter 5. Speaking practice, chapter 4 <b>Assignment 4</b> due Friday, November 27

13	diciembre 2	5	Speaking practice, chapter 5
14	9	5	Speaking practice, chapter 5 <b>Assignment 5</b> due Friday, December 11
Final Exam Week	14-22		<b>Final video assignment</b> due. Due date TBA.

## 5. Basis of Student Assessment (Weighting)

- a. **Campus Difusión activities 20%:** Each week you will complete homework exercises online ([www.campus.difusion.com](http://www.campus.difusion.com)) with the Premium Access you purchased. You can expect to do substantial listening practice, grammar exercises, vocabulary activities and watch tutorial videos here. You may complete each activity twice. After submitting your first attempt, it will tell you which answers are correct and which are incorrect. Then, you can try the activity again, after which the program will show you the answers to any questions you missed. This way you get instant feedback on your work and can check your progress with the material. Your mark for this portion of the course will be based on timeliness (did you finish all the activities by the due date?) and effort to improve (are you, for the most part, getting the hang of these concepts?), rather than the percentage grade the program assigns you. However, if your progress shows that you completed the activities but are getting zeroes on all your work, then we'll obviously need to talk...I need to see sincere and careful work that is submitted in full and on time for top marks for this portion of your final grade. Completing these exercises on time allows you to fully participate in the course and be prepared to practice speaking during the Wednesday sessions.

- b. **Participation and preparedness in synchronous sessions 10%:** To prepare for the Wednesday synchronous sessions, you will do a variety of tasks that will function like a traditional “lecture” that you learn **before** you come to class. At the beginning of these Wednesday classes, there will be some time for clarification questions about what you studied in advance and for us to go over any specific doubts you have about the activities you did on [www.campus.difusion.com](http://www.campus.difusion.com), but we won’t have time for me to re-explain all the concepts that you are asked to study ahead of time. The goal of these Wednesday real-time sessions is to give you as much opportunity to practice speaking as possible. It’s imperative that you prepare properly for the Wednesday sessions so you can get the most out of our time together online and so your classmates can effectively practice with you in small groups there. If someone isn’t prepared for Wednesday’s session, the rest of the group can miss out, so please be ready to fully participate and engage with your classmates and the material. Your mark will be based on your best 10/12 sessions (our first session on September 9 doesn’t count).
- c. **End of chapter assignments 50% (5):** At the end of each of the five chapters, you will submit an assignment on D2L. I will guide you through how to do this when the time comes. These five assignments could contain any combination of the following: listening activities, randomized audio questions that you answer in writing, paragraph writing, verbal recordings of yourself speaking Spanish, a comic, or other questions that summarize your learning for the chapter. Each assignment will include a section where you explain a grammar concept in your own words or outline for me what you have learned in the chapter. More details to come.
- d. **Final project (video) 20%:** Due toward the beginning of finals week (due date TBA). This video is your chance to verbally showcase all you have learned during the semester. It can be done individually, in pairs or in groups. When we get closer to the end of the course, I will share the exact requirements for the video but you can expect to compile situations we practice in the Wednesday synchronous sessions into a final project that demonstrates your speaking mastery of all the areas we cover in the course. All your work in the course will prepare you for making this video and it does not require you to learn new concepts or look up new words or phrases; rather it is a summary project (in Spanish) of all the things you can talk about after completing the course.

**\*\*Important Requirements for missed Wednesday class and assignment due dates:**

Illness, accident, family affliction and religious obligations are the only legitimate reasons to miss the Wednesday sessions and assignment/final video due dates. If you are unable to attend on Wednesday or if any of your submissions will be late, please **contact me before or on the due date** to make alternate arrangements.

**6. Grading System**

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. **\*\* Consejos (tips)**

**iMuy importante!** Learning a new language requires a high level of self-discipline and commitment to steady work and progress (very little language is retained long-term by cramming for a test!). Learning a new language online will require even more motivation and autonomy on your part. I suggest that in addition to the 1.5 hour Wednesday class, you commit *at least* an extra 4 hours per week to your studies in order to be successful in this course.

Moreover, it is very difficult to catch up after falling behind in a language class and students are advised to keep up with the work day-by-day in order to make progress. The work you will do in a language course builds on itself each day, so if you get stuck on a concept, it's important to clear it up right away. Otherwise you risk not understanding what comes next. **If you don't understand something, please contact me immediately!**

**D2L:** Learn to use D2L, the online teaching and learning platform used at Camosun. You can access student tutorials here: <https://elearningtutorialscamosun.opened.ca/d2l-tutorials/d2l-for-students/>. It is **your responsibility** to check D2L regularly for updates, assignments, due dates, how to prepare for the Wednesday sessions, materials, course calendar, checklists, assignments, etc. Many students set up D2L to notify them each time I update the class D2L site. If you need help doing this, try using this tutorial: <https://elearningtutorialscamosun.opened.ca/wp-content/uploads/sites/1304/2020/03/SettingNotifications-Students-Sept2019-1.pdf>

**Blackboard Collaborate Ultra:** Hereby known simply as ***Collaborate***. This is a platform similar to Zoom (but more secure) that we'll be using for our Wednesday real-time sessions. I will send you a link to our first session. If you want to look at some tutorials, you'll find them here: <https://elearningtutorialscamosun.opened.ca/collaborate-ultra-tutorials/collaborate-for-students/>. Some people find that this program works best in Google Chrome.

**www.campus.difusión.com:** If you have technical issues with this site, you can email for help here: [campus@difusion.com](mailto:campus@difusion.com). Stay on top of these online activities! The site is all in Spanish but I will help you navigate it. The important thing with these activities is that you don't worry too much about getting a few wrong. As with any digital language platform, the program sometimes marks things wrong when all you did was forget a comma or didn't capitalize a letter. I am not worried about you getting these 100% correct and as previously mentioned, I'm basing your grade off effort and evidence of sincere learning and daily progress. These activities are a useful way for you to practice and learn from your mistakes; and they're fun!

**Tech support for your devices:** Chances are, I am not your best resource for questions on using your computer, webcam, microphone, headset and so on. You can access Camosun student tech support here: 250.370.3064 or [itsservicedesk@camosun.ca](mailto:itsservicedesk@camosun.ca).

**Watch my videos:** Most course content will be delivered via videos I share with you before we practice together on Wednesdays. I try to keep them brief but it is important that you take the time to watch them in full and practice with the guided lessons in each one. This will prepare you to put your new skills to use when we meet in real-time. Much of the information I share in the videos will not be taught or shared in any other format, so it's imperative that you find a quiet space and time each week to diligently work with through these.

**Stay in touch with me:** Please get in touch if you have any questions as the course progresses. I enjoy the interaction and love helping students, so don't hesitate to let me know if you need anything.

**Speak in “voz alta”:** Speak out loud as much as possible, even just to yourself. Students learn a new language more efficiently if they combine the four areas of language learning: speaking, listening, reading and writing. Simply reading a grammar explanation or studying a written vocabulary list in your head will not prepare you to speak in class or in the real world.

***The more you do a combination of the following activities  
with the words and phrases you are learning:***

<ul style="list-style-type: none"> <li>• say the words or phrases out loud</li> </ul>	<ul style="list-style-type: none"> <li>• hear them in a song, read in the lyrics</li> </ul>
<ul style="list-style-type: none"> <li>• associate them with an image (rather than an English equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>• notice them in a movie</li> </ul>
<ul style="list-style-type: none"> <li>• use them in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• see them online in another context</li> </ul>
<ul style="list-style-type: none"> <li>• teach someone else about them</li> </ul>	<ul style="list-style-type: none"> <li>• practice them in class</li> </ul>
<ul style="list-style-type: none"> <li>• see them on sticky notes around your house and think or say them often</li> </ul>	<ul style="list-style-type: none"> <li>• write them in an email</li> </ul>
<ul style="list-style-type: none"> <li>• write them in your notebook and draw a picture</li> </ul>	<ul style="list-style-type: none"> <li>• work with them in the online homework</li> </ul>
<ul style="list-style-type: none"> <li>• notice them in our audio activities</li> </ul>	<ul style="list-style-type: none"> <li>• and most importantly, make them relevant to yourself...</li> </ul>

***... the more likely you are to remember the word or phrase when you need it most.***

**Online translators:** ¡Cuidado! (Careful!) You might be tempted to use Google Translate or other types of automatic electronic translators. While they can usually give you the gist of what a sentence means, I have seen plenty of very wrong and sometimes embarrassing translations come out of these tools. They can be useful if you’re in an emergency situation, but if your goal is to speak Spanish with competence and finesse, I can guarantee that relying on these tools will not help you progress. It’s similar to when I over-rely on spellcheck in English and then I never learn from my mistakes or spellcheck gets it wrong. Also, it’s quite obvious when someone has used an online translator, dictionary, or even a native speaker to help write their work. If you submit work using verb tenses we haven’t studied yet or perhaps a lot of slang from a specific country, the work will be returned to you with some questions from me. Or, if what you submit makes no sense at all and was clearly written by Google Translate, you’ll also be getting the work back. I’ll teach you everything you need to know to be successful in this course, so no need to go searching for new verb tenses just yet. I’ve found that if students start using new tenses before they’re taught all the parameters for how to use them correctly, they often create bad habits, so please just stick to the material we are working on in class. If you’re really curious about a more advanced topic, just let me know and I’ll teach it to you separately. I know you all have amazing, profound things to say; however, this is a first semester beginner’s Spanish class, so some of the things you want to say may have to wait. It’s okay to look up a word here and there in a dictionary, just please don’t have a proficient speaker write complete sentences for you and refrain from submitting gobbledygook from an online translator.

**Academic honesty:** Along these same lines, you will want to familiarize yourself with Camosun’s Academic honesty policy: <http://camosun.ca/learn/school/arts-science/images/Arts%20and%20Science%20Academic%20Honesty%20Guidelines.pdf>

***¡Nos vemos en clase! See you in class!***

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

#### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

##### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

##### 2. Competency Based Grading System (Non GPA)



This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

#### B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.