

SPAN 101

Elementary Spanish

General Description

Introduction Why should you be interested in studying Spanish? Spanish is the fastest-growing language in the world and ranks third behind Chinese and English as the most widely spoken language. A second language is a valuable asset! Not only does it permit you to explore other countries and interact with new people, but most businesses today see a second language as an advantage. It improves your opportunities for employment—in today’s international markets, a second language is becoming a necessity.

Purpose of This Course SPAN 101 is the first half of the Elementary Spanish 101 and 102 introduction to the Spanish language. In this course, you will learn the Spanish alphabet, grammar constructions, and vocabulary to help provide a foundation for further Spanish language studies. The focus of the course is basic communication skills. We will be using the present tense, simple future tense, and simple past tense throughout this course. We will also concentrate on building vocabulary skills.

Because you are not in a traditional classroom environment where you can practice your oral skills, it is vital that you practice with the online audio program (included in the online textbook package) to develop listening and speaking skills. If you can, seek out a native speaker and practice some of the things we will learn in this course. Remember, accents and vocabulary will vary among Spanish-speaking countries, much as English varies among the United States, England, Scotland, Ireland, Belize, and Australia. What you will hear on the *¡Arriba!* textbook audio program is primarily a Mexican or Caribbean Latin-American accent.

Additionally, this course provides you with information on Hispanic culture, emphasizing the diversity among Spanish-

speaking countries. Most text chapters have sections that introduce Hispanic countries or regions along with cultural comparisons.

Required Texts and Materials

The textbook for this course is *¡Arriba! Comunicación y cultura*, by Eduardo Zayas-Bazán and Susan Bacon (5th edition, Prentice-Hall, 2008). We will be using an online textbook package available through **MySpanishLab™** that includes the following:

- interactive version of the *¡Arriba!* text
- interactive version of the *¡Arriba!* Student Activities Manual
- *¡Arriba!* audio and video programs.

If you later enroll in SPAN 102, you will simply continue with the same online text and support materials. You will have access to the online materials for twenty-four months from the time you redeem the access code. There will be no additional purchases required for SPAN 102 if you complete both SPAN 101 and 102 within twenty-four months.

You can also access the textbook from the publisher's Web site at www.prenhall.com/arriba. Click on "Basic Companion Website Fifth edition" to access the audio activities from the text. You will need the latest version of RealPlayer to play the audio files. You can download RealPlayer for free by going to www.real.com and clicking the "Get RealPlayer Free" button.

Purchasing the access code

Note: You will need to use Internet Explorer 6.0 or 7.0, or Safari 2.0 as your browser when accessing MySpanishLab.

To access the materials, you need to purchase the access code at **www.myspanishlab.com**. Under "First-time users" click "Students." Then click "Student Registration Tutorial" and it will guide you through the registration process. (Enter "Univ of NC-Chapel Hill" as the school, and 27599 as the school zip code.)

Once you purchase the access code, you will find instructions for accessing MySpanishLab. Before beginning the course, you will need to contact your instructor at **caingram@email.unc.edu** to get the instructor's course code.

Computer system requirements Make sure that your computer meets the following specifications:

Browsers (use one of the following)

- Internet Explorer 6.0 or 7.0
- Safari 2.0

Click “Tune up your Browser” on the MySpanishLab site to make the site’s features fully functional.

Hardware

- Headphones or speakers, built-in or external
- Microphone, built-in or external

Plug-ins

- Java 1.4.2, 1.5, or 1.6
- Macromedia Flash
- Shockwave Player

Internet connection

- Recommended: High-speed broadband (cable or DSL)
- Minimum: 56K modem

Operating systems (one of the following):

- Windows 2000
- Windows XP
- Windows Vista
- Mac 10.4

Screen resolution

- 1024 x 768 for Windows
- 1280 x 960 for Mac 10.4

Supplemental activities In addition to the activities assigned in this manual, you may find it very helpful to use the online tutorials, verb charts, diagnostic tests (pre-tests), and practice tests on the MySpanishLab Web site.

Optional Texts A book you may want to consider purchasing is *501 Spanish Verbs* published by Barron’s Educational Series, Inc., which shows the conjugation of the 501 most commonly used verbs. This can be helpful when dealing with irregular verbs.

If you decide to invest in a Spanish-English dictionary, it is better to invest in a good one that explains the usages of words rather than providing a one-word direct translation. For example, in the back of *¡Arriba!*, when you look in the Spanish section of the dictionary for

the word *cierto*, you find two definitions—*certain* and *true*. But when you double check *true* in the English section of the dictionary, you will find *de verdad*. This is an example of why you will want a more comprehensive dictionary. Your best defense against misusing a term is to double-check—look it up in English and then look up the definition in Spanish. Some dictionaries, such as the *Harper Collins Spanish-English Dictionary*, offer sample sentences to give you context, and note when the word has different meanings in different Spanish-speaking countries. For example, in Cuba, *fajar* means “to fight or quarrel,” but in Uruguay it means “to tuck in your shirt”!

Another good book is *English Grammar for Students of Spanish: A Study Guide for Those Learning Spanish* by Emily Spinelli, published by The Olivia and Hill Press. This book explains the elements of English grammar. You may find the explanations of grammar terminology helpful when learning specific Spanish grammar points.

You may purchase these optional texts from the Higher Grounds bookstore at the Friday Center, either in person, by mailing or faxing in the book order form located after this section of the manual, or online at <https://s4.its.unc.edu/HigherGrounds>.

Preparation of Assignments

For each chapter we cover, you should complete all of the exercises in the textbook, even those you are not required to submit for grading. **For assignments you submit by mail, all answers should be written out in full sentences. If the assignment is a paragraph where you need to fill in blanks, please write out the paragraph and underline your answers.** This doesn't apply, however, to multiple-choice questions, which can be answered by simply writing the letter that represents the answer.

You should also do all of the exercises for each chapter in the Student Activities Manual using the MySpanishLab Web site. They offer you a chance to practice new vocabulary or grammar points. You can check your answers and gauge your progress since many of the exercises are computer graded.

The listening exercises in the “Mandatory Practice” sections of this manual are very important as they will provide you with critical oral practice. Spanish is a phonetic language, which means that

once you have learned the sounds each letter represents, you will always know how to pronounce a word. Since the final exam will have a listening section in which you will have to listen to someone speaking in Spanish and respond to questions about what you hear, it is to your advantage to practice with the audio program often.

In addition to the assignments from the textbook and Student Activities Manual, you will complete two pronunciation tape assignments, two compositions, and two outside cultural assignments (a movie review and a final project).

Pronunciation tapes You will be required to record your reading of two short passages in Spanish. These pronunciation assignments are based on short passages from the audio program that correspond to the *¡Así es la vida!* sections of the *¡Arriba!* text. The recordings allow you to listen to native speakers and practice along with them before recording your own readings onto audio cassettes.

Compositions The compositions will be short paragraphs written in Spanish (roughly 200 words) about personal topics in which you will use vocabulary and grammar you will have learned up to that point. With the first composition, you will be permitted to use dictionaries; however, the second composition should be written without any aids other than your *¡Arriba!* text, *Capítulos 1–6*. With the first composition, remember to be careful when using your dictionary—always double-check the meaning!

Movie review and final project The two cultural assignments are designed to help you learn about Latino culture. In a traditional classroom, I would invite native speakers to talk about their countries or I would show films and videotapes. Your independent projects will allow you to explore different cultures and discover contributions made by Latino individuals on your own.

Movie review. The first assignment is a movie review. You will watch a Spanish-language (or mixed Spanish and English) movie and write a review based on it. See the Movie Review section in this manual for more information on this project, including a movie list and guide. This paper should be typed, double-spaced, written in English, and two to three pages in length.

Final project. The second assignment is a final project. This assignment involves a little more work. I have provided a list of

suggested activities for this project in the Final Project section in this manual. Your final project should be typed, double-spaced, in English, and at least five pages long. **If you have an idea for a final project beyond those in the Activities List, please submit your idea with your Lesson 4 assignment (or before) so I will have time to consider it.**

You can turn in your movie review and final project assignments at any time during this course but they *must* be turned in before you take the final exam. I suggest that you look at the assignments now and plan when you will complete them. If completing either one of these projects presents a hardship, please let me know when you submit the Lesson 1 assignment and we will come up with other projects that might interest you.

Grading

The written and oral assignments count for 75 percent of your final grade and are broken down as follows:

- 6 homework assignments.....5 points each (30 points total)
- 2 pronunciation tapes.....5 points each (10 points total)
- 2 compositions.....10 points each (20 points total)
- 1 movie review5 points
- 1 final project.....10 points

Final Exam

The final exam counts for 25 percent of your final grade. It will cover all of the material included in the first six chapters of *¡Arriba!* This is not as intimidating as it may appear—the material is progressive, building upon the earlier materials. Once you have a good grasp of the materials in *Capítulo 1*, you can apply them in *Capítulo 2*, and so on.

The final exam is closed-book and supervised. No reference materials may be used during the final exam. When you are ready to schedule your exam, complete the exam application at the back of this manual and send it to the Self-paced Courses office.

Since effective communication is our goal, the final exam allows for creativity. You will be asked to describe pictures and write letters or paragraphs on certain topics or use certain expressions learned in this course. The required vocabulary will come from the *¡Arriba!* text, but you may certainly use Spanish vocabulary you

have learned on your own. An outline of the structure you can expect on the final exam is found in the Final Exam Structure section of this manual.

A Final Note

Although the *¡Arriba!* text includes *vosotros* (the plural form of *tú* in Spain) as the informal second person plural (“you guys” or “y’all”), you will not be required to know it for the final exam. Keep in mind that if you plan to continue beyond Spanish 101 and 102, you will be expected to recognize and understand this conjugation. In Spanish 203 and 204 you will read selections from Spanish literature where *vosotros* is used. However, Latin America and South America use *ustedes* to represent the second person plural—whether formal or informal—and so will I.

I hope you enjoy SPAN 101 and plan to continue your studies in Spanish. Remember, it’s not just a class but an adventure in communication. *¡Buena suerte!*