



Spanish 1030 (570)  
2025/26  
Spanish For Beginners

**Course Information:**

**Calendar Description:** Using traditional and communicative practices (songs, videos, films, games) this course prepares students to interact in a daily life context and provides the foundation for continued studies in Spanish. Designed for students with little or no knowledge of Spanish. Includes a Community Services Learning option.

**Prerequisite(s):**

**Anti-requisite(s):** Main Campus: Grade 12 U Spanish

**Extra Information:** 3 lecture hours plus 1 hour online (Main); Those students with Grade 12U Spanish (or equivalent) must consult the Department before registering for this course (King's).

**Course Weight:** 1.00

**Breadth:** Category B

**Subject Code:** SPANISH

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary pre-requisites.

**King's University College**  
**Spanish 1030 (570)**

Spanish For Beginners - Fall/Winter 2025 - 2026

**Course information:**

Course #: Spanish 1030

Section #: 570

Term: Fall/ Winter

Year: 2025-2026

Instructor(s): Dr. Luigi De Angelis Soriano

Contact Information: ldeange3@uwo.ca

Office hour on Zoom: Mondays 7:00-8:00 p.m.(coordinate with instructor via email)

**Course description:** Designed for practical communication, you'll acquire the foundational language skills needed to confidently interact in Spanish-speaking environments. Beyond mastering essential grammar and vocabulary, this course will spark your cultural curiosity by exploring diverse facets of Hispanic life. Imagine discussing authentic menus, analyzing the rich symbolism of public spaces, and discovering the unique ecosystems and economic activities of various regions in Spain and Latin America. This course offers a dynamic blend of language acquisition and intercultural understanding, preparing you for both linguistic fluency and a deeper appreciation of Hispanic cultures worldwide.

**Course learning outcomes:**

1. Communicate foundational ideas in Spanish, enabling basic interactions in everyday contexts such as introducing themselves, describing present and past life events, and posing and answering questions about daily living situations.
2. Apply fundamental Spanish grammatical structures and vocabulary through a range of activities to understand and produce simple spoken and written Spanish, demonstrating basic communication skills of listening, speaking, reading, and writing at Level 4 of the Canadian Language Benchmarks.
3. Identify and discuss key cultural concepts and practices within Spanish-speaking communities (e.g., the social significance of la plaza, regional variations in cuisine) by engaging with authentic Spanish-language materials.
4. Develop initial intercultural awareness by comparing and contrasting aspects of Hispanic societies with their own, fostering a nuanced understanding of cultural differences and similarities.
5. Produce original Spanish content through a variety of activities, exercises, and media, including writing short notes and dialogues, and giving an oral presentation using their own voice to explain a basic system or process (e.g., describing an object and explaining how it works).

**Mode of Instruction:** *in-person*

**Course textbooks/materials:**

- o Ceciliano, J., & Notman, L. (2021). *Beginning Spanish ¡Empecemos por aquí!* Portland State University Library. <https://open.oregonstate.education/beginningspanish/>

*Note: This Open Access textbook is free online or as a PDF download, perfect for use on tablets and portable computers. A device with a microphone and speaker is required for audio components. Printing the PDF is optional; we'll clarify textbook usage in our first class. The online version includes useful hyperlinks.*

- o You'll also get free, commercial-free access to Duolingo for Schools; the name of our classroom on Duolingo is “Spanish 1 - 2025-26” and the access code is: **aumfqq**

**Experiential Learning:**

This course features a significant Experiential Learning component, comprising approximately 20% of the course, designed to foster practical language use and critical engagement. The core of this component lies in active class participation, where students will consistently engage in spontaneous Spanish conversation and collaborative analysis of various Spanish-language materials, including authentic texts and media.

Further emphasizing oral communication in professional and research contexts, students will complete two oral presentations in Spanish. These assignments will challenge students to articulate information and ideas in a structured, formal manner. Proficiency will also be developed through in-class and online activities (including Duolingo), as well as dedicated written dialogue completion elements integrated into tests. The course textbook supports this experiential approach by outlining communicative goals at the start of each chapter and offering self-assessments to track progress in practical application.

**Method of evaluation:**

This course is designed for students with no prior Spanish knowledge and is primarily textbook-based. Success hinges on consistent engagement and a progressive approach to language learning.

Students are expected to:

1. Align language production: All assignments, tests, and oral presentations must utilize only the Spanish vocabulary and grammar introduced up to that point in the course to receive full credit.
2. Dedicated study time: Plan for approximately 1-2 hours of out-of-class study per week, including 20-40 minutes dedicated to assigned Duolingo activities.
3. Active learning and preparation: Regularly review grammar points, take notes, and complete assignments. These notes will also be valuable for asking specific questions in class; therefore, regular attendance to the in-person sessions and active participation are expected.
4. Leverage in-class learning: Learning tips and clarifications for challenging words and grammar are often provided spontaneously during class discussions as issues arise, emphasizing the importance of regular attendance.

- Stay informed: Students are expected to check the course’s Owl (Brightspace) site regularly, as important announcements and updates are posted there throughout the term

For specific questions, please email the instructor at [Ideange3@uwo.ca](mailto:Ideange3@uwo.ca)

Component	Weight	Date/Deadline
1 In-class Test (15%) 2 In-class Quizzes (10% each)	35%	Test #1 (15%) Oct 21, 2025 Academic consideration for this midterm requires submission of formal supporting documents  Quiz #1 (10%) Nov 25, 2025 Quiz #2 (10%) Feb 3, 2026
Student Engagement in Learning	11%	Participation, engagement, and sharing in class throughout the course year
Duolingo Assignments (Classroom <b>aumfqq</b> )	8%	Due every Wednesday at 11:59 p.m.
Oral video presentations (7% each) to be submitted in course OWL/Brightspace Dropbox	14%	Presentation #1 Dec 4, 2025 Presentation #2 April 2, 2026
April Comprehensive Final Examination	32%	TBA

### Academic Considerations:

Students are permitted one academic consideration per semester per course without formal supporting documentation except for the course midterm (“In-class Test” or “Test 1” - 15%) and Final Examination (“April Comprehensive Final Examination” - 32%). Please consult Policies and Regulations section at the end of this course outline or consult the Academic Calendar. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted ([Ideange3@uwo.ca](mailto:Ideange3@uwo.ca)) within two business days. If a student has difficulty recording and /or submitting their oral video presentation, they should contact the instructor by the due date to make alternate arrangements to present in person or on Zoom before examination study days. Academic consideration for the midterm (T1 15%) test requires submission of formal supporting documentation. The student will have to write a make-up exam with the Friday make-ups. Once academic consideration is granted please contact me (Dr. Luigi De Angelis Soriano) at [Ideange3@uwo.ca](mailto:Ideange3@uwo.ca). For the quizzes please contact me to arrange for a Friday make-up. This course has a cumulative final exam and a lot of information to remember, so attendance and working on Duolingo are very important.

### Academic Integrity / Remote Proctoring:

- A. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:  
[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)
- B. Within this course, generative AI tools such as ChatGPT are permitted exclusively for personal study purposes, including translation support, grammar practice, vocabulary building, and gathering preliminary information for presentations. If students use AI tools to collect background information, they must later support that content with appropriate sources such as reliable websites, books, or academic articles. AI may not be used to generate or translate full responses, nor to create the script or text for oral presentations, which include reflective and creative components intended to assess students' original language production. If AI tools are used, students must acknowledge their use and clearly state how the tool was used. Unauthorized or undisclosed use of AI will be subject to academic discipline.

### Schedule of Classes, Readings, Assessments:

Class	Week of	Description	Assignment or Reading Due
1	Sep 1	Introduction to the course. How to use learning material.	We have only one class: Sep 4, 2025.
2	Sep 8	Ch1 pp. 1-19: Module A: Introduction to "La clase de español" Lengua 1.1: The alphabet, pronunciation, and accent marks Lengua 1.2: Subject pronouns and the verb to be	Make sure you are set up in our classroom on Duolingo (Code: <b>aumfqq</b> )
3	Sep 15	Ch. 1 pp. 20-37: Module B: Our school community Lengua 1.3: Nouns and articles, haber	Start working on Duolingo for Schools. Your first assignment is due September 24, 2025 at 11:59 p.m. This will continue every week, with one new practice goal every Wednesday.
4	Sep 22	Ch. 1 pp. 37-52: Lengua 1.4: Numbers, quantity, and expressing age Module C: Classmates and life outside the classroom	Optional Activity: Before this week's first lesson, use the following video to learn the numbers from 1 to 10: <a href="https://www.youtube.com/watch?v=qGsMba5eufI">https://www.youtube.com/watch?v=qGsMba5eufI</a>

Class	Week of	Description	Assignment or Reading Due
5	Sep 29	Ch. 1 pp.. 53-62. Lengua 1.5: Regular present tense conjugation Lengua 1.6: Telling time, general time expressions Module D: The student experience	September 30 (non-instructional day - no class)  Optional Activity: Before this week's first lesson, use the following video to have an idea about the conjugation patterns in Spanish (Don't try to immediately memorize all the content, we'll do many activities in class): <a href="https://www.youtube.com/watch?v=hfWcAgihqVw">https://www.youtube.com/watch?v=hfWcAgihqVw</a>
6	Oct 6	Ch. 1 pp. 62-76: Lengua 1.7: Forming questions Lengua 1.8: The verb gustar	
7	Oct 13	Ch. 2 pp. 87-97: Ch 2 Module A: Identities in different contexts	
8	Oct 20	Test Practice (Monday); Test 1 (Tuesday); Ch. 2 pp. 97-112: Lengua 2.1: Ser with descriptive adjectives Lengua 2.2: Stem-changing verbs 1 Module B: Culture and connections (Wednesday and Thursday)	On Monday we will practice for Test 1.  Tuesday: Test #1 (15%) Oct 21, 2025
9	Oct 27	Ch. 2. pp. 112-126 : Lengua 2.3: Estar with adjectives Lengua 2.4: Ser versus estar Module C: The communities we create	Discuss details of Presentation #1
10	Nov 3	Fall Reading Week (No clases)	Reading Week. No Classes. No Duolingo.
11	Nov 10	Ch. 2 pp. 130-146: Lengua 2.5: Possessive adjectives Lengua 2.6: Tener expressions	
12	Nov 17	Ch. 2 pp. 147-165: Module D: Social identities and community values Lengua 2.7: Indirect object pronouns Lengua 2.8: Expressions with the infinitive	

Class	Week of	Description	Assignment or Reading Due
13	Nov 24	Review & Practice for quiz. Quiz #1 on Monday. Start Chapter 3 La Cultura y Los Viajes, pp. 179-187 Module A: What is my culture? Vocabulary and verbs like "gustarle" in context and readings.	On Monday we will practice for Quiz #1.  Tuesday: Quiz #1 (10%) Nov 25, 2025
14	Dec 1	Ch. 3 pp. 189-202. Lengua 3.1: Verbs like gustar Lengua 3.2: Saber and conocer. Start: Module B: Sharing Cultures.	Presentation #1 (7%) Dec 4, 2025
15	Dec 8	Hispanic World Culture Lectures. Music in Latin America. Practice vocabulary with songs.	Dec 9. Last Day of Classes Fall Term.
16	Jan 5	Ch. 3 pp. 202-216. Module B: Sharing cultures, Vocabulary. Lengua 3.3: Direct object pronouns.	
17	Jan 12	Ch. 3 pp. 217-232. Lengua 3.4: Verbs with irregular yo forms Module C: Places and travel. Vocabulary & practice.	
18	Jan 19	Ch. 3 pp. 232-247. Lengua 3.5: Regular preterite tense conjugation Lengua 3.6: Irregular preterite 1. Module D: Comparing culture. Vocabulary & reading.	
19	Jan 26	Ch. 3 pp. 277-259 Lengua 3.7: Making comparisons Lengua 3.8: Indefinite and negative words Reflection and review	
20	Feb 2	Review & Practice for quiz. Quiz #2 on Tuesday. Start Chapter 4: La Vida que Vivimos, Pg 244-259. Module A: Habits and custom. With vocabulary that introduces reflexive verbs.	On Monday we will practice for Quiz #2.  Tuesday: Quiz #2 (10%) Feb 3, 2026

Class	Week of	Description	Assignment or Reading Due
21	Feb 9	Ch. 4 pp. 278-289 Using vocabulary in context. Lengua 4.1: Reflexive verbs Lengua 4.2: Stem-changing verbs 2	Discuss Video Presentation # 2
22	Feb 16	Winter Reading Week (No class).	Reading Week. No Classes. No Duolingo.
23	Feb 23	Ch. 4 pp. 289-303. More preterite verb practice. Module B: Our daily routine: with reflexive verbs & more vocabulary.	
24	Mar 2	Ch. 4 pp. 304-317. Lengua 4.3: Demonstrative adjectives and pronouns Lengua 4.4: Present progressive Module C: The customs we value & vocabulary.	
25	Mar 9	Ch. 4 pp. 318-330. Practice, Lengua 4.5: Irregular preterite 2 Lengua 4.6: Expressions with the infinitive	
26	Mar 16	Ch. 4 pp. 330-342 Practice, Module D: Breaking patterns. More vocabulary. Lengua 4.7: Imperative—informal singular affirmative.	
27	Mar 23	Ch. 4 pp. 343-359. Lengua 4.8: Imperative—informal negative Reflection and review Repaso de la lengua, capítulo 4. End of course reflection and studying strategies for final exam.	
28	Mar 30	Hispanic World Culture Lectures. World Heritage Places in Spain and Latin America. Conversation Practice. Review for the Final Exam: Part I.	Presentation #2 (7%) April 2, 2026
29	April 6	Review for the Final Exam: Part II.  The final exam is cumulative and represents 32% of the total score.	This is a structured review week where we will practice different types of final exam questions each day. Attendance is highly recommended.  April 9 (Last Day of Class)

# KING'S UNIVERSITY COLLEGE

## GENERAL COURSE POLICIES

### 2025-2026

#### **1. Academic Accommodations, Consideration for Absences**

##### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

##### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams\\_and\\_tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

##### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under Special Examinations).

## **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King's University College:  
<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:  
[https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/)

Academic Support Services at King's University College:  
<https://www.kings.uwo.ca/current-students/academic-resources/>

## **GBSV Support:**

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:  
<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### 3. Statement on Use of Electronic Devices

**Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

**Use of Laptops, Tablets, and Smartphones in the Classroom:** King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### 4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see [https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html](https://elearningtoolkit.uwo.ca/tools/Originality_Reports_-_TurnItIn.html).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

## **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

## **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

## **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.