SPAN 120 - Elementary Spanish I Course Outline

Approval Date: 08/04/2009
Effective Date: 08/10/2013

SECTION A

Unique ID Number	CCC000201316
Discipline(s)	
Division	Language and Developmental Studies
Subject Area	Spanish
Subject Code	SPAN
Course Number	120
Course Title	Elementary Spanish I
TOP Code/SAM Code	1105.00 - Spanish Language and Literature / E - Non-Occupational
Rationale for adding this course to the curriculum	Purpose is to update the Course Outline of Record according to revision cycle as adopted by the Modern Languages Department.
Units	5
Cross List	*N/A*
Typical Course Weeks	
Total Instructional Hours	

	Contact Hours
Lecture	90.00
Lab	0.00
Activity	0.00
Work Experience	0.00
Outside of Class Hours	180.00

Total Contact Hours	90
Total Student Hours	270
Open Entry/Open Exit	No
Maximum Enrollment	30
Grading Option	Letter Grade or P/NP
Distance Education Mode of Instruction	Hybrid Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description The first part of a four semester sequence of UC/CSU transfer level Spanish courses integrating listening, speaking, reading, and writing skills in real world and cultural contexts. Cultural perspectives and practices are emphasized.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

A. Engage in basic, two-way oral and written exchanges
B. Read, comprehend, and write basic Spanish
C. Begin to recognize the various Hispanic Cultures

2. Course Objectives: Upon completion of this course, the student will be able to:

A. Note: The objectives for this course will be emphasized in a cultural context.
B. communicate orally and in writing in a variety of meaningful real life activities moving toward the Novice Mid or Novice High level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages);
C. express culturally appropriate salutations and farewells;
D. identify oneself and others;
E. talk about the time of day;
F. talk about classes and school life;
G. discuss everyday activities;
H. ask questions;
I. describe the location of people and things;
J. talk about family and friends;
K. describe people and things;
L. express possession;
M. talk about pastimes, weekend activities, and sports;
N. make plans and invitation;
O. discuss and plan a vacation;
P. describe a hotel;
Q. talk about the seasons and weather;
R. talk about and describe clothing;
S. express preferences in a store;
T. negotiate and pay for items one wishes to buy;
U. describe personal daily routine;
V. talk about personal hygiene;
W. express likes & dislikes, wishes & preferences;
X. Reassure someone.
Y. express feelings;
Z. obtain information about people, places, and things;
AA. express some future plans;
BB. interact in a basic phone conversation;
CC. express some basic commands;

DD. and describe some past events.
EE.

3. Course Content

*The content for this course will be taught within a **cultural context.**

A. Characteristics of various Spanish-speaking countries: geography, population, official languages, foods, significant sites, art contributions, etc.
B. Culturally appropriate vocabulary and relevant to chapter themes
C. Pronunciation of various Spanish speaking countries & the Spanish alphabet
D. Nouns & articles
E. Adjectives: possessive, descriptive, demonstrative
F. Agreement of adjectives with nouns
G. Numbers, cardinal & ordinal
H. Subject-verb agreement
I. Present tense of **ser**
J. Telling time
K. Present tense of **-ar, -er, & -ir** verbs
L. Present tense of **irregular verbs**
M. Forming questions
N. Present tense of **estar**
O. Present tense of**ir**
P. Stem changing verbs: **e>ie; o>ue; e>i**
Q. Irregular verbs in the present tense
R. **Esta**r with conditions and emotions
S. The present progressive to express ongoing actions
T. The differences between **ser** and **estar**
U. Direct & indirect object nouns and pronouns
V. **Saber** vs. **conocer**
W. Demonstrative adjectives and pronouns
X. Reflexive verbs
Y. Indefinite and negative words
Z. Preterite of **ser** & **ir**
AA. **Gustar** & verbs like **gustar**
BB. Spanish contractions
CC. Introduction to the Preterite tense of regular verbs
DD. Constructions: **ir+a+infinitive, acabar de + infinitive**
EE.

4. Methods of Instruction:

Activity: Students actively engage in interactive and personalized activities to practice the material.
Distance Education: On-line: Computer based instruction.
Lab:
Lecture: Active presentation of key course concepts
Observation and Demonstration:
Other: ?Students actively participate in pairs and/or groups to complete classroom activities.
?Practical: Students apply the learned material in a variety of personal and cultural contexts.

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests --
Quizzes --
Oral Presentation --
Class Participation --
Class Work --
Home Work --
Lab Activities --
Final Exam --

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments
Readings from workbook and lab manual.

Examples:
1. Read the following emails between two friends, and answer these comprehension questions. Where is Pablo from? What is his nationality? What is he like? What does he do? What does he like to do? What is his family like?
2. Read about Isabel's plans for the weekend, and answer the following comprehension questions. Where is she going? With whom is she going? When and at what time is she going? Who else will be there? Where will they go next?
3. Based on the brief paragraph readings about the nations of the Spanish-speaking world in your text, with a partner, plan a two-week trip to at least two countries. Tell us where you plan to go and why.

B. Writing Assignments
- Audio exercises
- Written exercises
- Journal writing
- Supplemental readings from text

Examples:
1. Write about your daily routine.
2. Using the new verbs in the preterite and this chapter's vocabulary, write about what you did last night.

C. Other Assignments
-Final oral presentation
-Online Student Activities Manual to accompany textbook

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author:	Blanco & Donley
Title:	Vistas: Introducción a la Lengua Española
Publisher:	Vista Higher Learning
Date of Publication:	2012
Edition:	4

B. Other required materials/supplies.

- Online Student Activities Manual that accompanies the textbook (access code required)
- English-Spanish dictionary (recommended)
- PowerPoints, both instructor and textbook company generated, to reinforce key concepts.
- Video program to accompany textbook
- Instructor supplemental activity pack for additional individual, pair, or group work