SPAN 110 - Elementary Spanish I (Part A) Course Outline

Approval Date: 12/09/2009
Effective Date: 08/11/2014

SECTION A

Unique ID Number	CCC000269056
Discipline(s)	Foreign Languages
Division	Language and Developmental Studies
Subject Area	Spanish
Subject Code	SPAN
Course Number	110
Course Title	Elementary Spanish I (Part A)
TOP Code/SAM Code	0000.00 - N/A / E - Non-Occupational
Rationale for adding this course to the curriculum	Updating the COR in order to stay consistent with C-ID descriptors.
Units	3
Cross List	*N/A*
Typical Course Weeks	18

Total Instructional Hours

	Contact Hours
Lecture	54.00
Lab	0.00
Activity	0.00
Work Experience	0.00
Outside of Class Hours	108.00

Total Contact Hours	54
Total Student Hours	162
Open Entry/Open Exit	No
Maximum Enrollment	28
Grading Option	Letter Grade or P/NP
Distance Education Mode of Instruction	On-Campus Hybrid Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description The first half of a two-course sequence that introduces the basic elements of the language (listening, speaking, reading and writing) in real world contexts. Emphasis is on language, production, grammar, vocabulary building, and exposure to the Hispanic culture. (NOTE: In order to fulfill the one-semester foreign language requirement of some universities, transfer students must complete the sequence of SPAN 110 and 111).

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 the most basic, two-way oral and written exchanges.
B. Read and comprehend the most basic Spanish.
C. To begin to recognize various Hispanic cultures.

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

A. compare and contrast American and Hispanic culture.
B. compare and contrast English and Spanish grammar and vocabulary.
C. communicate orally and in writing on a variety of meaningful or real life activities moving toward the low intermediate level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages).
D. greet and take leave of people appropriately
E. introduce people appropriately (formal vs. informal)
F. express likes and dislikes/wishes and preferences
G. form questions to obtain information about people, places, and things
H. describe self, family, and friends (biographical, physical and character traits)
I. express actions, states, and feelings
J. make future plans
K. describe their daily routine
L. shop
M.

3. Course Content

A. Greetings, farewells, introductions.
B. Pronunciation, the alphabet.
C. Linguistic differences of Spanish (Spain vs Latin America)
D. Numbers, cardinal and ordinal.
E. Nouns and definite and indefinite articles, singular and plural.
F. Gender rules
G. Rules in pluralization of nouns
H. Present tense verbs, both regular and irregular.
I. Pronouns (direct object, object of preposition, subject, indirect, and reflexive)
J. Agreement of subjects, verbs, objects, and their syntax.
K. Agreement of nouns, articles, and adjectives.

L. Adjectives: formation, placement, and agreement: possessive, demonstrative, quantitative, and descriptive.
M. Use of paraphrasic verbal expressions: necesitar, tener que, hay que, ir a, tener ganas de, tener que, deber, etc.
N. Stem changing verbs.
O. Use of [ir + a + infinitive] to express future actions.
P. Key facts, major facets of the culture and geographical features in the United States, and some Spanish speaking countries.
Q.

4. Methods of Instruction:

Distance Education:
Lecture:
Other: ?Group work: Students actively participate in pairs and/or groups to complete classroom exercises. ?Demonstration: Teacher shows students how to do/say something. ?Practice: Students actively engage in interactive exercises to practice the material. ?Practical: Students apply the learned material through a variety of hands-on and audio exercises. ?On-line: Computer based instruction.

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 --
Home Work --
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?

B. Writing Assignments
- Audio exercises
- 2-3 paragraphs
- Journal writing
- Supplemental short readings from text

Examples:
1. Write about your favorite relative.
2. Using the new irregular verbs in the present tense and this chapter's vocabulary, write about what you will do next weekend.

C. Other Assignments
Final oral presentation

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:	2011
Edition:	4th

B. Other required materials/supplies.

- Student Super-Site to accompany the textbook
- English-Spanish dictionary