



SPAN 111 - Elementary Spanish I (part B) Course Outline

Approval Date:

Effective Date: 08/11/2014

SECTION A

Unique ID Number CCC000054450

Discipline(s) Foreign Languages

Division Language and Developmental Studies

Subject Area Spanish

Subject Code SPAN

Course Number 111

Course Title Elementary Spanish I (part B)

TOP Code/SAM Code 1105.00 - Spanish Language and Literature / E -
Non-Occupational

Rationale for adding this course to the curriculum update to be consistent with C-ID descriptor

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 On-Campus

Instruction Hybrid

Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description The second 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)

- SPAN 110

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- Engage in basic, two-way oral and written exchanges
- Read, comprehend, and write basic Spanish
- Recognize various Hispanic Cultures

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

- compare and contrast American and Hispanic culture;
- compare and contrast English and Spanish grammar and vocabulary;
- communicate orally and in writing on a variety of real life activities moving toward the intermediate level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages).
- As such, the student will use, apply, and demonstrate their acquired skills to: talk about daily routines;
- point out people and things;
- talk about the weather and seasons, and the different activities you do depending on what it's like outside;
- talk about ongoing actions;
- make comparisons;
- discuss foods and food preferences, and order in a restaurant;
- tell others what to do appropriately (influence others' behavior);
- plan a trip;
- and talk about events using the preterite tense.
- M.

3. Course Content

- Reflexive verbs-formation, placement, and use.
- Stem-changing verbs in the present tense.
- Comparisons of equality and inequality and superlatives/absolute superlatives.
- Preterite of regular verbs and some irregular verbs.
- Adverbs and their formation.
- Ser vs. Estar.
- Gustar and verbs like gustar.
- Interrogatives.

- I. Vocabulary appropriate to course objectives.
- J. Key facts, major facets of the culture, geographical features, etc. of various Spanish-speaking countries.
- K.

4. Methods of Instruction:

Discussion:

Distance Education:

Lecture:

Other: ?Lecture: Teacher-led instruction to introduce new material. ?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 --

Final Class Performance --

Final Exam --

Additional assessment information:

- Vocabulary chapter quizzes
- Final written and/or oral exams
- Oral and written chapter exams
- Assignments
- Class participation

Examples:

1. Using stem changing verbs and double object pronouns describe what you will do for your friends this weekend.
2. Using reflexive verbs, write about your daily routine.

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

Examples:

1. Read the following emails between two friends, and answer these comprehension questions. Where did Pablo go? What did he do? What is he like? What does he dislike? What does he like to do? What does he prefer to do?

2. Read about Isabel's routine, and answer the following comprehension questions. When does she wake up? Does she shower?

Does she eat breakfast? Who makes her bed? Who irons her clothes? When does she leave for work? Describe her daily routine.

B. Writing Assignments

- Audio and written exercises
- Journal writing
- 3-4 paragraphs
- Supplemental readings

Examples:

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