

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** SPAN 110    **TITLE:** Elementary Spanish  
**Units:** 5.0 units    **Hours/Semester:** 80.0-90.0 Lecture hours  
**Method of Grading:** Grade Option (Letter Grade or P/NP)  
**Recommended Preparation:**  
Eligibility for ENGL 838 or a higher English course

2. **COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU; UC

**AA/AS Degree Requirements:**

CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities

**CSU GE:**

CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)

3. **COURSE DESCRIPTIONS:**

**Catalog Description:**

Introduces students with no prior knowledge of Spanish to the Spanish language and the cultures of the Spanish-speaking world. Students use basic language structures and vocabulary to develop proficiency in all language skills; speaking, reading, listening and writing. Students communicate about themselves, families, education, professions, pastimes and hobbies, etc. Cultural aspects of the Spanish-speaking world are emphasized; students develop knowledge and understanding through comparing these cultures to their own.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Communicate in Spanish in everyday situations.
2. Compare and contrast his/her own values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.
3. Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Communicate in Spanish in everyday situations that include: greetings; describing people; places and things; talking about daily routines; shopping; talking about the weather and seasons; food, meals and eating out; describing vacations and free time activities; making plans and expressing preferences; talking about past events
2. Generate own language applying the grammatical structures presented in the course.
3. Interpret written and spoken Spanish within the scope of the structures and vocabulary covered in the course, which may include unfamiliar vocabulary. Make guesses to help in understanding by recognizing cognates and using prior knowledge or contextual cues.
4. Use Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).
5. Describe and illustrate aspects of the culture of Spanish-speaking cultures covered in the course, comparing and contrasting the similarities and differences among them.
6. Examine his/her own values, behaviors and worldviews on the cultural topics presented in the course, compare and contrast them with those of Spanish-speakers, recognize generalizations and stereotypes.

6. **COURSE CONTENT:**

**Lecture Content:**

1. Spanish 110 is equivalent to the first semester of Beginning Spanish at a four-year institution.
2. Spanish 110 reflects in its approach, content and implementation the National Standards for Foreign Language Learning:
  - A. Students use the language for communications: they interpret written and oral language, they present information and they engage in oral/written exchanges.

- B. There is a strong emphasis on the culture of Spanish speakers, and students learn about the products, practices and perspectives of the target culture.
  - C. Students constantly engage in cross cultural comparisons.
  - D. Students are encouraged to make connections between this course and other disciplines.
  - E. Students participate in different communities through their study of Spanish beyond the classroom setting, taking advantage of the on- and off-campus resources and the rich multicultural environment in which they live.
3. The Spanish language is taught using a communicative approach, thereby emphasizing the use of Spanish in natural situations, in a realistic context and with a functional goal (i.e., the language is used to accomplish certain functions). Class activities are student-centered, so students are active participants who take responsibility for their learning and apply what they are learning as it is relevant to them. In-class activities place an emphasis on oral communication and interaction among the students and with the instructor. Out-of-class activities focus on reading and writing skills, and provide additional opportunities for listening practice.
  4. Students learn vocabulary that allows them to communicate about every-day topics, such as:
    - A. Daily routines (at home, work and school)
    - B. Transportation
    - C. Vacations and travel
    - D. Weather and seasons
    - E. Food and eating
  5. The main structures and grammatical items learned in this class are:
    - A. Contrast between the verbs ser and estar
    - B. Present Progressive
    - C. Comparatives and superlatives
    - D. Direct and indirect object pronouns
    - E. Indefinite and negative expressions
    - F. Verbs like "gustar"
    - G. Describe the past in the preterit tense
  6. Aspects of the culture of Spanish-speaking countries are presented and crosscultural comparisons between the students' and the target culture are made. Cultural topics studied in Spanish 110 include:
    - A. Families and relationships
    - B. Music and Dance
    - C. Sports, pastimes and hobbies

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Discussion
- E. Guest Speakers
- F. Individualized Instruction

## 8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

### **Writing Assignments:**

Fill-in-the-blank exercises from online workbook; Question/answer; Short paragraphs; One to two page compositions.

### **Reading Assignments:**

In preparation for each class meeting, students must read two to six pages from the textbook. Students must study the vocabulary, grammar and cultural topics in the textbook in order to be ready to use newly presented concepts in class activities and discussions.

### **Other Outside Assignments:**

Record a weekly conversation on assigned topics with a partner/group.

### **To be Arranged Assignments:**

N/A

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation

- B. Class Work
- C. Exams/Tests
- D. Homework
- E. Oral Presentation
- F. Papers
- G. Quizzes

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. López-Burton, Norma et. al. *Pura Vida: Beginning Spanish*, 1st ed. Wiley, 2014
- B. Dorwic, Thalia et. al. *Puntos de partida*, 9th ed. McGraw Hill, 2011
- C. Goodall, Grant et. al. *Conéctate: Introductory Spanish*, 1st ed. McGraw Hill, 2015
- D. Blanco, Jose A.. *Vistas: Introducción a la lengua española*, 5th ed. Vistas Higher Learning, 2016

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**Course Originator:** Colby Nixon