

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 9/19/06

Department: SPAN Number: 111

Course Title: Elementary Spanish I Units: 3

Hours/Week: Lecture: 3 Lab: 0 By Arrangement: 1

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Credit/No Credit
 Grade Option (letter or Credit/No Credit)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

None

2. Corequisite (Attach Enrollment Limitation Validation Form.)

None

3. Recommended Preparation (Attach Enrollment Validation Form.)

Eligibility for ENGL 838 or a higher English course.

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

(Credit/No Credit or letter grade option.) Three lecture hours plus one lab hour by arrangement per week. Recommended Preparation: eligibility for ENGL 838 or a higher English course. Study of elementary Spanish structures and active vocabulary based on oral and written pattern drills. Conversation based on short readings containing only the structures already practiced. This course covers approximately the first half of the material covered in SPAN 110.(CSU/UC)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

(Credit/No Credit or letter grade option.) Three lecture hours plus one lab hour by arrangement per week. Recommended Preparation: eligibility for ENGL 838 or a higher English course. Study of elementary Spanish structures and active vocabulary based on oral and written pattern drills. Conversation based on short readings containing only the structures already practiced. This course covers approximately the first half of the material covered in SPAN 110. (CSU/UC)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

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

1. Use appropriate language, both written and oral, to respond to questions on a variety of topics such as personal information, may include one's well being, home/city/country, current residence, hobbies and other interests, family, professions, daily schedules, shopping habits, clothing, and respond to and produce questions on time, locations and destinations, entertainment options, menu offerings, weather.
2. Distinguish between situations requiring different levels of formality/informality, i.e. tú vs. Ud./Uds., select the appropriate form of address to fit said situation, and apply it consistently in brief communication, both oral and written.
3. Comprehend and respond appropriately to single sentence questions, brief conversations and short dialogues/narrative passages on selected topics introduced in the textbook such as greetings, professions, family descriptions, questions on time, locations and destinations, entertainment options, menu offerings, weather.
4. Apply basic reading and listening strategies to identify types of texts, recognize cognates, comprehend general ideas of various types of texts/dialogues by using contextual clues, and scan for specific information.
5. Identify and recognize cultural norms/customs in Spanish-speaking countries and culture and compare and contrast said customs with those of mainstream United States culture/customs.
6. Utilize and apply grammatical rules such as verb tenses, adjectives, vocabulary and syntax in writing, and speaking so as to be comprehensible to a native Spanish speaker.
7. Produce clear pronunciation of Spanish vowels and consonants and appropriate sentence intonation.

7. Course Objectives (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

1. Use appropriate language, both written and oral, to respond to questions on a variety of topics such as personal information, may include one's well being, home/city/country, current residence, hobbies and other interests, family, professions, daily schedules, shopping habits, clothing, and respond to and produce questions on time, locations and destinations, entertainment options, menu offerings, weather.
2. Distinguish between situations requiring different levels of formality/informality, i.e. tú vs. Ud./Uds., select the appropriate form of address to fit said situation, and apply it consistently in brief communication, both oral and written.
3. Comprehend and respond appropriately to single sentence questions, brief conversations and short dialogues/narrative passages on selected topics introduced in the textbook such as greetings, professions, family descriptions, questions on time, locations and destinations, entertainment options, menu offerings, weather.
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5. Identify and recognize cultural norms/customs in Spanish-speaking countries and culture and compare and contrast said customs with those of mainstream United States culture/customs.
6. Utilize and apply grammatical rules such as verb tenses, adjectives, vocabulary and syntax in writing, and speaking so as to be comprehensible to a native Spanish speaker.
7. Produce clear pronunciation of Spanish vowels and consonants and appropriate sentence intonation.

8. Course Content (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

Lección 1 Hola, ¿qué tal?

Contextos

Greetings and leave-takings • Identifying yourself and others • Expressions of courtesy

Fotonovela

¡Todos a bordo!

Estructura

1.1 Nouns and articles

1.2 Numbers 0-30

1.3 Present tense of the verb ser

1.4 Telling time

Panorama

Los Estados Unidos

Lección 2 En la universidad

Contextos

The classroom and academic life • Fields of study and academic subjects • Days of the week • Class schedules

Fotonovela

¿Qué clases tomas?

Estructura

2.1 Present tense of -ar verbs

2.2 Forming questions in Spanish

2.3 The present tense of estar

2.4 Numbers 31-100

Panorama

España

Lección 3 La familia

Contextos

The family • Identifying people • Professions and occupations

Fotonovela

¿Es grande tu familia?

Estructura

3.1 Descriptive adjectives

3.2 Possessive adjectives

3.3 Present tense of regular -er and -ir verbs

3.4 Present tense of tener and venir

Panorama

Ecuador

Lección 4 Los pasatiempos

Contextos

Pastimes • Sports • Places in the city

Fotonovela

¡Vamos al parque!

Estructura

4.1 The present tense of ir

4.2 Present tense stem-changing verbs

4.3 Verbs with irregular yo forms

4.4 Weather expressions

Panorama

México

Lección 5 Las vacaciones

Contextos

Travel and vacation • Months and seasons of the year •

Ordinal numbers

Fotonovela

Tenemos una reservación.

Estructura

5.1 Estar with conditions and emotions

5.2 The present progressive

5.3 Comparing ser and estar

5.4 Direct object nouns and pronouns

5.5 Numbers 101 and higher

Panorama

Puerto Rico

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

Instructional methods include the following:

1. Instructor modeling of target language forms, e.g. pronunciation, conjugations, etc.
2. Instructor lecture supported by presentations on the whiteboard and/or the overhead projector.
3. Use of recorded dialogues and conversations with native Spanish speakers.
4. Instructor generated questions requiring individual verbal/written responses applying studied material and structures.
5. Entire class, small group or paired partner practice work both verbal and written.
6. Video and audio presentations corresponding to situations and Spanish grammatical/vocabulary structures previously presented/ or to be studied.
7. Student production of short dialogues, paragraphs, verbal and written that reflect and reinforce grammatical structures and vocabulary, both individual in-class/out of class, and in pairs/small groups that can later be presented in class.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

1. Evaluation of students' class participation, e.g. regular attendance, preparation to fully participate in class activities, active involvement in paired and small group activities.
2. Evaluation of written work, e.g. written homework, online activities/or hardcopy workbook/lab manual, including assigned exercises, short paragraphs, prepared dialogues/dictation, etc.
3. Evaluation of verbal/oral work, e.g. regular assessment of oral proficiency in response to instructor generated questions and other in-class exercises, oral questions on lesson exams/final exam.
4. Evaluation of listening/comprehension skill by periodic assessment during in-class activities, a listening section for each lesson test and the final exam.
5. Evaluation of reading skill by assessment of responses to reading homework exercises and responses both verbal and written in each lesson test and final exam.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

This course is designed to cover approximately the first quarter of any standard college-level first-year Spanish text, provided that it includes an audio lab component (obligatory), a supplementary written exercises component (highly desirable), and a video and/or computer instruction/online component (helpful).

The following are examples of current texts that meet the above requirements.

Blanco et. al. VISTAS, Introducción a la lengua española, Text, Workbook/Lab Manual 2nd ed. 2004 Vistas Higher Learning

Zayas-Bazan et. al. ¡ARRIBA! Comunicación y cultura, Text, Workbook/Lab Manual 4th ed. 2004 Prentice Hall

Jarvis et. al. ¿Cómo se dice? Text, Workbook/Lab Manual 8th ed. 2005 Houghton Mifflin

Terrell et. al. Dos mundos. Text, Workbook/Lab Manual 6th ed. 2006 Mc Graw Hill

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