

LAST REVIEW: 2010-2011 **NEXT REVIEW:** 2015-2016 **STATUS:** A

COURSE TITLE: Beginning Spanish 1

COMMON COURSE NUMBER: SPN 1120

CREDIT HOURS: 4

CONTACT HOUR BREAKDOWN

CLOCK HOURS:

Lecture: 64 Lab:
Clinic: Other:

PREREQUISITE(S): None

COREQUISITE(S): None

PRE/COREQUISITE(S): None

COURSE DESCRIPTION: Fundamentals of speaking, listening-comprehension, reading, writing, and Hispanic culture. Classroom practice and exercises supplemented by laboratory and/or multi-media designed to develop communicative competence and cultural sensitivity. Student expected to continue further implementation and expansion of their proficiencies in SPN 1121 and SPN 2220. Students are encouraged to study abroad. Special fee charged.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 2B and 8
General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 2 or 5
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area 2

UNIT TITLES

- 1. Basic Spanish Pronunciation and Communication**
- 2. Identifying and Describing People, Places, and Things**
- 3. Expressing Present Reality**
- 4. Idioms and Culture**
- 5. Communicating Time, Numbers, and Weather**
- 6. Cultural Readings**

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	6.1, 6.2, 6.3
2. Write clearly and coherently**	1.3, 2.0, 2.2, 6.2
3. Demonstrate literacy as appropriate within a given discipline**	1.1 (b), 1.4 (d), 2.4 (d), 2.5 (d), 4.3 (d), 5.3 (d), 5.4 (g), 6.2 (a, b, d), 6.4 (d, g)
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	1.2, 5.1
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	1.5
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	1.4
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	6.1, 6.4
8. Speak and listen effectively.	1.1, 1.2

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) Environmental literacy is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	
3. Research Papers	6.2
4. Group projects	6.1, 6.2
5. Discussions (In class and online)	6.0
6. Multiple Choice tests	
7. Presentations	6.2
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.0, 1.4, 2.2, 3.2, 5.1
10. Take-home tests	
11. Summaries, critiques, and analyses	
12. Reaction papers	
13. Surveys	
14. Performance	6.2
15. Short answer tests	1.4, 2.0, 3.5, 4.2, 5.1, 6.0
16. Classroom debates and colloquia	
17. Blogs, wikis, web pages	
18. Dictation and active listening comprehension	1.2, 2.2, 4.1, 6.1
19. Short compositions	2.0, 2.2, 4.1, 6.0, 6.2
20. Online lab and internet assignments	6.2

UNITS

Unit 1 Basic Spanish Pronunciation and Communication

General Outcome:

- 1.0 The students shall be able to distinguish the Spanish sound system compared to English and evaluate its similarities and differences. The students shall be able to identify and generate formal and informal speech according to the specific social context.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 1.1 Pronounce, practice, and distinguish the Spanish vowels, consonants, and common diphthongs that are part of the Spanish sound system and alphabet. Students shall use the online lab program to accomplish tasks.
- 1.2 Examine the main differences of the Spanish sounds and graphics compared to those of English and assess the linguistic, historical, and cultural affinities between the two languages. Students will evaluate and rely on cognates and their own knowledge of English to infer comprehension in spoken and written Spanish.
- 1.3 Analyze the importance of Spanish accent marks, punctuation, and its application in order to pronounce, speak, and write more clearly and properly.
- 1.4 Practice greetings, introductions, and expressions of courtesy and farewell to address Hispanic people in formal and familiar social settings. Value the relevance of formal and informal address in the Hispanic culture in comparison to other cultures. Students will be able to demonstrate the use of informal and formal language, especially the use of formal titles of respect such as Don, Doña, Señor, Señora, Doctor, etc., to communicate with Hispanic people.
- 1.5 Discuss the value and difficulties encountered when learning a foreign language in order to foster sensitivity and solidarity with other learners of a second language and culture.

Unit 2 Identifying and Describing People, Places and Things

General Outcome:

- 2.0 The student shall be able to identify and combine a variety of new vocabulary to construct sentences describing self, others, as well as places and things. The vocabulary will illustrate physical, mental and emotional characteristics of individuals, descriptions of places and things related to daily life and it should support the organization of a well constructed sentence in Spanish.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1 List nouns and adjectives pertaining to daily life in Hispanic countries.
- 2.2 Compose simple sentences supporting the agreement of gender and number between nouns and adjectives in Spanish, as well as their position in the sentence.
- 2.3 Describe self and others and compare qualities that are more common in the Hispanic culture compared to the U.S.
- 2.4 Compare the structure and role of the family in the Hispanic Culture and in the U.S. Differentiate between the nuclear and the extended family and its implications in society and economy in both cultures. Assess the implications of gender difference in the Hispanic Culture. Understand the concepts of Machismo and Marianismo. Students shall be able to compare the system of identifying people with names and surnames across different cultures.
- 2.5 Interpret the implications of the different educational systems in Latin American and the U.S., including the university tradition, subjects of study, location of educational institutions, student social activism, career choices, and tuition cost.

Unit 3 Expressing Present Reality

General Outcome:

- 3.0 The student shall be able to develop a command of the present indicative tense of all regular and most commonly used irregular verb conjugations to express daily activities, preferences, and emotional conditions.

Specific Measurable Learning Outcomes:

Upon the successful completion of this unit, the student shall be able to:

- 3.1 Use all subject pronouns and honorific titles, identifying their linguistic and cultural distinctions from other countries and cultures.
- 3.2 Demonstrate an ability to form and answer questions and how these structures differ from English.
- 3.3 Compose negative sentences.
- 3.4 Construct Spanish contractions and compare to those in English and other languages.
- 3.5 Use the present progressive and differentiate its use from the present indicative. Students shall be able to contrast the present progressive from its use in English.

Unit 4 Idioms and Culture

General Outcome:

- 4.0 The students shall be able to use and distinguish the most common idioms necessary for daily communication and compare their linguistic and cultural relevance and differences to English.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 4.1 Identify and employ appropriately commonly used expressions with Ser and Estar to convey linguistic and cultural meaning.
- 4.2 Demonstrate a command of the idiomatic use of verbs such as Hacer, Poner, Querer, Saber, Conocer, Ir, Salir, Tener, etc. Students shall be able to utilize these typical irregular verbs to communicate daily activities and examine how some of these key verbs are used to convey idiomatic expressions and meaning differently than English.
- 4.3 Analyze the intrinsic connection between language and culture through Spanish idioms. The students shall be able to question and compare how language reveals a unique way of viewing reality and reflecting a particular culture and world view.

Unit 5 Communicating Time, Numbers, and Weather

General Outcome:

- 5.0 The students shall be able to communicate the concept of time, numbers, and weather, and differentiate its specific use in the Hispanic culture.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 5.1 Express cardinal numbers beyond one million and use them to solve mathematical problems, currency exchange conversions, weight measurements, shopping, and other current global applications. Students shall be able to evaluate the monetary system, metric system, and other related units of measurement used around the world and how they can impact the U.S. economy.
- 5.2 Discuss the ordinal numbers and Roman numerals, examine the use of commas and decimal points in the Hispanic world in contrast to the American usage.
- 5.3 Combine numbers and expressions of time to express time of day and days of the week. Students shall be able to evaluate cultural differences when discussing time and calendar, and how beliefs and behaviors are impacted by these differences, such as the “Siesta” tradition and work schedules in the Hispanic world, and the use of military time which has an impact on cultural events, travel arrangements, business practices, and other societal schedules.
- 5.4 Discuss days of the week and how they relate to astrology. Students shall be able to identify the names of seasons and the months of the year and examine the change of seasons according to geographic location in relation to the Equator. Describe and examine current weather phenomena and their social, economic, and environmental impact.

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Unit 6 Cultural Readings

General Outcome:

- 6.0 The students will demonstrate a better understanding of the world and recognize its diversity and commonalities through readings, writing opportunities and class discussions.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1 Read and comprehend selected readings in Spanish. Demonstrate cultural literacy and a greater understanding of others and self in terms of linguistic and cultural differences. Through a series of cultural readings and dialogues students shall be able to discuss and compare cultural differences on important topics dealing with college life, family, shopping, home life, entertainment, and food.
- 6.2 Acquire vocabulary, improve pronunciation, and write short compositions. Expand their linguistic and cultural literacy beyond the textbook by researching and presenting other related cultural topics through written and oral assignments and the use of technology and multimedia tools.
- 6.3 Analyze grammatical and cultural aspects of the readings and argue their universal value.
- 6.4 Relate and value the natural and social settings that inform our planet across the experience of the different civilizations that make up the Hispanic world, i.e., natural phenomena and development, ecotourism and the environment, modern living and its consequence on the physical world and social relations and institutions.