

Course Outline for SPAN 1A

BEGINNING SPANISH

Effective: Fall 2018

I. CATALOG DESCRIPTION:

SPAN 1A — BEGINNING SPANISH — 5.00 units

This introductory level course offers a balanced approach to language and culture. It will enable students to begin speaking, reading and writing elementary level Spanish as well as understanding the spoken language as they explore the culture and countries of the Spanish-speaking world. Students are introduced to concepts of grammar, vocabulary and verb tenses in a variety of auditory, visual and written contexts.

5.00 Units Lecture

Strongly Recommended

ENG 1A - Critical Reading and Composition
with a minimum grade of C

Grading Methods:

Letter or P/NP

Discipline:

- Foreign Languages: Spanish

	MIN
Lecture Hours:	90.00
Expected Outside of Class Hours:	180.00
Total Hours:	270.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering this course, it is strongly recommended that the student should be able to:

A. ENG1A

1. Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:
 - a. Summarize a thesis and main points;
 - b. Analyze main ideas;
 - c. Evaluate the validity and logic of the text's reasoning and support;
2. Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:
 - a. Review sources for relevant evidence and arguments;
 - b. Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;
 - c. Document sources in an academically responsible way.

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Use regular and key irregular and stem-changing verbs in the present and preterite tense
- B. Replace nouns with correct direct object pronouns, indirect object pronouns, or both
- C. Create simple negative sentences
- D. Understand simple conversation speaking at a slower than normal pace
- E. Use knowledge of English to recognize Spanish cognates
- F. Recognize, discuss and compare aspects of the culture and society of Hispanic and English speaking countries
- G. Understand the cultural nuances of everyday life in the Hispanic world
- H. Communicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages)
 - I. Greet and express leave-taking phrases by comparing and contrasting appropriate phrases used in Spanish speaking countries
 - J. Express likes and dislikes/ wishes and preferences
 - K. Obtain information about people, places and things
 - L. Describe self, family and friends and understand the value of the family in the Hispanic world
 - M. Express feelings

- N. State future plans
- O. Shop and use numbers from 0 to one million in context
- P. Talk about daily routines
- Q. Interact in a basic phone conversation
- R. Order in a restaurant in a culturally appropriate way
- S. Plan for a trip
- T. Express some basic commands by understanding the importance of formality when talking to strangers
- U. Talk about some events in the past

V. CONTENT:

- A. Culture: Characteristics of Spanish speaking countries
 - 1. Geography
 - 2. Population
 - 3. Languages
 - 4. Foods
 - 5. Historical dates and sites
 - 6. Traditions and customs
 - 7. Current events
 - 8. Daily life
 - 9. Music
- B. Culturally appropriate vocabulary
 - 1. Numbers
 - 2. Foods
 - 3. Colors
 - 4. Clothing
 - 5. Physical description
 - 6. Time
 - 7. Weather
 - 8. Introduction to the use of English cognates to recognize Spanish words
- C. Variations of Spanish pronunciation and alphabet
- D. Review of basic grammatical terminology, parts of speech
 - 1. Contractions
 - 2. Nouns and articles
 - 3. Regular, irregular, and stem-changing verbs in the present tense, present progressive tense, and the preterite tense
 - 4. Pronouns
 - a. Subject
 - b. Object
 - 5. Subject and verb agreement
 - 6. Formation, placement, usage, and agreement of adjectives
 - 7. Use of periphrastic verbal expressions necesitar, tener que, hay que, ir a, tener ganas de, etc.
 - 8. Use of the following constructions: [ir+a+infinitive] and [acabar+de+infinitive]
 - 9. Reflexive verbs
 - 10. Ser vs. Estar
 - 11. Gustar and similar verbs
 - 12. Interrogative words
 - 13. Negation
 - 14. Basic prepositions
 - 15. Direct and indirect object pronouns used separately and together
 - 16. Gender and number agreement of nouns and adjective
- E. Introduction of reading strategies to deduce meaning
 - 1. Comparison of English and Spanish syntax
- F. Introduction to Hispanic culture and society
 - 1. Readings
 - 2. Videos

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. Reviewing difficult text or workbook assignments such as true/false, fill-in-the-blank, changing subject and make any other necessary changes in the sentence
- C. Creating sentences and dialogues in pairs or groups
- D. Responding in complete Spanish sentences to questions posed by instructor or other students using the structures and vocabulary under study
- E. Debating an issue
- F. Interviewing another student and reporting information to the class
- G. Summarizing the content of a video episode or cultural reading
- H. Comparing Spanish-speaking countries in terms of pronunciation of Spanish, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
- I. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in Spanish

VII. TYPICAL ASSIGNMENTS:

- A. Recognition tasks
 - 1. Matching
 - 2. True/false
 - 3. Fill-in-the-blank
- B. Changing the subject of a sentence and making any other necessary changes
- C. Creating personal responses using new vocabulary and structures
- D. Creating questions using interrogative words
- E. Reading comprehension questions which call for evaluation, comparison, contrast

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
- B. Quizzes
- C. Class Participation
- D. Home Work

IX. TYPICAL TEXTS:

1. Nissenberg, Gilda. *Practice Makes Perfect: Complete Spanish Grammar*. 3rd ed., McGraw-Hill Education, 2016.
2. Heshberger, Robert , Susan Navey-Davis, and Guiomar Borrás. *Plazas*. 5th ed., Cengage Learning, 2017.
3. Blanco, Jose, and Phillip Donely. *Vistas: Introducción a la lengua española*. 5th ed., Vista Higher Learning, 2016.

X. OTHER MATERIALS REQUIRED OF STUDENTS: