

**SPAN 1 Course Outline as of Spring 2019****CATALOG INFORMATION**

Dept and Nbr: SPAN 1 Title: ELEMENTARY SPANISH-1

Full Title: Elementary Spanish-Part 1

Last Reviewed: 11/25/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	1.00		Contact DHR	17.50
		Contact Total	5.00		Contact Total	87.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 227.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

Introduction to Spanish grammar and development of all language skills in a cultural context with special emphasis on inter-personal communication.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

**Limits on Enrollment:****Schedule of Classes Information:**

Description: Introduction to Spanish grammar and development of all language skills in a cultural context with special emphasis on inter-personal communication. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	E	Humanities	Fall 1981	
<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	C2	Humanities	Fall 1990	
<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	6A	Language Other Than English	Fall 1981	
<b>CSU Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1981	<b>Inactive:</b>
<b>UC Transfer:</b>	Transferable	<b>Effective:</b>	Fall 1981	<b>Inactive:</b>

### **CID:**

CID Descriptor: SPAN 100      Elementary Spanish I  
SRJC Equivalent Course(s):      SPAN1

### **Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Use the simple present, present progressive and preterit tenses, including high-frequency irregular verbs, subject and object pronouns, and adjectives.
2. Initiate and maintain simple conversations in Spanish on everyday topics using statements and questions with appropriate pronunciation.
3. Comprehend and respond to short messages and questions in spoken Spanish.
4. Write coherent paragraphs containing descriptions of people, places, and everyday activities.
5. Use appropriate vocabulary for greetings, school-related items, family members, clothes, food, days, months, weather, clock times, numbers, and colors.
6. Read and comprehend the main ideas presented in level appropriate Spanish texts and magazine articles.
7. Demonstrate cultural awareness and insights about the Spanish-speaking world as well as the

Spanish-speaking communities in the United States.

### **Objectives:**

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

1. Formulate short sentences and questions orally and interpret responses of other speakers using common Spanish vocabulary related to everyday topics.
2. Evaluate simplified passages on a range of cultural topics and correctly interpret and summarize content from authentic Spanish texts.
3. Compose short comprehensible sentences and phrases with a communicative purpose, displaying minimum surface-level errors such as spelling and accentuation.
4. Develop and organize short sentences and paragraphs in Spanish.
5. Generate questions and phrases that are appropriate to a native speaker of Spanish.
6. Distinguish between subject and object pronouns, present tense of -ar, -ir, and -er verbs

- and the verbs ser, estar, tener, venir, stem-changing verbs, negation, articles, yes-no basic information questions, adjectives, and regular preterite verbs.
7. Employ greetings and polite expressions in a culturally appropriate manner.
  8. Describe social, cultural and historical aspects of the Spanish-speaking world and Spanish-speaking communities in the U.S.

### **Topics and Scope:**

1. Self-identification, personal information, nationalities; occupations
2. Basic classroom objects, structures and classes
3. Numbers 1-1,000,000; ordinal numbers
4. Family members
5. Simple greetings; expressions of courtesy
6. Days of the week; months of the year; seasons and weather
7. Pastimes, sports, and places
8. Clothing and shopping; colors
9. Information about demographics, customs, history and geography pertaining to the Spanish speaking world and Spanish-speaking communities in the U.S.
10. Telling time
11. Nouns and articles
12. Adjectives: descriptives, possessive
13. Simple present of -ar, -er, and -ir verbs
14. Formation of phrases and questions.
15. Irregular verbs ser, estar, tener, venir, verbs with irregular yo forms
16. Usage of ser vs. estar
17. Stem-changing verbs
18. The present progressive
19. Direct and indirect object nouns and pronouns
20. Demonstrative adjectives and pronouns
21. The preterite tense of regular verbs
22. Spelling and the sound/word correspondence in Spanish
23. Grammatical terminology and identifying parts of speech

### **Assignment:**

Assignments for Spanish 1 may include:

1. Reviewing lesson(s) from the textbook (averaging 15 pages per week).
2. Memorizing vocabulary and verb conjugations (averaging 75 words per week).
3. Completing exercises in textbook and workbook (averaging 10 exercises per week).
4. Working on computer-based exercises (17 hours per semester).
5. Reviewing for quizzes and tests (one hour per week).
6. Weekly or bi-weekly quizzes, chapter exams and final.
7. Writing short compositions; simple narrative and descriptive tasks.
8. Engaging in group activities and projects.
9. Oral presentations and reports.
10. Dictation and written translation.
11. Participation.
12. Viewing and interpreting text-integrated video programs in Spanish.
13. Written exercises from the text.
14. Reading short elementary-level paragraphs and dialogues on cultural topics featuring target grammar and vocabulary.

## Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, reading reports

Writing  
20 - 30%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems, group activities, projects

Problem solving  
10 - 20%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, oral participation

Skill Demonstrations  
20 - 30%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, true/false, matching items, completion

Exams  
30 - 40%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Completion of computer-based exercises, videos

Other Category  
5 - 10%

## Representative Textbooks and Materials:

VISTAS by Blanco/Donley (textbook, workbook/lab manual, passcode), Volume 1, 4th ed., Vista Higher Learning, 2012