

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	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 210.00

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 interpersonal communication.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for English 1A or equivalent. Not recommended for students who have successfully completed 2 years of high school Spanish or equivalent within the past 3 years.

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 interpersonal communication. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Eligibility for English 1A or equivalent. Not recommended for students who have successfully completed 2 years of high school Spanish or equivalent within the past 3 years.

Limits on Enrollment:

Transfer Credit: CSU;UC.

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

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

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

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:

At the conclusion 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:

- I. Introduction to Ancillary Materials (such as)
 - A. Accessing online activities
 - B. Accessing other digital resources
- II. Vocabulary, Idioms, Written Discourse Conventions, and Other Linguistic Elements of Spanish
 - A. Self-identification, personal information, nationalities; occupations
 - B. Basic classroom objects, structures and classes
 - C. Numbers 1-1,000,000; ordinal numbers
 - D. Family members
 - E. Simple greetings; expressions of courtesy
 - F. Days of the week; months of the year; seasons and weather
 - G. Pastimes, sports, and places
 - H. Clothing and shopping; colors
- III. Spanish Grammar and Sentence Structure
 - A. Telling time
 - B. Nouns and articles
 - C. Adjectives: descriptive and possessive
 - D. Simple present of –ar, -er, and –ir verbs
 - E. Formation of phrases and questions
 - F. Irregular verbs ser, estar, tener, venir, verbs with irregular yo forms
 - G. Usage of ser vs. estar
 - H. Stem-changing verbs
 - I. The present progressive
 - J. Direct and indirect object nouns and pronouns
 - K. Demonstrative adjectives and pronouns
 - L. Spelling and the sound/word correspondence in Spanish
- IV. Cultural Skills
 - A. Formal and informal speech including conversational norms used in various contexts; i.e., making small talk, participating in interviews, talking with friends, teachers, employers and co-workers
 - B. Nonverbal communication including appropriate distance, eye contact and other gestures
 - C. Culturally appropriate vocabulary and conversational norms used to agree, disagree, express opinions, elicit information and interrupt in real-life situations
 - D. Interpreting literary passages, in original Spanish, by Spanish or Latin American writers
 - E. Information about demographics, customs, history and geography pertaining to the Spanish speaking world and Spanish speaking communities in the U.S.

Assignment:

1. Reviewing lesson(s) from the textbook (averaging 15 pages per week)
2. Memorizing vocabulary and verb conjugations (averaging 75 words per week)

3. Working on computer-based exercises (17 hours per semester)
4. Reviewing for quizzes and tests (one hour per week)
5. Quizzes, exams and final
6. Engaging in group activities and project(s)
7. Oral presentation(s) and report(s)
8. Dictation and written translation
9. Participation
10. Viewing and interpreting text-integrated video programs in Spanish
11. Reading short elementary-level paragraphs and dialogues on cultural topics featuring target grammar and vocabulary
12. Written homework, such as:
 - A. Writing short compositions; simple narrative and descriptive tasks
 - B. Written exercises from the text
 - C. Completing exercises in textbook and workbook (averaging 10 exercises per week)
13. Class performance(s)

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; report(s)

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, project(s)

Problem solving
10 - 20%

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

Class performance(s), oral participation

Skill Demonstrations
20 - 30%

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

Quizzes, exams and final exam

Exams
30 - 40%

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

Completion of computer-based exercises

Other Category
5 - 20%

Representative Textbooks and Materials:

Español en Contexto. Osorio, Araceli (online component in Canvas), Nivel 2. Arbor Crest Publishing. 2018

VISTAS (textbook, workbook/lab manual, passcode), Vol 1. 5th ed. Blanco, Jose and Donley,

Philip. Vista Higher Learning. 2015

Con brio! (textbook, WileyPlus access). 5th ed. Murillo, Lucas. John Wiley & Sons. 2019