

CATALOG INFORMATION

Dept and Nbr: SPAN 1

Title: ELEMENTARY SPAN-I

Full Title: Elementary Spanish-Part I

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	5	Lab Scheduled	0
		Contact DHR	2.00		Contact DHR	35.00
		Contact Total	6.00		Contact Total	105.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 245.00

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:

Elementary listening, speaking, reading and writing in Spanish. Introduction to Spanish and Spanish-American culture.

Prerequisites/Corequisites:

Recommended Preparation:

Completion of ENGL 100B or ENGL 100. Not recommended for students with 2 years of high school Spanish with at least a B average or equivalent within the past 3 years.

Limits on Enrollment:

Schedule of Classes Information:

Description: Elementary listening, speaking, reading and writing in Spanish. Introduction to Spanish and Spanish-American culture. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Completion of ENGL 100B or ENGL 100. Not recommended for students with 2 years of high school Spanish with at least a B average or equivalent within the past 3 years.

Limits on Enrollment:

Transfer Credit: CSU;UC. (CAN SPAN2)(SPAN 2+SPAN 1=SPAN SEQ A)
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:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

VOCABULARY:

The student should memorize, express, translate, relate, construct, and value both active and passive abilities with such vocabulary as greetings, the alphabet, school related items and activities, the family members, clothes, days, months, weather, clock times, numbers 1-1,000,000, basic foods, colors, and cognates.

COMPREHENSION:

Student should be able to recognize and understand basic classroom instructions and simple declarative sentences which host the vocabulary listed above, and which are limited in their verbal usages to the present tense. Short, coherent paragraphs or anecdotes using high frequency or cognate vocabulary, or brief stories should be presented at deliberate speed and with clear (but not distortedly so) pronunciation.

SPEAKING:

Student should be able to answer, identify, and interpret simple, direct yes/no and content questions in a simple way, but will show less skill in formulating such questions. Student may have difficulty producing compound sentences or sentences which require subordination, but should be able to express such practical items as where he/she lives, how old he/she is, his/her name, the date, his/her date of birth, and describe, say a family member or a familiar place. In other words, students ability to speak will be to a large degree a function of the questions asked of him/her. Student can answer questions on readings.

READING:

Student should be able to read with full comprehension short passages which deal with everyday topics or dialogues concerning daily life. Items selected for reading could be heavy laden with cognates and not involve heavily subordinated or lengthy sentences. Literary passages or readings in which the element of personal style are involved should not be used. Readings which are heavily culture laden should also be avoided. Depending upon their difficulty newspaper items or editorials might be used. Readings should confine themselves essentially to the present indicative tense.

WRITING:

Of all the skills, this one will probably end up being the least well developed. Student should be able to write, with minimum errors in spelling and accentuation, whatever he is able to say. Brief declarative paragraphs may also be within the grasp of the student, as long as they are confined to the present tense, deal with a highly familiar topic, use only the vocabulary the student controls actively, and do not involve subordination. Student might practice such writing by attempting short letters or descriptions of persons, places, or things.

PRONUNCIATION:

Student should have been grounded in the basics of Spanish pronunciation, in letter/sound correspondences, but will be lacking in the "fine tuning" of pronunciation which will come only with more study, exposure, and practice. Student will realize that some sounds of Spanish, e.g. do not exist in English, and that other, e.g., are somewhat differently pronounced in Spanish and English. Student will understand that "El elefante es un animal," comes out of the native's mouth as, /e-le-le-fan-te-su-na-ni-mal/. Pronunciation will not be stressed to the point to which it "cows" the student into thinking that he pronounces badly and is, therefore, afraid to say anything. Student will always be understandable to a native, but may still have an irritating "gringo" accent much of the time. Student will stress words correctly the majority of the time.

GRAMMAR:

Students should control the following grammatical items in a more or less active fashion;

1. Gender and number of adjectives and nouns, and correct position of adjectives.
2. Subject pronouns.
3. Present tense of all verbs (reg., irreg., and rad.).
4. Yes/no and content question form.
5. Ser vs. Estar (in its entirety).
6. Contradictions.
7. Telling time.
8. Weather expression.
9. Se as an indef. subject.
10. Tener idioms, ir a inf.
11. Present progressive.
12. Possessive and demoms. adjs.
13. Prepositional obj. pronoun.

14. Comparisons of equality and inequity.
15. Affirmative words and their negative counterparts.
16. The personal "a".
17. Direct object pronouns
 - a. actively with a simple conjugated verb.
 - b. passively with dependent infinitives and -ndo.
18. Saber/Conocer contrast.

Topics and Scope:

SCOPE:

Scope of what is covered in FL 1 (Spanish 1) is at a significantly accelerated pace to a course teaching the same materials as in high school (This course covers in a semester what is covered in two semesters at the high school level). This range also corresponds to about half of our college level representative text.

CONTENT (Speaking and Listening):

Self-identification, personal information; nationalities, occupations; basic classroom objects, structures and classes; colors; numbers 1-1,000,000; money denominations, buying; clothing, shopping; telling time; calendar, dates, holidays, celebrations, seasons, weather; family members; simple greetings, emotions, and body language; house, home, and society; food and drink; travel, transportation; health, body; job search, alphabet; cognates; pronunciation; interrogatives.

CONTENT (Reading):

Introductory material on general topics such as: basic classroom objects; colors; numbers 1-100; telling time; clothing; dates and money denominations; weather and seasons; family members; self identification; simple greetings and courtesy expressions; personal and place names, street signs, office and shop designations; simple labels; simple geographical information; travel and registration forms; adapted readings (1000 word vocabulary level); unadapted readings of an appropriate nature, such as bus or movie schedules; dialogues; job search; alphabet; cognates; pronunciation; interrogatives.

CONTENT (Composition):

House and home; basic classroom objects; colors; numbers; clothing; names; family members; dates; nationality and biography; weather and seasons; money; parts of the body; holidays and celebrations; customs; feelings and emotions; cross-cultural communication; job search; alphabet; cognates; pronunciation; interrogatives.

CONTENT (grammar):

Students will be expected to recognize and use: various simple tenses of the most frequent regular and irregular verbs: present, future, progressive, and verb complement; various types of questions (yes/no and why), long and short answers, and simple commands; pronouns: personal, indefinite, possessive, direct, indirect; simple subordinators and coordinators; auxiliaries BE/DO and their negatives; simple modals; nouns: common, proper, count, non-count, singular, plural, gender, and gerunds; direct and indirect objects; negation; simple clause markers and noun clauses; articles;

indefinite and possessive determiners; demonstratives; frequency adverbs and time expressions; prepositions of time and place; contractions; has to, needs to, wants to; comparatives.

Assignment:

In preparation for 50 minute lecture class, student is expected to have:

1. intensively studied from 5-10 pages from class text.
2. completed from 5-10 pages from workbook, and prepared 5-10 pages of written tasks from class text, and reviewed 5-20 pages of class text for projected exams.
3. listened and completed 30-50 minutes of language lab material.
4. spent 25-50 minutes practicing and memorizing vocabulary and phrases.

In preparation for lecture class, student is recommended to have:

1. worked 10-15 minutes cooperatively with a fellow Spanish student or a Spanish speaking friend.
2. worked 10-50 minutes with a Spanish tutor or other Spanish language specialist.
3. listened or viewed 10-50 minutes of Spanish language media (videos, radio, T.V., slides, magazines, newspapers, dictionaries, etc.)

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, Lab reports, Essay exams, IN CLASS DICTATIONS & OTHERS

Writing
30 - 70%

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

None

Problem solving
0 - 0%

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

Class performances, Performance exams

Skill Demonstrations
20 - 30%

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

Multiple choice, True/false, Matching items, Completion

Exams
10 - 30%

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

COMPLETION OF SEMESTER'S LANGUAGE LAB HOURS.

Other Category
0 - 10%

Representative Textbooks and Materials:

DICHO Y HECHO, Dawson & Dawson, 4th ed., John Wiley & Sons, 1993.

DICHO Y HECHO LAB MANUAL/WORKBOOK, Dawson & Dawson, 4th ed.,
John Wiley & Sons, 1993.

These are college level texts where material covered is about twice as much as High School.

Recomm: Spanish-English Dictionary.