

SPAN 0001 - ELEMENTARY SPANISH - LEVEL I

Catalog Description

Advisory: Eligibility for ENGL 1A

Hours: 90 lecture

Description: First of two semesters of Elementary Spanish. A beginning course which offers students practice in speaking, understanding, reading and writing Spanish, along with exploration of cultural aspects of the Spanish-speaking world. Corresponds to two years of high school study. (C-ID SPAN 100) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Recognize and paraphrase elementary Spanish spoken in simple present tense at moderate conversational speed.
- CSLO #2: Produce accurate pronunciation with grammatically correct sentences in Novice Mid level conversations.
- CSLO #3: Recognize and explain what is read in simple present tense from any elementary reading passage.
- CSLO #4: Write short sentences and paragraphs in simple present tense using correct syntax.
- CSLO #5: Compare and contrast cultural perspectives based on readings, discussions, and videos.

Effective Term

Fall 2019

Course Type

Credit - Degree-applicable

Contact Hours

90

Outside of Class Hours

180

Total Student Learning Hours

270

Course Objectives

The content of this course will be taught within a cultural context with authentic language.

Upon successful completion of the course, students will be able to:

- Understand cultural nuances of everyday life in the Hispanic world;
- 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).

CULTURAL CONTENTS:

1. Name and identify the location of the Spanish-speaking countries around the world as well as identify the major Spanish-speaking populations in the United States.
2. Compare and contrast cultural aspects, both of high culture and low culture, of the U.S. Hispanic-American, Latin-American, and Peninsular

cultures, including but not limited to geography, population, languages, foods, history, traditions and customs, current events, daily life and music.

VOCABULARY DEVELOPMENT:

1. Correctly spell learned vocabulary words and expressions.
2. Apply words, construct phrases and create expressions to meet and greet others appropriately, and compare and contrast formal and informal situations, and discuss likes, dislikes and preferences.
3. Converse and write about students' personal experience such as university life, family and relatives, routines, shopping needs and telling time.

PHONETIC DEVELOPMENT:

1. Compare and contrast English and Spanish sounds and intonations.
2. Use correct pronunciation while speaking elementary level Spanish at moderate conversational speed.

STRUCTURE DEVELOPMENT:

1. Compare and contrast Spanish and English punctuation and grammar.
2. Demonstrate proper usage of noun, adjective, article agreement.
3. Differentiate affirmative and negative sentences or questions as well as answer questions, both affirmatively and negatively to obtain and share information about people, places and things.
4. Use vocabulary and appropriate grammatical structures to describe, compare and contrast, state future plans, and talk about daily routines and activities.
5. Identify and apply subject pronouns while distinguishing between the formal and informal "you".
6. Apply correct conjugations of the regular and irregular verbs in the indicative mood: present and present progressive.
7. Apply correct conjugations of the regular verbs in the indicative mood: preterit.
8. Demonstrate a basic ability to distinguish between the usage of the verbs "ser" and "estar" in the indicative mood: present, present progressive, and preterit.
9. Use basic idioms correctly.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Literature & Language
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - C2 Humanities
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 6A Lang other than Eng

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: After reading an article outlining how different cultures of the Spanish-speaking world greet each other, the class is asked to compare and contrast what they have learned with their own culture. The instructor might have them speak in small groups before conducting a larger discussion among the whole class.
- Essay Examinations
 - Example: Instructor prepares a writing prompt to elicit proper adjective use (agreement and placement). Example: In a five to six sentence paragraph, compare and contrast in Spanish, one

male and one female famous person (actor/actress, politician, etc...). Pay special attention to your use of the verb *ser* and your adjective agreement.

- Objective Examinations

- Example: Instructor will play a recording about a how Raúl spends his weekends. After listening to the recording, students will answer short questions about the what they heard. Then students will write a 6-8 sentence paragraph explaining how they spend their weekends.

- Projects

- Example: In pairs, students create a presentation and an interactive activity for their classmates on any cultural aspect of the Spanish-speaking world. The students must research their topic, prepare a five-minute oral presentation with visuals, and provide a ten-minute interactive activity for the class. Examples of topics: Present on the Bolivian "Aguayo" and teach the class how to tie one on their own bodies; Present a brief history of "Merengue" and teach the class the basic steps; Present a history lesson on "Cinco de mayo" and provide a jeopardy game after the lesson.

- Reports

- Example: Students are required to participate in the Spanish-speaking culture within their community and submit a written report and reflection of their experience. There are many options for cultural participation such as: attend a Spanish-speaking church service; view an art exhibit; interview someone with direct experience in the Spanish-speaking world; learn and prepare an authentic recipe with someone who prepares the dish as a part of their culture, etc.

- Skill Demonstrations

- Example: Oral Interview: Instructor provides written prompts and asks students to work in pairs to interview each other in Spanish and then report back to the class with their findings. Example: Interview your partner using the following questions to learn about your partner's class schedule. Write down his or her answers so you can later report your findings to the class. Then reverse roles. a. How many classes are you taking this semester and what are they? b. Who are your instructors? c. When and where do your classes meet? d. What are some things you do in class? e. What supplies do you need for each class? f. What is your favorite class this semester? g. What is your major?

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Method: Lecture/Discussion in the Target Language; Course Objective: Apply words, construct phrases and create expressions to meet and greet others appropriately, and compare and contrast formal and informal situations, and discuss likes, dislikes and preferences. To introduce family vocabulary the instructor projects images on a screen to walk students through the immediate and extended family. As family members are introduced the instructor checks student comprehension by asking a series of questions such as "¿Quién tiene un hermano?" ("Who has a brother?") and waiting

for a show of hands. Students then draw and label their own nuclear family tree. Finally, in pairs they introduce their family in Spanish.

2. Course Objective: Use vocabulary and appropriate grammatical structures to describe, compare and contrast, state future plans, and talk about daily routines and activities. To introduce daily routines the instructor will physically demonstrate verbs by acting out and narrating his or her morning routine, including showering, brushing teeth, eating breakfast, etc... Then as a whole class, everyone can act out the new verbs together. After which students will break into groups of four and play charades to practice the new vocabulary.

Distance Learning

1. This activity can be adapted for the online environment with an introductory presentation of the family vocabulary in the target language. After viewing the presentation, students will be asked to create their own family tree and then record themselves introducing their family members and post the video to a class discussion board. The students can then ask a minimum of three questions about their classmates' families and respond to the questions they receive.
2. This activity can be adapted for the online environment by providing a presentation of the instructor acting out their daily routine in their own home. Students will be asked to study and practice the daily routine vocabulary before recording themselves acting out their own personal routine. Once their video is posted to a class discussion board, each student will make one comparison between their routine and each of three classmate's routines.

Typical Out of Class Assignments Reading Assignments

1. While Alberto waits for his date, he passes the time reading the classified ads in the newspaper to help friends find a place to live. Read the housing advertisements and the circumstances of his friends. Then fill in the blanks with the letter corresponding to the advertisement that best meets the needs of each person. 2. (These instructions would be in Spanish) After reading the news article "15 de octubre ¡Una mañana desastrosa!" please respond to the following questions with complete sentences. Notice which questions utilize the present tense and which utilize the preterit. ¿Por qué nunca se despiertan temprano las chicas? ¿Se bañaron las chicas esta mañana? ¿A qué hora llega generalmente el autobús? ¿A qué hora llegó el autobús hoy? ¿Por qué no contestó nadie cuando llamaron a la escuela?

Writing, Problem Solving or Performance

1. Write a short paragraph in Spanish (not to exceed 120 words) about your daily routine. 2. You decide to write a postcard to your parents. Describe Buenos Aires to them by comparing it to your hometown. Write five to six sentences.

Other (Term projects, research papers, portfolios, etc.)

Students will search the Internet for department stores in Latin America and Spain and write one or two paragraphs describing the clothes and fashions these sites advertise, including the predominant colors, styles, and fabrics. Students convert prices in the local currency into dollars. Students will report their findings to the class.

Required Materials

- Aventuras
 - Author: Blanco and Donley
 - Publisher: Vista Higher Learning
 - Publication Date: 2018
 - Text Edition: 5th
 - Classic Textbook?:
 - OER Link:
 - OER:
- En familia: An Introduction to Spanish
 - Author: Lazzara
 - Publisher: Fountainhead Press
 - Publication Date: 2017
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- Tu mundo: español sin fronteras
 - Author: Andrade, Egasse, Muñoz, and Cabrera Puche
 - Publisher: McGraw-Hill
 - Publication Date: 2019
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:
- ¡Anda!
 - Author: Cowell, Heining-Boynton
 - Publisher: Pearson
 - Publication Date: 2016
 - Text Edition: 3rd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Entornos: Primer cursos de lengua española
 - Author: Bembire, Cabeza, et al
 - Publisher: Cambridge University Press
 - Publication Date: 2016
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.