### ROSE STATE COLLEGE

**Division Course Syllabus**

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<th>Division</th>
<th>Humanities</th>
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<td>Course Prefix and Number</td>
<td>SPAN 1115</td>
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<tr>
<th>Course Title</th>
<th>ELEMENTARY SPANISH I</th>
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<tr>
<td>Semester and Year Submitted</td>
<td>Updated Spring 2021</td>
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<tr>
<td>Prepared by</td>
<td>Edmund Gert</td>
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<tr>
<td>Credit Hours</td>
<td>5</td>
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**Hours Per Week:**

| Class | 5 |
| Lab | 0 |

**Course Description (as it appears in Catalog):**

This course is an introduction to the Spanish language. Through study of Spanish grammar, vocabulary, and pronunciation, this course emphasizes the development of speaking, writing, reading, and understanding the language at a novice level while developing an appreciation of life in Spain and Hispanic America. Prerequisite: ENGL 1113 or concurrent enrollment

**Prerequisites:**

ENGL 1113 or current enrollment

**Text(s):**

- Title: **Español activo 1** (provided free on Canvas)
- Author: Edmund Gert
- Publisher:  
- Copyright Date:  
- ISBN #:  
- Reading Level:  

**Supplemental Materials:**

- (Other books, audio visual aids, etc.)
- Extempore Access for voice recording activities
Outline for Remainder of Syllabus:

Rationale: Students who plan to transfer to four-year institutions and complete degrees in the College of Arts and Sciences are generally required to demonstrate some competence in a modern language. For those students with no language background, the elementary-level Spanish courses provide the foundation for further study. Elementary Spanish I serves to introduce the student to the formal study of the language. Elementary Spanish II continues that study in greater depth. Furthermore, there is demand for bilingual skills in the workplace. In order to be more competitive in the global market, American workers must understand other cultures and demonstrate the ability to communicate in other languages.

Expected Outcomes: Upon successful completion of this course, students will be able to:

1. Demonstrate listening ability at the novice-low level as defined by American Council on the Teaching of Foreign Languages (ACTFL).
2. Demonstrate reading ability at the novice-low level as defined by ACTFL.
3. Demonstrate speaking ability at the novice-low level as defined by ACTFL.
4. Demonstrate writing ability at the novice-low level as defined by ACTFL.
5. Demonstrate cultural competence.
6. Demonstrate pronunciation acumen by approximating standard Spanish diction and phonetics.

Methods of Instruction:

Brief lecture (introductory in English, review in Spanish)
Whole class discussion
Demonstration
Questioning
Repetition drills
Pattern drills
Communicative paired activities
Assigned conversational groups
Brainstorming
Role-playing
Individualized instruction
Audio-tutorial
Total Physical Response Teaching Proficiency through Reading and Storytelling
Internet Activities
Assessment (Including Critical Thinking measurements):
Students will receive daily practice with writing, listening, speaking, reading, and pronunciation.

Students will be evaluated through a variety of assessments. This include:

• Expressive assessments in which students will listen to prompts and record appropriate responses.

• Interpretive assessments in which students read an article in Spanish and answer questions about the article.

• Interpretive assessments in which students listen to a recording in Spanish and answer questions about the recording.

• Interpretive assessments in which students watch a video clip in Spanish and answer questions about the video.

• Presentational assessments in which students produce original written work or create a short video demonstrating their ability to use the language to meet the unit goals.

• Interpersonal assessments in which students carry on a conversation with another student in order to meet the unit goals.

Although some students in this class will be able to communicate at higher than the novice-low level, all assessments should be leveled appropriately for a novice-low learner based on the following ACTFL standards:

• Novice-low listening: At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.

• Novice-low reading: At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.

• Novice-low speaking: Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

• Novice-low writing: Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.
Learning Objectives:

Students will demonstrate that they can do the following in written or spoken Spanish at a novice-low level or higher:

- Greet others, introduce themselves, and say goodbye
- Introduce another person
- Exchange personal information
- Express their age and the age of others
- Describe themselves and others
- Identify others based on description given
- Make comparisons of themselves with others.
- Express everyday activities
- Express actions they and others like to do.
- Discuss what activities they and others do for fun and school
- Express when and how often they and others do different activities
- Express what they and others have to do, need to do, ought to do, are going to do, and are learning to do
- Discuss their family members
- Express feelings and emotional states
- Tell when and where they and others do different activities
- Convey everyday activities they do to themselves
- Communicate what is actively happening at a given moment.