ROSE STATE COLLEGE

Division Course Syllabus

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<th>Division</th>
<th>Humanities</th>
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<tr>
<td>Course Prefix and Number</td>
<td>SPAN 1335</td>
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<tr>
<td>Course Title</td>
<td>Accelerated Elementary Spanish</td>
</tr>
<tr>
<td>Semester and Year Submitted</td>
<td>Fall 2013</td>
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<tr>
<td>Credit Hours</td>
<td>5</td>
</tr>
<tr>
<td>Prepared by</td>
<td>Edmund Gert</td>
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<tr>
<td>Hours Per Week</td>
<td>Class 3 Lab 0</td>
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Course Description (as it appears in Catalog)

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. This course is taught at an accelerated rate and is designed for students who have taken at least two years of Spanish in high school or who are heritage speakers. Students who successfully complete this course may enroll in SPAN 2113 Intermediate Spanish I. Permission of professor required. Prerequisite: ENGL 0123 or satisfactory assessment score for ENGL 1113

Prerequisites

- ENGL 0123 or satisfactory assessment score for ENGL 1113

Text(s):

<table>
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<tr>
<th>Title</th>
<th>Author</th>
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<tr>
<td>¡Anda! Curso elemental para estudiantes avanzados</td>
<td>Heining-Boynton and Cowell</td>
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<tr>
<th>Publisher</th>
<th>Copyright Date</th>
<th>ISBN #</th>
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<tr>
<td>Pearson</td>
<td>2013</td>
<td>0205926320</td>
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Reading Level: n/a

Supplemental Materials: (Other books, audio visual aids, etc.)
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.

Many students who have enrolled in Elementary Spanish have previous knowledge in the language from high school or from being heritage speakers. These students often have deficiencies in some areas while having higher-level skills in other areas. This class is designed to provide those students with the same content knowledge as Elementary Spanish I and II, but it is presented in an accelerated format.

Expected Outcomes:

Upon successful completion of the course, the student will be able to

- communicate orally and in writing at a novice level of proficiency;
- demonstrate knowledge and understanding of the cultures studied;
- reinforce and further their knowledge of other disciplines through language study while recognizing distinct viewpoints;
- demonstrate understanding of the nature of language and cultures through comparisons of the language and cultures studied and their own language and cultures;
- participate in multilingual communities at home and around the world.

Methods of Instruction:

Brief lecture (introductory in English, review in Spanish)
Discussion
Demonstration
Questioning
Repetition drills
Pattern (substitution) drills
Pair practice
Assigned conversational groups
Brainstorming
Role-playing
Individualized instruction
Audio-tutorial
Total Physical Response
Total Physical Response Storytelling
Assessment (Including Critical Thinking measurements):

Methods of evaluation may vary with professor, but may include

Pretests: Since students come into this class with prior knowledge, the use of pretests is very important especially at the beginning of the course. Pretests will allow the instructor to assess where students may have deficiencies in their knowledge.

Tests: At the completion of each chapter, students may be required to complete a chapter test. A final and/or midterm exam may be given by the instructor. Tests should evaluate all four skills (listening, speaking, reading and writing).

Daily Participation: Instructors may choose to give students a daily participation grade. To receive full credit, students should be in attendance and participate in all in-class activities.

Daily Work and Quizzes: This includes both homework and announced or unannounced daily quizzes. Homework should be assigned every night.

Online Exercises: MySpanishLab must be used as an integral component of the course. The grading of activities from MySpanishLab is determined by the professor. Students will complete assigned online activities by the due date determined by the professor.

Writing Activities: Instructors may choose to have their students complete rudimentary writing activities that emphasize the vocabulary and grammatical structures learned.

Oral Evaluations: Individual exams requiring the student to ask and answer questions in Spanish may be administered by the instructor. Times should be scheduled during class hours and, if necessary, during instructor’s office hours. The professor should determine how often oral evaluations are administered.

Students who successfully complete Accelerated Elementary Spanish should be able to speak, listen, read, and write at a novice level.

Speaking: Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Listening: Novice-level listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extra-linguistic support to derive meaning. Novice-
level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

**Reading:** At the novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar. Readers at the novice level may rely heavily on their own background knowledge and extra-linguistic support to derive meaning. Readers at the novice level are best able to understand a text when they are able to anticipate the information in the text. At the novice level, recognition and key words, cognates, and formulaic phrases make comprehension possible.

**Writing:** Writers at the novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the simplest messages. In addition, they can transcribe familiar words, phrases, and letters, or reproduce basic characters with some accuracy.

**Learning Objectives:**

The learning goals for this class are the same as for Elementary Spanish I and Elementary Spanish II.

**Communicative objectives (Outcomes 1, 2, 3, 4, 5)**

On written and oral examinations and in written assignments, students will be able to demonstrate in Spanish that they can

- describe families;
- express what someone has;
- give details about themselves;
- share information about courses and majors;
- describe their classrooms and classmates;
- relate daily activities;
- create and answer questions;
- convey likes and dislikes;
- offer opinions on sports and pastimes;
- describe homes;
- express actions;
- share information about chores;
- identify places in and around town;
- relate obligations;
- paraphrase what they hear;
- discuss music;
- identify people and things;
- explain how something is done.
• state what needs to be accomplished;
• communicate about music and film;
• discuss food, shopping, and party planning;
• describe things that happened in the past;
• describe clothing;
• relate daily routines;
• describe the human body;
• narrate in the past;
• communicate about ailments and healthy living;
• discuss modes of transportation;
• influence others and give advice;
• compare people, places, and things.

Students’ ability to communicate orally and in writing will be gained through understanding of grammar, vocabulary, and pronunciation.

Grammatical Constructs needed for Communication (Outcomes 1, 3, 4, 5)

• Present Tense
• Present Progressive Tense
• Preterit Tense
• Imperfect Tense
• Present Subjunctive Tense
• Formal and Informal Commands
• Adjective Agreement
• Possessive, demonstrative adjectives
• Direct objects, indirect objects, and reflexive pronouns
• Prepositions and Prepositional Pronouns

Vocabulary (Outcomes 1, 3, 4, 5)

A variety of vocabulary topics will be learned by students to help them communicate in Spanish. These typically may include

• animals;
• body parts;
• clothes;
• environment;
• family;
• food;
• pastimes;
• places;
• rooms, furniture and chores;
• sports and leisure activities;
• transportation;
• university life.
Pronunciation (Outcomes 1, 4)

- Vowels, consonants, and diphthongs
- Word stress
- Written accent marks

Cultural Awareness (Outcomes 2, 5)

- Cultural awareness of the different Spanish-speaking countries and Spanish-speakers in the United States
- Differences in and similarities of customs, beliefs, philosophies between students’ native culture and language and those studied