ROSE STATE COLLEGE
Division Course Syllabus

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<th>Division</th>
<th>Humanities</th>
<th>Course Prefix and Number</th>
<th>SPAN 1115</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>ELEMENTARY SPANISH I</td>
<td>Semester and Year Submitted</td>
<td>Spring 2017</td>
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<tr>
<td>Credit Hours</td>
<td>3</td>
<td>Prepared by</td>
<td>EDMUND GERT</td>
</tr>
<tr>
<td>Hours Per Week:</td>
<td>Class 3</td>
<td>Lab 0</td>
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<td>Course Description (as it appears in Catalog):</td>
<td>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</td>
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Prerequisites | ENGL 1113 or concurrent enrollment |

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<tr>
<th>Text(s):</th>
<th>Title</th>
<th>Plazas: Lugar de encuentros</th>
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<tbody>
<tr>
<td>Author</td>
<td>Hershberger / Navey-Davis / Borrás Álvarez</td>
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<tr>
<td>Publisher</td>
<td>Cengage</td>
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<td>Copyright Date</td>
<td>2017</td>
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<tr>
<td>ISBN #</td>
<td>9781337087414 (print) or 978130565202 (online)</td>
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<tr>
<td>Reading Level</td>
<td>N/A</td>
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<tr>
<td>Supplemental Materials:</td>
<td>(Other books, audio visual aids, etc.)</td>
<td></td>
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<tr>
<td></td>
<td>iLrn (packaged with text)</td>
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<td></td>
<td>Language Lab Software</td>
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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 work place. 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 the course, this course will allow students 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; and
- participate in multilingual communities at home and around the world.

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 Search Activities
Assessment (Including Critical Thinking measurements):

Recommended methods of assessment may include

Tests: At the completion of each unit, students may be required to complete a 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 for each class session.

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

Writing Activities: Instructors should have their students complete rudimentary writing activities from the very beginning of their language study.

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.

Proctored Final Exam: Instructor must give a common final exam and oral evaluation that is created by the faculty teaching this course. The oral evaluation will be taken in the language lab. The final exam will be given in class or in the testing center (for online classes). This serves as the course-level assessment for this course.

Students who successfully complete Elementary Spanish I should be able to speak, listen, read, and write at a novice level. The following are based on the 2012 ACTFL Proficiency Guidelines.

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, letters, or reproduce basic characters with some accuracy.

**Learning Objectives:**

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

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

- greet others, introduce themselves, and say goodbye
- exchange personal information such as names, origins, and addresses;
- identify quantities of objects;
- spell using the Spanish alphabet;
- identify people, places, and things in an educational setting;
- specify colors;
- communicate about everyday activities;
- tell time and indicate days of the week
- identify and discuss family relationships;
- indicate ownership and possession;
- describe people and things and indicate nationality;
- communicate about daily activities at home or at school;
- express obligation or desire to do something;
- communicate about leisure activities;
- express likes and dislikes;
- indicate plans and intentions;
- share information about when and where common activities are done;
- describe features and contents of homes and other residences;
- give instructions to friends and family members;
- state locations;
- indicate feelings; and
- communicate about actions in progress.
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)**

- Subject pronouns
- Present tense of regular -AR, -ER, and –IR;
- Present tense of irregular verbs: *ser, estar, tener, venir, salir, poner, hacer, traer, ir, saber, conocer, dar, ver & hay*
- Nouns, definite and indefinite articles, and pluralization
- Formation of yes/no questions and questions with interrogative words
- Possessive adjectives
- Possession with *de*
- Present progressive tense
- The verb *gustar*
- The personal *a*
- Affirmative *tú* commands
- Adjective agreement and placement
- *Ser vs. estar*

**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

- greetings and leave-takings;
- classroom objects;
- descriptive words;
- leisure time activities;
- family members;
- rooms, furniture, and chores;
- academic courses and languages;
- time, days of the week, months, and seasons;
- places in and around town; and
- nationalities

**Pronunciation (Outcomes 1, 4)**

- Vowels, consonants and diphthongs
- Word stress
- Written accent marks
Cultural Awareness (Outcomes 2, 5)

In English and Spanish, students will be able to demonstrate that they can

- identify the regions and countries of the Spanish-speaking world;
- compare and contrast customs associated with greeting and meeting new people in the Spanish-speaking world and in the U.S.;
- identify connections between communities in the U.S. and various parts of the Spanish-speaking world;
- explore the relationship between language and culture;
- compare characteristics of life in earlier times with aspects of contemporary life;
- discover connections to history, anthropology, and natural sciences through the study of language and culture;
- discover the wide array of leisure activities pursued in the Spanish-speaking world;
- explore the relationship between work activities and leisure pursuits;
- compare and contrast aspects of homes and home life in the U.S. and in the Spanish-speaking world; and
- explore relationships between life at home and life outside of home.