

Cañada College
Official Course Outline

1. **COURSE ID:** SPAN 110 **TITLE:** Elementary Spanish
Semester Units/Hours: 5.0 units; a minimum of 80.0 lecture hours/semester
Method of Grading: Grade Option (Letter Grade or P/NP)
Recommended Preparation:
Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC

3. **COURSE DESCRIPTIONS:**
Catalog Description:

Provides students with no prior knowledge of Spanish the opportunity to develop basic oral communication skills that allows them to use the language to talk about themselves, families, studies, occupations, surroundings, etc. Basic reading comprehension and writing skills are also developed. Cultural aspects of the Spanish-speaking world are highlighted, in order to raise cultural awareness and to use the language in a culturally appropriate manner.

Schedule of Classes Description

Introductory course that develops listening, speaking, reading and writing skills to deal with situations of daily life and narrate simple stories in the past. Course includes cultural aspects of Spanish-speaking countries. One by arrangement online lab hour per week is required.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

- A. Communicate in Spanish in every day situations such as: • greetings • asking questions • describing people, places and things (at home, work, school) • talking about daily schedule • shopping • simple likes and preferences
- B. Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).
- C. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.
- D. Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented in the course. Compare and contrast values, behaviors and worldviews with those of Spanish-speakers.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- A. Communicate in Spanish in every day situations that include, for example: * greetings * describing people, places and things * talking about daily routines * shopping * talking about the weather and seasons * food, meals and eating out * describing vacations and free time activities * making plans and expressing preferences * talking about past events
- B. Generate own language applying the grammatical structures presented in the course.
- C. Interpret written and spoken Spanish within the scope of the structures and vocabulary covered in the course, which may include unfamiliar vocabulary. Make guesses to help in understanding by recognizing cognates and using prior knowledge or contextual cues.
- D. Use Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).
- E. Describe and illustrate aspects of the culture of Spanish-speaking countries covered in the course, comparing and contrasting the similarities and differences among them.
- F. Examine his/her own values, behaviors and worldviews on the cultural topics presented in the course, compare and contrast them with those of Spanish-speakers, recognize generalizations and stereotypes.

6. **COURSE CONTENT:**

Lecture Content:

- A. Cultural content reflects in its approach, content and implementation the National Standards for Foreign Language Learning:
 - * Students use the language for communication: they interpret written and oral language, they

present information and they engage in conversational exchanges;

* There is a strong emphasis on the culture of Spanish speakers, and students learn about the products, practices and perspectives of the target culture;

* Students constantly engage in cross-cultural comparisons;

* Students are encouraged to make connections between this course and other disciplines;

* Students participate in different communities through their study of Spanish beyond the classroom setting, taking advantage of the on- and off-campus resources and the rich multicultural environment in which they live.

B. The Spanish language is taught using a communicative approach, thereby emphasizing the use of Spanish in natural situations, in a realistic context and with a functional goal (i.e., the language is used to accomplish certain functions). Class activities are student-centered, so students are active participants who take responsibility for their learning and apply what they are learning as it is relevant to them. In-class activities place an emphasis on oral communication and interaction among the students and with the instructor. Out-of-class activities focus on reading and writing skills, and provide additional opportunities for listening practice.

C. Students learn vocabulary that allows them to communicate about every-day topics, such as: greetings; asking questions; describing people, places and things; shopping; talking in detail about daily routines (at home, work, school); expressing likes and preferences; describing weather and seasons; ordering food; giving and following instructions; recognizing and describing holidays and celebrations; talking about household chores, sports, spare time activities, vacations; giving a sequence of events in the past.

D. The main structures and grammatical items learned in this class are: Gender and number of nouns and adjectives; Adjective agreement; Subject pronouns; Asking questions; Ser; Estar; Possessive adjectives; Present tense: regular, irregular and stem-changing verb.

E. Aspects of the culture of Spanish speaking countries are presented and cross-cultural comparisons between the students' and the target culture are made. Cultural topics studied include at least: How to address people; Greetings; Educational system; Family structure and function; Clothing; Housing characteristics and preferences; Food, meals, meal schedules, meal related activities; Festivities and celebrations; Sports; Pastimes and social activities

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Discussion
- E. Guest Speakers
- F. Individualized Instruction

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- A. Fill-in-the-blanks exercises from workbook weekly.
- B. Question/answer weekly.
- C. Short paragraphs (maximum of 300 words)
- D. One-page compositions

Reading Assignments:

- In preparation for each class meeting, students must read 5-10 pages from the textbook (three class meetings per week). Students must study the vocabulary, grammar and cultural topics in the textbook in order to be ready to use newly presented concepts in class activities.

Other Outside Assignments:

- Prepare an oral presentation for the class.

To be Arranged Assignments (if applicable):

- Not applicable.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Home Work
- E. Oral Presentation
- F. Quizzes
- G. Written examination

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Zayas-Bazan, E., S. Bacon, H. Nibert. *Arriba - Comunicacion y Cultura*, 6th ed. Pearson, 2012
- B. Knorre, Marty, Thalia Dorwick, Ana M. Perez-Girones, William Glass, and Hildebrando Villareal. *Puntos de Partida*, ed. New York: McGraw-Hill, 2012
- C. Blanco, Jose, and Phillip Donley. *Vistas*, ed. Boston: Vista Higher Learning, 2012

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Course Originator: Monica Malamud