



COURSE OUTLINE

Course Number
SPA101

Course Title
Beginning Spanish I

Credits
3

Hours: 3 Lecture

Co- or Pre-requisite:

**Implementation
Semester & Year**

Fall 2022

Catalog description: Spoken communication in Spanish is the goal and means of instruction. Reading and writing are assigned out of class to facilitate effective listening and speaking practice in class. Basic grammar and culture are also introduced.

General Education
Category:
Goal 6: Humanities

Course coordinator: Daniel D'Arpa, (609) 570-3318,
darpad@mccc.edu

Required texts & Other materials:

- *Libro libre: Beginning Spanish* 2018, Attribution-NonCommercial ShareAlike CCBY-NCSA 4.0
- [https://human.libretexts.org/Bookshelves/Languages/Spanish/Libro_Libre -
Beginning Spanish \(Huebener\)](https://human.libretexts.org/Bookshelves/Languages/Spanish/Libro_Libre_-_Beginning_Spanish_(Huebener))
- *Spanish I: Beginning Spanish Language and Culture* 2020 ISBN 13: 9781947112421
Publisher: [Humboldt State University Press](#)
- *Extemporeapp.com*
- [Portales](#) Author: Jose A. Blanco and Philip Redwine Donley. Publisher: Vista Higher Learning.

Course Student Learning Outcomes (SLO):

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

1. Demonstrate reading comprehension of written Spanish on basic level. (ILG 6,10; PLO 1)
2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6,10; PLO 1)
3. Write Spanish on a basic level. (ILG 6, 10; PLO 1)
4. Identify basic grammatical elements of Spanish sentence structure. (ILG 4, 6, 10)
5. Demonstrate knowledge of the daily lives of the Spanish-speaking peoples of the world; and current and past contributions made by Spanish-speaking peoples to world literature, art, music, science, and commerce. (ILG 8, 10)

Course-specific Institutional Learning Goals (ILG):

Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work

Program Learning Outcomes for Liberal Arts (PLO)

1. Speak, write, read, and comprehend a world language commensurate with the level of study

Units of study in detail – Unit Student Learning Outcomes:

Unit 1: Meeting People [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Greet people in Spanish at different times of the day and say goodbyes.
2. Introduce themselves and others.
3. Talk about the time of day.
4. Recognize, list and pronounce the Spanish alphabet, basic nouns, numbers 1-30, subject pronouns, and conjugate the present tense of the verb 'SER.'
5. Identify social behaviors of a Spanish community.
6. Compare and contrast constructions in the action of greetings and goodbyes in North American and Hispanic cultures.

Unit 2: University Life [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Discuss their college classes, physical spaces, and campus building locations.
2. Discuss everyday activities related to their academic and daily schedules, and/or extracurricular activities.
3. Ask questions in Spanish.
4. Describe the location of people and things.
5. Recognize, list and pronounce the Spanish vowel sounds and numbers 31 and higher, conjugate the present tense of '-ar' verbs, form questions, and conjugate the present tense of 'ESTAR.'
6. Identify features of higher learning in Hispanic countries.
7. Compare and contrast differences in the customs of higher education between the U.S. and Hispanic countries.

Unit 3: Family [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Describe people and things
2. Express ownership and possession of things
3. Discuss activities at home and at school

4. Recognize, list and pronounce the Spanish diphthongs and linking sounds, use descriptive adjectives in agreement with nouns, conjugate the present tense of '-er and '-ir' verbs and the verbs 'tener' and 'venir'.
5. Identify facts about indigenous empires in pre-Columbian South America.
6. Identify cultural constructions in the institution of family and in surnames of Hispanic cultures and compare and contrast these constructions with those of North Americans.

Unit 4: Leisure [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Discuss pastimes, leisure activities, and sports
2. Discuss plans for the future including proposals and invitations
3. Distinguish and pronounce word stress and accent marks in Spanish, conjugate the verb 'IR', conjugate stem-changing verbs and irregular verbs.
4. Discuss popular games and sports in Hispanic countries
5. Compare and contrast cultural differences in pastimes between those practiced in Hispanic countries and other cultures.

Unit 5: Tourism [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Discuss vacation plans, describe a hotel, the seasons and weather
2. Discuss physical and emotional states
3. Recognize and pronounce the differences and similarities between the Spanish consonant sounds of 'b' and 'v', use descriptive adjectives with 'ESTAR', conjugate the present participle of verbs, compare and contrast the verbs 'SER' and 'ESTAR', and recognize object nouns and be able to replace them with pronouns.
4. Discuss tourism and travel in Hispanic countries
5. Compare and contrast vacations and tourist destinations in Spanish-speaking countries with other places familiar to students.

Evaluation of student learning:

Homework(flipped class design): reading/written practice activities/ recorded voice activities (20% of final grade)

Required work in preparation for each class includes the reading and practice of vocabulary lists and grammar explanations. Activities that contextualize these points will be completed on a daily basis. These assignments can be done individually by students and are not necessarily communicative in nature.

Participation during class meetings in small and large group discussion; guided dialogue (20% of final grade)

In-class course work will be comprised of communicative activities which develop precisely those skills that the student cannot perform alone at home: that is, speaking with others in Spanish. The language of instruction and classroom business is in the target language.

Short spoken presentations (prerecorded or during class) (15% of final grade)

Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of spontaneous dialogue.

Short essays (15% of final grade)

Assessment of writing skills will be evaluated by at least three in-class short essay writing.

Written unit tests (20% of final grade)

Students will complete a written test after each unit. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.

Final exam or project (10%)