

SPAN-110: ELEMENTARY SPANISH I (PART A)

Effective Term

Fall 2026

CC Approval

12/05/2025

AS Approval

12/11/2025

BOT Approval

12/18/2025

SECTION A - Course Data Elements
Send Workflow to Initiator

No

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Foreign Languages (Master's Degree)	

Subject Code

SPAN - Spanish

Course Number

110

Department

Spanish

Division

Language and Developmental Studies (LADS)

Full Course Title

Elementary Spanish I (Part A)

Short Title

Elementary Spanish I (Part A)

CB03 TOP Code

1105.00 - Spanish

CIP Code

16.0905

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Update of course description, assignments, and textbooks.

SECTION B - Course Description

Catalog Course Description

The first half of a two-course sequence that introduces the basic elements of the language (listening, speaking, reading and writing) in real world contexts. Emphasis is on language, production, grammar, vocabulary building, and exposure to the Hispanic culture. (NOTE: In order to fulfill the one-semester foreign language requirement of some universities, transfer students must complete the sequence of SPAN-110 and SPAN-111).

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Engage in the most basic, two-way oral and written exchanges.
2.	Read and comprehend the most basic Spanish.
3.	Begin to recognize various Hispanic cultures.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Compare and contrast US and Hispanic culture.
2.	Compare and contrast English and Spanish grammar and vocabulary.
3.	Communicate orally and in writing on a variety of meaningful or real-life activities moving toward the low intermediate level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages).
4.	Greet and take leave of people appropriately.
5.	Introduce people appropriately (formal vs. informal)
6.	Express likes and dislikes/wishes and preferences.
7.	Form questions to obtain information about people, places, and things.
8.	Describe self, family, and friends (biographical, physical and character traits).
9.	Express actions, states, and feelings.
10.	Make future plans.
11.	Describe their daily routine.
12.	Shop.

Course Content

- Greetings, farewells, introductions.
- Pronunciation, the alphabet.
- Linguistic differences of Spanish (Spain vs Latin America).
- Numbers, cardinal and ordinal.
- Nouns and definite and indefinite articles, singular and plural.
- Gender rules.
- Rules in pluralization of nouns.
- Present tense verbs, both regular and irregular.
- Pronouns (direct object, object of preposition, subject, indirect, and reflexive).
- Agreement of subjects, verbs, objects, and their syntax.
- Agreement of nouns, articles, and adjectives.
- Adjectives: formation, placement, and agreement: possessive, demonstrative, quantitative, and descriptive.
- Use of paraphrastic verbal expressions: necesitar, tener que, hay que, ir a, tener ganas de, tener que, deber, etc.
- Stem changing verbs.
- Use of [ir + a + infinitive] to express future actions.
- Key facts, major facets of the culture and geographical features in the United States, and some Spanish speaking countries.

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Group Work	Students actively participate in pairs and/or groups to complete classroom exercises.
Observation and Demonstration	Demonstration: teacher shows students how to do/say something.
Other	Practice: students actively engage in interactive exercises to practice the material. Practical: students apply the learned material through a variety of hands-on and audio exercises.

Online Adaptation

Types	Examples of learning activities
Activity	Students listen to an audio recording made by the instructor and put pictures in order to match the description.
Discussion	Students participate in a video discussion. They post what they are going to do over the weekend, then watch and reply to 5 videos.
Activity	Students watch a video about someone's daily life and answer comprehension questions.
Lecture	Students watch grammar videos prepared by the instructor then take a follow-up quiz.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation**Methods of Evaluation**

Types	Examples of classroom assessments
Exams/Tests	Fill in the blank, multiple choice and short answer questions.
Quizzes	Fill in the blank, multiple choice and short answer questions.
Oral Presentations	Students participate in a cultural event in their community having to do with Hispanic culture. They prepare a presentation to share with classmates about the experience.
Class Participation	Students practice introduction dialogues in small groups.
Homework	Students practice vocabulary words and come to class ready to use them.

Assignments**Reading Assignments**

Readings from workbook and lab manual.

Example:

1. Read the following emails between two friends and answer these comprehension questions. Where is Pablo from? What is his nationality? What is he like? What does he do? What does he like to do? What is his family like?

Writing Assignments

Audio exercises - 2-3 paragraphs - Journal writing - Supplemental short readings from text.

Examples:

1. Write about your favorite relative.
2. Using the new irregular verbs in the present tense and this chapter's vocabulary, write about what you will do next weekend.

Outside-of-Class Assignments

Listen to Isabel talk about her plans for the weekend and answer the following comprehension questions. Where is she going? With whom is she going? When and at what time is she going? Who else will be there? Where will they go next?

SECTION F - Textbooks and Instructional Materials**Material Type**

Textbook

Author

Blanco-Donley

Title

Vistas, Introducción a la lengua española

Edition/Version

7th

Publisher

Vista Higher Learning

Year

2023

Material Type

Open Educational Resource (OER)

Author

Pilar Hernandez

Title

Pluma

Publisher

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Year

2020-2024

SECTION G - Diversity, Equity and Inclusivity**How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?**

The course uses authentic materials, including real-world resources such as audio and video recordings incorporating different cultures such as Afro-Caribbean and Indigenous. There are a variety of instruction materials and different types of assessment to help students with different learning styles. Course materials are open source, eliminating a large textbook fee.

Course Codes (Admin Only)**CB00 State ID**

CCC000269056

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No