

SPAN-111: ELEMENTARY SPANISH I (PART B)

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

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

Subject Code

SPAN - Spanish

Course Number

111

Department

Spanish

Division

Language and Developmental Studies (LADS)

Full Course Title

Elementary Spanish I (Part B)

Short Title

Elementary Spanish I (Part B)

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 course description, assignments, and textbooks.

SECTION B - Course Description

Catalog Course Description

The second 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 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

Prerequisite(s)

Completion of SPAN-110 with a minimum grade of C.

Requisite Justification

Requisite Description

Course in a Sequence

Subject

SPAN

Course #

110

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

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)

As such, be able to use, apply and demonstrate Spanish language skills to:

- Greet and take leave of people appropriately.
- Express likes and dislikes/wishes and preferences.
- Obtain information about people, place and things.
- Describe self, family, and friends.
- Express actions, states, and feelings.
- Make future plans.
- Shop.

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 basic, two-way oral and written exchanges
2.	Read, comprehend, and write basic Spanish
3.	Recognize various Hispanic Cultures

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Compare and contrast American and Hispanic culture.
2.	Compare and contrast English and Spanish grammar and vocabulary.
3.	Communicate orally and in writing on a variety of real-life activities moving toward the intermediate level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages).
4.	Describe a personal daily routine.
5.	Point out people and things.
6.	Talk about the weather and seasons, and the different activities you do depending on what it's like outside.
7.	Talk about ongoing actions.
8.	Discuss foods and food preferences, and order in a restaurant.
9.	Obtain information about people, places and things.
10.	Plan a trip.
11.	Describe some past events.

Course Content

1. Present tense of -ar, -er, & -ir verbs
2. Present tense of irregular verbs
3. Forming questions
4. Reflexive verbs-formation, placement, and use
5. Irregular verbs in the present tense
6. Preterite of regular verbs and some irregular verbs
7. Adverbs and their formation
8. Ser vs. Estar
9. Gustar and verbs like gustar
10. Vocabulary appropriate to course objectives
11. Key facts, major facets of the culture, geographical features, etc. of various Spanish-speaking countries.
12. Describing people and things
13. Adjective agreement
14. Present progressive tense
15. Using question words
16. Telling others what to do

Methods of Instruction**Methods of Instruction**

Types	Examples of learning activities
Lecture	Teacher-led instruction to introduce new material. Example: The instructor uses photos to show what they did last weekend as they narrate about their weekend in the past tense.

Activity	Students participate in an activity to practice the material presented by the instructor. Example: Students match photos to descriptions to practice the vocabulary presented by the instructor.
Activity	Students select from activities and choose the ones that pertain to them. Example: From a list of suggestions, students choose activities they did or did not do last weekend.
Group Work	Students actively participate in pairs and/or groups to complete classroom exercises. Example: Students have a list of questions they ask a partner about what they did or did not do last weekend.
Observation and Demonstration	The teacher models grammar and vocabulary as needed while students are working together.
Group Work	Students work with a new partner to share what they learned in the previous group activity to practice speaking in the 3rd person. Example: Students share with a new partner and what their previous partner did and did not do last weekend.

Online Adaptation

Types	Examples of learning activities
Activity	Students watch a video and answer comprehension questions.
Activity	Students are given a link to vocabulary study sets with games and quizzes.
Discussion	Students participate in video discussion boards where they record themselves practicing a speaking prompt then listen and comment on videos. Example: Students watch an instructor-made video sample, where the instructor talks about what they did and did not do over the weekend. Students post a similar video stating what they did and did not do and ask their peers what they did or did not do. They also state some things their friends or family members did. Students watch and comment on 5 videos.
Discussion	Students use the list of vocabulary from the unit to ask a question in a tag-team discussion board. The first student answers the instructor's question then posts a question for the class. The next student to post, answers that question and then poses one for the next student to answer. This continues until all students have asked and answered a question.

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	Unit exams include listening, reading, writing, speaking, and culture. Example: write about a typical day for you– what you do to get ready in the morning and naming the activities you do throughout the day.
Quizzes	In-class or online quizzes help students show they have studied vocabulary, grammar, culture, etc. For example, they match descriptions to photos to show vocabulary comprehension.
Oral Presentations	Students introduce a friend or family member to the class, sharing what the friend looks like, what their interests are and what they do for work.

Class Participation

Students play a signature game, walking around the room, asking other students questions until they can fill a bingo card with signatures.

Assignments**Reading Assignments**

Examples:

1. Read the following emails between two friends and answer these comprehension questions. Where did Pablo go? What did he do? What is he like? What does he dislike? What does he like to do? What does he prefer to do?
2. Read about Isabel's routine and answer the following comprehension questions. When does she wake up? Does she shower? Does she eat breakfast? Who makes her bed? Who irons her clothes? When does she leave for work? Describe her daily routine.

Writing Assignments

Examples:

1. Watch a short video where someone describes what they do in a day. Write about your own daily routine.
2. Listen to the professor describe what they did last weekend. Using the new irregular verbs in the preterit and this chapter's vocabulary, write about what you did last weekend.

Outside-of-Class Assignments

Examples:

1. Students experience Hispanic culture in their community in some way. Examples are attending a concert, campus lecture or event, a local market or restaurant or interviewing a friend on how to make a dish from their culture. Students also conduct research on the topic then prepare a presentation for the class where they share their experience and what they learned from their research.
2. Students attend a language exchange group held with ESL and Spanish language students. They ask and answer simple questions in the target language, getting to know each other and build relationships with other students from the culture they are studying.
3. Students watch a movie or TV show that was filmed in Spanish in a Spanish-speaking country. They compare and contrast what they saw with their own culture.

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

2024

Material Type

Open Educational Resource (OER)

Author

Pilar Hernández

Title

Pluma

Publisher

Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License

Year
2020-2024

Material Type
Textbook

Author
Magdalena Andrade, Jeanne Egasse, Elías Miguel Muñoz and María José Cabrera-Puche

Title
Tu Mundo

Edition/Version
3rd

Publisher
McGraw Hill

Year
2023 with 2026 refresh

ISBN #
1265408521

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
CCC000054450

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