

SPAN-120: ELEMENTARY SPANISH I

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

120

Department

Spanish

Division

Language and Developmental Studies (LADS)

Full Course Title

Elementary Spanish I

Short Title

Elementary Spanish I

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 methods of instruction and evaluation, assignments, textbooks, and CIP code

SECTION B - Course Description

Catalog Course Description

The first part of a four semester sequence of UC/CSU transfer level Spanish courses integrating listening, speaking, reading, and writing skills in real world and cultural contexts. Cultural perspectives and practices are emphasized.

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

5.00

Lecture Hours

90.00

Outside of Class Hours

180

Total Contact Hours

90

Total Student Hours

270

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.	Begin to recognize the various Hispanic Cultures

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1.	Communicate orally and in writing in a variety of meaningful real-life activities moving toward the Novice Mid or Novice High level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages).
2.	Express culturally appropriate salutations and farewells.
3.	Identify oneself and others.
4.	Talk about the time of day.
5.	Talk about classes and school life.
6.	Discuss everyday activities.
7.	Ask questions.
8.	Describe the location of people and things.
9.	Talk about family and friends.

10.	Describe people and things.
11.	Express possession.
12.	Talk about pastimes, weekend activities, and sports.
13.	Make plans and invitation.
14.	Discuss and plan a vacation.
15.	Describe a hotel.
16.	Talk about the seasons and weather.
17.	Talk about and describe clothing.
18.	Express preferences in a store.
19.	Negotiate and pay for items one wishes to buy.
20.	Describe personal daily routine.
21.	Talk about personal hygiene.
22.	Express likes & dislikes, wishes & preferences.
23.	Reassure someone.
24.	Express feelings.
25.	Obtain information about people, places, and things.
26.	Express some future plans.
27.	Interact in a basic phone conversation.
28.	Express some basic commands.
29.	Describe some past events.

Course Content

*The content for this course will be taught within a cultural context.

1. Characteristics of various Spanish-speaking countries: geography, population, official languages, foods, significant sites, art contributions, etc.
2. Culturally appropriate vocabulary and relevant to chapter themes
3. Pronunciation of various Spanish speaking countries & the Spanish alphabet
4. Nouns & articles
5. Adjectives: possessive, descriptive, demonstrative
6. Agreement of adjectives with nouns
7. Numbers, cardinal & ordinal
8. Subject-verb agreement
9. Present tense of ser
10. Telling time
11. Present tense of -ar, -er, & -ir verbs
12. Present tense of irregular verbs
13. Forming questions
14. Present tense of estar
15. Present tense of ir
16. Stem changing verbs: e>ie; o>ue; e>i
17. Irregular verbs in the present tense
18. Estar with conditions and emotions
19. The present progressive to express ongoing actions
20. The differences between ser and estar
21. Direct & indirect object nouns and pronouns
22. Saber vs. conocer
23. Demonstrative adjectives and pronouns
24. Reflexive verbs
25. Indefinite and negative words
26. Preterite of ser & ir
27. Gustar & verbs like gustar
28. Spanish contractions

29. Introduction to the preterite tense of regular verbs
 30. Constructions: ir+a+infinitive, acabar de + infinitive

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Lecture	The instructor presents what he or she will do over the weekend, introducing the grammatical concept of future tense and modeling vocabulary.
Activity	Students write out some notes of their own plans for the weekend.
Discussion	Students walk around the classroom interviewing each other on their weekend plans.
Discussion	Students share with a partner what they learned about their peers and what their peers' weekend plans are.
Discussion	The instructor leads a discussion as a class about what individual students are planning to do for the weekend, and asks them about what their peers are going to do.
Other	Students go out into the community and interview a Spanish-speaking friend or community member on what they are planning to do over the weekend.

Online Adaptation

Types	Examples of learning activities
Lecture	Students watch instructor-made videos on grammar, for example, on how to communicate likes and interests.
Activity	Students label different parts of their house in Spanish and submit photos for credit.
Discussion	Students record a short video about their favorite things to do in different areas of the house. They watch and comment on other students' videos.
Group Work	Students work together to record a story in a chain narration.

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.
Quizzes	In-class or online quizzes help students show they have studied vocabulary, culture, grammar etc.
Class Participation	Students play a signature game, walking around the room and asking other students questions until they can fill out a bingo card.
Oral Presentations	Students research an aspect of Hispanic culture that they share with the class.
Homework	Students watch videos of students from other countries and answer comprehension questions.

Oral Presentations

Students present a friend or family member to the class, describing the person and telling a little about them, their personality and their likes and dislikes.

Assignments**Reading Assignments**

Readings from workbook and lab manual.

Examples:

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?
2. Read about Isabel's 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?
3. Based on the brief paragraph readings about the nations of the Spanish-speaking world in your text, with a partner, plan a two-week trip to at least two countries. Tell us where you plan to go and why.

Writing Assignments

Audio exercises - Written exercises - Journal writing - Supplemental readings from text

Examples:

1. Write about your daily routine.
2. Using the new verbs in the preterit and this chapter's vocabulary, write about what you did last night.

Outside-of-Class Assignments

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.

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.

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 for some sections are open source, eliminating a large textbook fee.

Course Codes (Admin Only)

CB00 State ID
CCC000201316

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