

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Lisette Castro	Date:	11/14/2019
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Department	Subject	Course Number	Title
Spanish	Spanish SPAN	101	Elementary Spanish I

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
4.00	4.00
Lecture Contact Hours	Total Contact Hours
64.00 - 72.00	64.00 - 72.00
Lecture Homework Hours	
128.00 - 144.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

C HUMANITIES

General Education Justification:

Through the study of the Spanish Language, writing, readings, and culture, this course will develop cultural awareness and artistic expression of diverse people and culture throughout the ages (GELO1). Through this course students will apply their knowledge and skills to new and varied situations through written expression (GELO3).

Maximum Enrollment:
Maximum Enrollment
Justification:

30
Course requires significant individualized instruction or assessment “ check all that apply: * Course requires graded class discussion and graded class participation. * Course relies on small group dynamics as a means of instruction or assessment.

Grading Method:

TOP code:

Justification: Students are learning formal Spanish and thus need individualized comments and feedback. Coincidentally, most local colleges have a class capacity of 30 for this course.

Letter Grade or P/NP

1105.00

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course emphasizes pronunciation, oral practice, basic grammar of the Spanish language and study of the Hispanic culture and civilization.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course will introduce students on how to communicate in oral and written Spanish using present tense in real life situations.

Need for the course:

This course can be used to transfer to all local universities (UC/CSU) under humanities and general education and is required for completion of a Degree in Spanish.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details. (For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Assimilate basic grammar rules and vocabulary.
 2. Practice the Spanish language through basic conversations about things around them, their families and friends, daily routine, simple travel needs and the like by demonstrating an understanding of both receptive and expressive vocabulary.
 3. Interact in Spanish with native speakers using authentic language.
 4. Produce written Spanish in order to be able to write/complete/build basic sentences and paragraphs.
 5. Read basic material relating to their needs and begin to understand more abstract reading.
 6. Produce proper Spanish in order to effectively communicate and be understood by a native speaker.
 7. Discover and identify some of the salient features of the culture(s) of the Spanish-speaking world and understand some of the major differences.

Course Content:

(please number the outline of main topics and subtopics)

1. Culture:
 1. Coverage of various Spanish speaking countries and their customs, including, but not limited to:
 1. Puerto Rico
 2. Hispanos en los Estados Unidos
 3. México
 4. Cuba
 5. La República Dominicana
 2. Songs
 3. Authentic auditory and visuals of various countries
 4. Short articles
 2. Writing:
 1. Paragraph and essay writing exercises in response to various topics.
 3. Grammar:
 1. Subject pronouns
 2. The verb Ser
 3. Gender and Number Agreement
 4. Definite and Indefinite Articles
 5. Adjectives
 6. Question formation
 7. The near future ir + a + inf.
 8. The verb Estar
 9. Possessive adjectives
 10. Demonstrative adjectives
 11. Present Indicative tense – includes irregular and stem changing verbs
 12. The Personal a
 4. Vocabulary:
 1. Nouns
 2. Verbs
 3. Useful expressions
 4. Adjectives
 5. Adverbs
 5. Reading:
 1. Short stories

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

Method: Lecture

Integration: Lecture will be provided by instructor. In Spanish, instructor will discuss and highlight course content, in context, while soliciting responses from students in Spanish.

- **Method:** Discussion
Integration: Discussion will be monitored and guided by instructor. Student will discuss the artistic, historical, and cultural differences learned in each chapter about the specific country/countries, and will compare these to the North American culture.
- **Method:** Activity
Integration: Activities are essential to the learning of a new language. Students will work together, in Spanish, to complete various activities to reinforce and increase oral proficiency.
- **Method:** Visual presentations
Integration: Visual presentations will be provided by instructor. Students will observe video clips consisting of “interviews” demonstrating the various dialects of Spanish. Students will answer questions based on the information learned in the presentation.
- **Method:** Oral activities
Integration: Oral activities will be provided by instructor for learning purposes. Students will hear a Spanish song, discuss the content using new vocabulary, and will sing along to increase fluency. Students will also roleplay everyday conversations based on examples provided by the instructor.
- **Method:** Class Repetition
Integration: Class repetition will occur with the introduction of new material. Students will repeat new Spanish vocabulary after the instructor to help pronunciation. The instructor will make comments and corrections as needed.
- **Method:** Group work
Integration: Group work will stimulate a different learning method for students. Under instructor supervision and discretion, students will be paired or placed in small groups to practice proper verb conjugations and usage of Spanish vocabulary in context.
- **Method:** Oral presentations
Integration: Oral presentations will be done throughout the semester to practice pronunciation. Through the use of roleplay, led by the instructor, students will prepare and present in class several class presentation to demonstrate an understanding of all material. For example, students will show their ability to greet others correctly by shaking hands with other students and/or the instructor.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Homework
Integration: Homework assignments will be given to evaluate the understanding of new grammar and vocabulary. Homework is graded and reviewed in class to assure accuracy of grammar and vocabulary and to clarify any misunderstandings.
- **Method:** Workbook/laboratory assignments
Integration: Workbook/laboratory assignments will be evaluated on the date of the chapter exam to assess understanding of grammar and vocabulary. Students will complete written and listening activities to reinforce course content.
- **Method:** Chapter Exams (REQUIRED)
Integration: Exams will be evaluated by the instructor to assess and evaluate the students' ongoing understanding of grammar, vocabulary, and culture, in context. Each chapter exam will include: listening comprehension, writing, vocabulary, culture, reading comprehension, and grammar sections.
- **Method:** Quizzes
Integration: Quizzes will be evaluated at the discretion of the instructor to assess and evaluate the students' ongoing understanding of grammar, artistic expression, culture, and vocabulary. Quizzes consist of students translating vocabulary or answering grammar and culture questions to test their knowledge and retention of all material.
- **Method:** Oral Presentation

Integration: Oral presentations will be evaluated by instructor to assess and evaluate the students' pronunciation and understanding of grammar usage. Instructor will provide students with different situations and prompts for students to prepare and present in class.

- **Method:** Oral Final Exam (REQUIRED)

Integration: Oral Final Exam will be evaluated by instructor to assess and evaluate the students' pronunciation, proper usage of vocabulary, and understanding of grammar usage. Students must produce and carryâ€on a conversation for different situations using the present tense and all information learned throughout the semester. Oral exam will be completed by student without the use of a dictionary, help from the instructor, or the use of any prompts.

- **Method:** Written Final Exam (REQUIRED)

Integration: A written final exam will be evaluated based on word count, accuracy of grammar, vocabulary, and content.

- **Method:** Cumulative Final Exam (REQUIRED)

Integration: A cumulative final exam will be given to assess understanding of grammar, vocabulary, and culture, in context. The final exam is cumulative of all material presented throughout the semester and is similar to all chapter exams.

- **Method:** Class Participation

Integration: Class participation will be evaluated based on the student's active participation in all class activities. The instructor will circulate inside the classroom to make sure that all students are actively participating by using proper grammar and vocabulary in the target language.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Exams: Complete the conversation or dialogue choosing the correct verb and the correct conjugation without repeating verbs.
 1. Después de muchas horas, el café ya _____ frío.
 2. Tú y yo _____ de Colombia y _____ a ser buenos amigos.
2. Workbook: Complete the conversation, exercises, or sentences using the proper conjugation of the verb provided.
 1. En este momento, Manuel y yo _____ (almorzar) en la cafetería pero por lo general, nosotros _____ (almorzar) en la casa
3. Quizzes: Answer the following questions in Spanish and complete grammar and/or vocabulary sentences in Spanish according to the instructions provided by the instructor.
 1. ¿Cuáles son algunos de los privilegios que tienen los puertorriqueños al formar parte del estado libre de EEUU?
 2. Yo aprendo números y uso una calculadora en la clase de _____
4. Homework: Complete a three dimensional family tree using vocabulary and grammar taught in class and in the chapter.
5. Laboratory manual: Listen to the statements about the Spanish culture (associated with the chapter) and answer true or false and fill-in the blank questions.
 1. Look at the list of important events in history below. Listen to the years when these events took place and write each ear by the corresponding event.
 2. Listen to the following conversation and mark with an X the foods and beverages that Carmen and John order then place each group according to the traditional holiday meal.
6. Class participation may include class presentations and group work related to the chapter or material taught to date.
 1. In groups, prepare a class presentation about the different styles of music found in the Caribbean and Mexico and its effects on Spanish-speaking countries.
7. Writing: Write small paragraphs on various cultural topics from the textbook or small paragraphs describing everyday life.
 1. ¿Qué efectos tuvo (had) *la Malinche* en el desarrollo de la gente indígena?

2. Escribe un párrafo en español acerca de tu horario de clases, tu familia, tu comida favorita, y las actividades que te gustan hacer en el invierno.

8. Oral: In pairs or small groups create and present a short skit using the grammar form the chapter and previous knowledge. For example:

1. You and your partner are in line waiting to buy your textbooks for the semester. Using the present indicative, ask each other: What classes you are taking, your opinion on your instructors, your everyday schedule, what you like to do in your spare time.

Textbooks:

- Zayas-BayÃ¡n, Eduardo; Bacon, Susan; and Nibert, Holly (2019). *Arriba Comunicaci3n y cultura (textbook, workbook/lab manual and ancillary material)* (2nd/e). Wiley. ISBN: 978-0-13-481373-8

Other Resources:

- Spanish / English Dictionary
LaRousse

Minimum Qualification

- Foreign Languages (Masters Required)