

Skyline College

Official Course Outline

Date: June 2007

1. TITLE:

SPAN 110 – Elementary Spanish

5 units. Five lecture hours plus one lab hour per week

Recommended: Eligibility for ENGL 836 or ESOL 400.

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog description

Five lecture hours and one lab hour per week. Recommended: Eligibility for ENGL 836 or ESOL 400. Spanish structures and active vocabulary based on oral and written pattern drills. Conversation based on short dialogues containing only structures already practiced. Transfer credit: UC; CSU (C2).

Schedule of classes description

Recommended: Eligibility for ENGL 836 or ESOL 400. Spanish structures and active vocabulary practiced in oral and written pattern drills. Conversation based on short dialogues. Plus one hr/wk by arrangement. Transfer: UC; CSU (C2).

4. COURSE JUSTIFICATION:

This course is designed to meet G. E. requirements in the Humanities for the A.A. degree and for transfer to the CSU and UC. The Elementary Spanish course is required to complete the one year elementary study of Spanish and to prepare students for continuation to the Advanced Elementary Spanish course (SPAN 120= SPAN 111+ SPAN 112). Transfer credit: UC; CSU (C2).

5. STUDENT LEARNING OUTCOMES (SLO'S):

After successfully completing SPAN 110, the students will be able to:

- Carry on simple conversations related to ordering food, travel, ways to identify oneself and others.
- Use formal and informal treatment of written and spoken language with basic vocabulary.
- Construct sentences, thoughts in the present, present progressive, preterit, imperfect (past tense) and immediate future indicative in the four basic skills: reading, writing, speaking and listening comprehension.
- Contrast different accents of the diverse Spanish-speaking world.
- Compare different values, customs and life styles in the Spanish-speaking-world.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- Build and strengthen students' foundation in all aspects of language acquisition: speaking, listening, reading and writing.
- Build oral and written proficiency based upon correctness in rhetorical modes such as description, comparison, explanation, and direction giving.
- Develop proficiency in producing statements in Spanish and translating them through vocabulary learned in every chapter.
- Dramatize small dialogues and real-life situation simulations.

7. **COURSE CONTENT:**

- Study of the Spanish language and its basic aspects and tenses in the four basic skills.
- Acquisition of clear pronunciation.
- Acquisition of a basic vocabulary.
- Acquisition of the basic principles of grammar including the use of the present tense, present progressive, preterit and imperfect (past tense), the immediate future of the indicative, personal reflexive and objective pronouns.
- Development of basic oral communication skills in Spanish.
- Exposure to various elements of many cultures within the Spanish-speaking world.

8. **REPRESENTATIVE METHODS OF INSTRUCTION:**

Methods of instruction include:

- Lecture presentation.
- Reading and interpretation of written material and in-class exercises, including discussion using that material.
- Oral repetition to refine pronunciation.
- Listening comprehension with tapes and DVDs.
- In-class writing and translation drills.
- Speech presentation, pair and group work.
- Film viewings and discussions.
- Presentation evaluations.

9. **ASSIGNMENTS:**

Typical assignments:

I. Listening, practicing and creating oral and written statements and questions regarding basic needs in Spanish.

II. Speaking:

- A. Role-playing in a pair or group.
- B. Describe in Spanish an illustration or a picture.
- C. Interview the instructor and other classmates in Spanish.
- D. Oral exercises with a partner and also the teacher.
- E. Two-minute oral presentations.

III. Reading comprehension

- A. Read sentences.
- B. Read sentences the instructor provides; answer questions.
- C. Translate statements.

IV. Writing

- A. Writing or reading basic dialogues.
- B. Practice conversations orally and in writing.
- C. Write statements based on information given in class by the instructor or induced by videos.
- D. Vocabulary quizzes.
- E. Writing dialogues with a partner.
- F. Demonstrate correct usage of grammar in paragraph writing and written exercises.

10. EVALUATION OF STUDENT PERFORMANCE:

- Students will be required to read, write, pronounce words, speak in public and form sentences at a basic level so that they are able to communicate basic elementary ideas of their own, using tenses in the present, present progressive and immediate future tenses.
- Oral and written quizzes, dictations, oral presentations and small paragraphs interpreting passages and interviews on culture.
- A mid-term exam may be given and a final is required.
- Translation exercises and small dialogue writing exercises will also be assigned to evaluate students' critical thinking.
- Two-minute oral presentations.

11. RECOMMENDED or REQUIRED TEXT(S):

The texts are periodically changed based on the Spanish instructors' evaluation of the texts presented at the time. Presently the following are used:

Davis, Ramos and Siskin. ENTREVISTAS Textbook and "Manual de Practica Primera Parte," Mc Graw Hill Publishers, 2nd edition, San Francisco: 2004.

501 SPANISH VERBS Kendris Barron Educational Series
Bradley, D., de Carlos, Rodrigues, L., Parrondo, Jose Ramon

Harper-Collins Basic Spanish Dictionary, 5th edition, Harper Collins Publishers, 2000.