

# Skyline College

## Official Course Outline

Date: August 2007

### 1. TITLE

SPAN 103 – Spanish for Travelers

Three lecture hours and one lab hour by arrangement per week.

Prerequisites: None.

### 2. COURSE CLASSIFICATION

Credit course applicable to the Associate degree.

### 3. CATALOG DESCRIPTION

Three lecture hours and one lab hour by arrangement per week. Prerequisite: None.

An introductory Spanish course for students to acquire the ability to comprehend, speak, read and write Spanish and use Spanish conversation skills to make simple arrangements related to travel to a Spanish-speaking locale. Students will learn basic grammar and vocabulary, phrases, and expressions used in traveling. Transfer credit: CSU.

#### Schedule of Classes Description

SPAN 103- Spanish for Travelers. Prerequisite: None.

Three lecture hours and one lab hour by arrangement per week.

An introductory Spanish course for students to acquire the ability to comprehend, speak, read and write Spanish related to travel to a Spanish-speaking locale. Students will learn basic grammar and vocabulary, phrases, and expressions used in traveling. Transfer credit: CSU

### 4. COURSE JUSTIFICATION

This course is designed to meet G. E. requirements in the Humanities for the A.A. degree and for transfer to CSU. Transfer credit: CSU

### 5. STUDENT LEARNING OUTCOME'S

After successfully completing the course SPAN103, students will be able to:

- Communicate on a basic conversational level of Spanish.
- Perform effectively in oral proficiency and listening comprehension in Spanish as far as specific vocabulary and grammar related to traveling is concerned.
- Interact with Spanish-speakers with whom they come in contact as a result of their travel.
- Recognize written and oral sentences in the present tense and will have acquired vocabulary pertaining to the basic elements of life in general and to use and understand basic Spanish specifically as it is used in traveling.
- Read and write elementary expressions, questions and answers regarding travel to a Spanish locale.

### 6. SPECIFIC INSTRUCTIONAL OBJECTIVES

- Teach basic vocabulary related to traveling.
- Build students' foundation, mainly in reading and writing specific vocabulary in Spanish related to travel in a Spanish locale.
- Improve students' oral proficiency and listening comprehension related to specific vocabulary in Spanish commonly used in restaurants, airports, bus and train stations, customs, hotels, travel agencies, banks, etc.

- Drill and practice the vocabulary learned in every chapter.

## **7. COURSE CONTENT**

- Introduction to the study of Spanish
- Practice of a clear pronunciation of target vocabulary
- Acquisition of basic listening comprehension
- Acquisition of basic vocabulary, phrases, and expressions in Spanish commonly used in traveling. .
- Acquisition of the basic principles of grammar, including the use of the present tense, adjectives and adverbs, and subject and object pronouns; introduction to the simple past and future tenses related to traveling.
- Acquisition of familiar questions and responses commonly heard in Spanish in restaurants, hotels, train stations, bus stations, customs, travel agencies, etc.
- Acquisition of relevant cultural contexts for communication in Spanish while traveling in the Spanish-speaking world.

## **8. REPRESENTATIVE METHODS OF INSTRUCTION**

Although this course will emphasize acquisition of basic speaking and listening skills, students will be required to read from assigned text(s) as well as other written material and to evaluate and interpret what they read. Reading selections in English, especially on cultural components, may supplement instructor lecture; students will also be asked to comprehend, evaluate, interpret, and critique these selections. Students will be required to propose, plan, and prepare their own written and oral presentations based on what they have learned. They may be asked to appraise the presentations of their classmates. Students will be required to learn about the language and cultural contexts in Spanish in travel transactions by analyzing them and comparing/contrasting them to those they are already familiar with. They will be required to distinguish between the phonemic and structural components of the language(s) they speak and Spanish in order to gain basic communicative competence. Methods of instruction include

- Lecture presentation
- Reading and interpretation of written material and in-class exercises using that material
- Practice and oral repetition to refine pronunciation and improve comprehension and fluency
- Listening comprehension from dictation and tapes
- Written practice and exercises to reinforce what students have learned from oral practice, listening comprehension exercises, and written materials
- Written and oral student presentations; critique of student presentations
- Analysis, comparison and contrast of language, culture, and linguistic features of Spanish with the student language(s)
- Video presentations about traveling around the Spanish-speaking world and conventions in Spanish-speaking settings

## **9. ASSIGNMENTS:**

Typical assignments:

- I. Listening, practicing and creating oral and written statements and questions regarding basic needs in the vocabulary related to traveling
- II. Students will comprehend, evaluate and interpret what they read, especially basic written expressions in Spanish.

### III. Speaking:

- A. Role-playing in pairs or groups.
- B. Oral exercises with a partner and also the teacher.

### IV. Reading comprehension

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

### V. Writing

- A. Write or read basic dialogues emphasizing cultural aspects of traveling around the Spanish-speaking world.
- B. Write statements based on information given in class by the instructor or induced by audio/visual materials.
- C. Take vocabulary quizzes.
- D. Demonstrate correct usage of grammar in paragraph writing and written exercises.

## 10. EVALUATION OF STUDENT PERFORMANCE

Grade Option.

Tests, quizzes, and a final examination will be given. In addition, evaluation of student presentations in oral and written form will be used to determine the final grade. Assignments will be evaluated for accuracy and for the right format in the target language.

## 11. RECOMMENDED OR REQUIRED TEXT(S)

A basic text, such as "Entrevistas," by Davis, Siskins, and Ramos, McGraw Hill, New York, NY, 2004, may be used.

"Basic Spanish for Getting Along Phrasebook," by Jarvis and Lebrede, latest edition, Houghton Mifflin, NY, NY, 2000. ISBN 13:978-0-395-96309-8