

# Skyline College

## Official Course Outline

Date: June 2007

### 1. TITLE:

SPAN 111 – Elementary Spanish I  
3 lecture hours. Plus one hour/week by arrangement.  
Recommended: Eligibility for ENGL 836 or ESOL 400.

### 2. COURSE CLASSIFICATION:

Credit course, applicable to the Associate Degree

### 3. COURSE DESCRIPTIONS:

#### A. Catalog Description:

The first course in a two-semester sequence covering the same course materials as SPAN 110. Students starting this sequence must complete SP112 prior to attempting SPAN 120.

#### B. Schedule of Classes description:

A course covering approximately the same material studied in the first half of SPAN 110.

### 4. COURSE JUSTIFICATION:

This course is designed to meet G. E. requirements in the Humanities for the A.A. degree and transfers to the CSU and UC. This first part of 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. Transfer credit: UC; CSU (C2).

### 5. STUDENT LEARNING OUTCOMES (SLO'S):

After successfully completing the course SPAN 111, the students will be able to:

- Carry on simple conversation 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 and immediate future indicative in the four basic skills: reading, writing, speaking and listening comprehension.
- Begin to distinguish different accents of the diverse Spanish-speaking world.
- Begin to distinguish among different values, customs, life styles, and other cultural aspects of the diverse 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 narration, description, comparison, explanation, and direction.
- Build proficiency in producing statements in Spanish and translating them through basic vocabulary drill and practice.
- Build fluency through dramatization of small dialogues and real-life situation simulations.

### 7. COURSE CONTENT:

1. Study of the Spanish language and its basic aspects and tenses in the four basic skills.
2. Acquisition of a clear pronunciation.
3. Acquisition of a basic vocabulary.

4. Acquisition of the basic principles of grammar including the use of the present tense, present progressive, the immediate future of the indicative, personal reflexive and objective pronouns.
5. Beginning of the development of basic oral communication skills in Spanish.
6. Exposure to various elements of many cultures within the Spanish-speaking world.

## 8. REPRESENTATIVE METHODS OF INSTRUCTION:

Methods of instruction include:

- Lecture presentation.
- Reading, interpretation, and discussion of written material and in-class exercises.
- 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.

## 9. ASSIGNMENTS:

Typical assignments:

### I. Listening:

- a. Practice and create oral and written statements and questions regarding basic needs in Spanish.

### II. Speaking:

- a. Role-play in pairs or groups.
- b. Describe in Spanish an illustration or a picture.
- c. Interview the instructor and other classmates in Spanish.
- d. Practice oral exercises with a partner and the teacher.

### III. Reading comprehension

- a. Read sentences provided by the instructor and answer questions.
- b. Translate statements.

### IV. Writing

- a. Write and read basic dialogues.
- b. Practice conversations orally and in writing.
- c. Write statements based on information given in class by the instructor or generated by videos.
- d. Take vocabulary quizzes.
- e. Write dialogues with a partner.
- f. Demonstrate correct usage of grammar in paragraph writing and other written exercises.

## 10. EVALUATION OF STUDENT PERFORMANCE:

- a. Students will be required to read, write, pronounce words, speak in public and form sentences in 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.
- b. Students will be given oral and written quizzes, and dictations.
- c. Students will give oral presentations, and interpret short paragraphs and passages on the culture.

- d. Students will complete translation exercises and small dialogue writing exercises to evaluate their critical thinking.
- e. A mid-term exam may be given and a final is required.

**11. RECOMMENDED or REQUIRED TEXT(S):**

The texts are periodically changed based on Spanish instructors' evaluation of the texts.

Presently the following texts are used:

Davis, Ramos and Siskin. ENTREVISTAS Textbook and "Manual de Practica Primera Parte", McGraw 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, 5<sup>th</sup> edition, Harper Collins Publishers, 2000.