

Syllabus
SPAN 1010
Elementry Spanish I
2021

Committee Members:

Juan Lara, Central Community College
Dallas Jurisevic, Metropolitan Community College
Rosa Zimmerman, Mid-Plains Community College
Wendy Swenson, Northeast Community College
Amanda Baron, Mariano Ayala, Southeast Community College
Stacy Wilson, Western Nebraska Community College
No Representative, Little Priest Tribal College
No Representative, Nebraska Indian Community College

Facilitator: Amanda Baron

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	03/30/2021	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/26/2021	Not Offered
 Chief Academic Officer, Metropolitan Community College	03/29/2021	Decline
 Chief Academic Officer, Mid-Plains Community College	03/26/2021	Adopt
 Chief Academic Officer, Nebraska Indian Community College	03/27/2021	Adopt
 Chief Academic Officer, Northeast Community College	03/26/2021	Decline
 Chief Academic Officer, Southeast Community College	03/29/2021	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/30/2021	Adopt



I. CATALOG DESCRIPTION

SPAN1010

Course Title: Elementary Spanish I

Prerequisite: none

Course Description: This is the first introductory course where students begin to learn the fundamentals of Spanish. It stresses comprehension, pronunciation, speaking, listening, reading, writing, and vocabulary. The course includes nouns, adjectives, and present tense as well as a study of Spanish-speaking cultures. This course also allows language learners to experience the cultural diversity of Spanish-speaking countries. Technology is incorporated in this class to enhance language skills. The class emphasizes an interactive, proficiency-oriented approach to learning language and culture.

5 semester hours/7.5 quarter hours/75 contact hours

II. COURSE OBJECTIVES/COMPETENCIES

The course will:

- A. Interpretive communication
 - 1. Prepare students to analyze authentic informational texts
 - 2. Enable students to analyze authentic fictional texts
 - 3. Present opportunities for students to analyze conversations and discussions
- B. Interpersonal communication
 - 4. Prepare the student to exchange information and ideas in conversations
 - 5. Prepare the student with tools to meet their needs or to address situations in conversations.
 - 6. Present opportunities to express, react to, and support preferences and opinions in conversations.
- C. Presentational communication
 - 7. Present opportunities to narrate about their life, experiences, and events
 - 8. Enable student to give a preference, opinion, or persuasive argument.
 - 9. Prepare student to present information to inform, describe, or explain elementary concepts
- D. Intercultural communication
 - 10. Provide a context for students to investigate products and practices to understand cultural perspectives
 - 11. Equip students with the ability to interact with others in and from another culture.

III. STUDENT LEARNING OUTCOMES

At an elementary level, students will be able to:

1. Identify the topic and some isolated facts from simple sentences in information texts.
2. Identify the topic and some isolated elements from simple sentences in short fictional texts.
3. Identify familiar questions and statements from simple sentences in conversations.
4. Exchange information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
5. Interact with others to meet their basic needs related to routine everyday activities, using simple sentences and questions most of the time.
6. Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.
7. Present personal information about my life and activities, using simple sentences most of the time.
8. Express preferences on familiar and everyday topics of interest, using simple sentences most of the time.
9. Present on familiar and everyday topics, using simple sentences most of the time.
10. Communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
11. Use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

IV. COURSE CONTENT/TOPICAL OUTLINE

(Sequence may vary)

1. Basic greetings, farewells and courtesy expressions.
2. Identifying yourself and others by stating occupation, age, general physical description, personality and states of being/emotional conditions.
3. Using numbers to state age, perform basic math operations, tell time, ask for and give a phone number, state addresses and a variety of identification numbers.
4. Using the present tense to express likes and dislikes, daily activities and plans in the near future.
5. Using the present tense of irregular verbs and verbs with irregular “yo” forms.
6. Using the present tense of stem changing verbs.
7. Using direct object pronouns to avoid unnecessary repetition.
8. Describing family relationships, leisure activities.
9. Talking about the weather, the months and the seasons.

V. INSTRUCTIONAL MATERIALS

Suggested texts:

¡Arriba!: Comunicación y cultura (7th Edition); Eduardo J. Zayas-Bazán, Susan Bacon & Holly J. Nibert; Prentice Hall.

Portales (1st Edition); José Blanco; Vista Higher Learning.

Easy Spanish Reader Premium (3rd Edition); William T. Tardy; McGraw-Hill Education.

Tú dirás (4th Edition); Ana Martinez-Lage, John R. Gutierrez & Harry L. Rosser; Cengage.

Vistas (6th Edition); José Blanco & Philip Donley; Vista Higher Learning.

Panorama (5th Edition); José A. Blanco & Philip Redwine Donley; Vista Higher Learning.

Dicho y Hecho (10th Edition); Kim Potowski, Laila M. Dawson & Silva Sobral; Wiley.

Aventuras (5th Edition); José A. Blanco & Philip Redwine Donley; Vista Higher Learning.

VI. METHODS OF PRESENTATION

1. Lecture
2. Small group activities
3. PowerPoint
4. Digital lessons
5. Video activities
6. Online Tutorials (computer aided instruction)
7. Pronunciation Drills
8. Paired activities and group discussions
9. Worksheets and creative writing skills
10. Virtual meeting apps

VII. METHODS OF EVALUATION

1. Exams
2. Written assignments
3. Projects
4. Tests
5. Portfolios
6. Quizzes
7. Essays
8. Presentations
9. Oral assessment
10. Blog/Open Forum

VIII. INSTITUTIONAL DEFINED SECTION

To be used at the discretion of each community college as deemed necessary.