COURSE OUTLINE

Course Number  | Course Title               | Credits
SPA 101        | Beginning Spanish I        | 3

Hours:         | Co- or Pre-requisite       | Implementation
3 lecture      | Prerequisite: N/A, Students encouraged to seek placement by exam or permission of instructor | Fall/ 2014

Catalog description: Prerequisite: N/A. Placement by exam or permission of instructor is recommended. The first in a sequence of courses designed for students with little or no prior knowledge of Spanish. Spoken communication in Spanish is both the end goal and the means of instruction. Emphasizes the four communicative skills in a culturally authentic context. Reading and writing are assigned out of class to facilitate effective listening and speaking practice in class. Basic grammar skills are also introduced.

Is course New, Revised, or Modified? Revised

Required texts/other materials:
"Vistas: Introduccion a la lengua espaniola" 5th ed. w/Supersite access. Author: Jose A. Blanco and Philip Redwine Donley. Publisher: Vista Higher Learning.

Revision date: Spring 2017
Course coordinator: Daniel D'Arpa, (609) 570-3318, darpad@mccc.edu

Information resources:
Supersite access code ; vhlcenral.com
(The Supersite passcode gives students access to a web-based instructional system that supports the textbook and includes learning and assessment tools.

Other learning resources:
Students are encouraged to purchase a Spanish-English dictionary or gain access to such online dictionaries. Spanish tutoring is available in the Learning Center. Spanish language learning software is available in the library.

MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
Course Competencies/Goals:

Upon successful completion of the course, the student will be able to:
1. Demonstrate reading comprehension of written Spanish on basic level.
2. Demonstrate listening comprehension of spoken Spanish on a basic level.
3. Write Spanish on a basic level.
4. Speak Spanish on a basic level.
5. Identify basic grammatical elements of Spanish sentence structure.
6. Demonstrate knowledge of the culture, history, and daily lives of the Spanish-speaking peoples of the world.
7. Identify current and past contributions made by Spanish-speaking peoples to world literature, art, music, science, and commerce.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills
Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.
Unit 1: Meeting People
Students will demonstrate in Spanish how to:
1. Greet people in Spanish at different times of the day and say goodbyes.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Introduce themselves and others.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Talk about the time of day.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
4. Recognize, list and pronounce the Spanish alphabet, basic nouns, numbers 1-30, subject pronouns, and conjugate the present tense of the verb ‘SER.’
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
5. Identify social behaviors of a Spanish community.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
6. Compare and contrast constructions in the action of greetings and goodbyes in North American and Hispanic cultures.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
Unit 2: University Life
Students will demonstrate in Spanish how to:

1. Discuss their college classes, physical spaces, and campus building locations.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Discuss everyday activities related to their academic and daily schedules, and/or extracurricular activities.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Ask questions in Spanish.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
4. Describe the location of people and things.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
5. Recognize, list and pronounce the Spanish vowel sounds and numbers 31 and higher, conjugate the present tense of ‘-ar’ verbs, form questions, and conjugate the present tense of ‘ESTAR.’
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
6. Identify features of higher learning in Hispanic countries.
   (Course Goal 6, 7; General Education Goals 4, 6, 8; Core Skills E, G)
7. Compare and contrast differences in the customs of higher education between the U.S. and Hispanic countries.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 3: Family
Students will demonstrate in Spanish how to:

1. Describe people and things
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Express ownership and possession of things
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Discuss activities at home and at school
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
4. Recognize, list and pronounce the Spanish diphthongs and linking sounds, use descriptive adjectives in agreement with nouns, conjugate the present tense of ‘-err’ and ‘-ire’ verbs and the verbs ‘tenor’ and ‘venire’.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
5. Identify facts about indigenous empires in pre-Columbian South America.
   (Course Goal 6, 7; General Education Goals 4, 6, 8; Core Skills E, G)
6. Identify cultural constructions in the institution of family and in surnames of Hispanic cultures and compare and contrast these constructions with those of North Americans.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 4: Leisure
Students will demonstrate in Spanish how to:

1. Discuss pastimes, leisure activities, and sports
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Discuss plans for the future including proposals and invitations
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Distinguish and pronounce word stress and accent marks in Spanish, conjugate the verb ‘IR’, conjugate stem-changing verbs and irregular verbs.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Discuss popular games and sports in Hispanic countries
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
5. Compare and contrast cultural differences in pastimes between those practiced in Hispanic countries and other cultures.
   (Course Goal 6; General Education Goals 4, 6, 7, 8; Core Skills E, G)

Unit 5: Tourism
Students will demonstrate in Spanish how to:

1. Discuss vacation plans, describe a hotel, the seasons and weather
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Discuss physical and emotional states
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Recognize and pronounce the differences and similarities between the Spanish consonant sounds of ‘b’ and
   ‘v’, use descriptive adjectives with ‘ESTAR’, conjugate the present participle of verbs, compare and contrast
   the verbs ‘SER’ and ‘ESTAR’, and recognize object nouns and be able to replace them with pronouns.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Discuss tourism and travel in Hispanic countries
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
5. Compare and contrast vacations and tourist destinations in Spanish-speaking countries with other places
   familiar to students.
   (Course Goal 6; General Education Goals 4, 6, 7, 8; Core Skills E, G)

**Unit 6: Shopping**

_Students will demonstrate in Spanish how to:_

1. Discuss and describe clothing
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Express preferences in a store; negotiate and pay for items to buy
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Recognize and pronounce the similarities and differences between the Spanish consonant sounds of ‘d’ and
   ‘t’, conjugate the present tense of ‘SABER’ and ‘CONOCER’ and demonstrate knowledge of when to apply
   each verb in context, use indirect object pronouns to replace nouns, conjugate the present tense of “DAR”,
   conjugate the preterite tense of regular verbs, and list and use demonstrative adjectives in context.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Discuss retail sales in Hispanic countries
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
5. Compare and contrast cultural constructions in the practice of retail commerce.
   (Course Goal 6; General Education Goals 4, 6, 7, 8; Core Skills E, G)

**Evaluation of student learning:**

- Students will complete a written test after each unit studied including a Midterm and a Final examination. The
  Midterm will be comprehensive of units 1-3 and the Final will be comprehensive of units 4-6. These
  written assessments will measure skill levels in reading comprehension, writing, grammar constructions and
  listening comprehension.
- Further assessment of writing skills will be evaluated by at least three in-class short essay writing.
- Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the
  form of spontaneous dialogue.
- Required work in preparation for each class includes the study of vocabulary lists and grammar
  explanations. Activities that contextualize these points will be completed on a daily basis. These
  assignments can be done individually by students and are not necessarily communicative in nature.
- Daily in-class course work will be comprised of communicative activities which develop precisely those skills
  that the student cannot perform alone at home: that is, speaking with others in Spanish. The language of
  instruction and classroom business is Spanish.

**Academic Integrity Statement: Academic Integrity Policy:**
The _Academic Integrity Policies_ of Mercer County Community College are based on the premise that each student has the
responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate
academic dishonesty in the college community, and (3) to foster a high sense of integrity and social responsibility on the part of
the college community. Students should become familiar with and strictly adhere to MCCC’s Academic Integrity policies. Refer to
   [http://www.mccc.edu/admissions_policies_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml).