



COURSE OUTLINE

Course Number	Course Title	Credits
SPA 101	Beginning Spanish I (Online)	3
Hours: Online Course Format	Co- or Pre-requisite Prerequisite: N/A, students encouraged to seek placement by exam or permission of instructor	Implementation Fall 2014

Catalog description (2018-2019 Catalog): 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.

This course is fully online but the Midterm and Final Exams are conducted on-site in a proctored testing center.

Is course New, Revised, or Modified? Revised and modified for online venue.

Required texts/other materials:

Portales Author: Jose A. Blanco and Philip Redwine Donley. Publisher: Vista Higher Learning.

Revision date:

Fall 2021

Course coordinator:

Daniel D'Arpa, (609) 570-3318, darpad@mccc.edu

Information resources:

Online courses are currently delivered on the Blackboard Learning platform, a website through which students and professors will communicate, acquire instructions and information, and submit work. Students gain access to mccc.blackboard.com after registering for a virtual/online class.

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.

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. (ILG 6,10) *[Methods of assessment: small and large group discussion; individual written assignments; written test]*
2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6,10) *[Methods of assessment: small and large group discussion; guided dialogue]*
3. Write Spanish on a basic level. (ILG 6, 10) *[Methods of assessment; short essay; written test]*
4. Identify basic grammatical elements of Spanish sentence structure. (ILG 4, 6, 10) *[Methods of assessment: completion of written tasks; tests]*
5. Demonstrate knowledge of the daily lives of the Spanish-speaking peoples of the world; and current and past contributions made by Spanish-speaking peoples to world literature, art, music, science, and commerce. (ILG 8, 10) *[Methods of assessment: small and large group discussion; tests; completion of homework assignments].*

ILGs: The course meets the following Institutional Learning Goals (ILG)

Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

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 and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. 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

Units of study in detail.

Unit 1: Meeting People [SLO 1-5; ILG 4,6,8,10]

Students will demonstrate in Spanish how to:

1. Greet people in Spanish at different times of the day and say goodbyes.
2. Introduce themselves and others.
3. Talk about the time of day.
4. Recognize, list and pronounce the Spanish alphabet, basic nouns, numbers 1-30, subject pronouns, and conjugate the present tense of the verb 'SER.'
5. Identify social behaviors of a Spanish community.
6. Compare and contrast constructions in the action of greetings and goodbyes in North American and Hispanic cultures.

Unit 2: University Life [SLO 1-5; ILG 4,6,8,10]

Students will demonstrate in Spanish how to:

1. Discuss their college classes, physical spaces, and campus building locations.
2. Discuss everyday activities related to their academic and daily schedules, and/or extracurricular activities.
3. Ask questions in Spanish.
4. Describe the location of people and things.
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.'
6. Identify features of higher learning in Hispanic countries.
7. Compare and contrast differences in the customs of higher education between the U.S. and Hispanic countries.

Unit 3: Family [SLO 1-5; ILG 4,6,8,10]

Students will demonstrate in Spanish how to:

1. Describe people and things
2. Express ownership and possession of things
3. Discuss activities at home and at school
4. Recognize, list and pronounce the Spanish diphthongs and linking sounds, use descriptive adjectives in agreement with nouns, conjugate the present tense of '-er and '-ir' verbs and the verbs 'tener' and 'venir'.
5. Identify facts about indigenous empires in pre-Columbian South America.
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.

Unit 4: Leisure [SLO 1-5; ILG 4,6,8,10]

Students will demonstrate in Spanish how to:

1. Discuss pastimes, leisure activities, and sports

2. Discuss plans for the future including proposals and invitations
3. Distinguish and pronounce word stress and accent marks in Spanish, conjugate the verb 'IR', conjugate stem-changing verbs and irregular verbs.
4. Discuss popular games and sports in Hispanic countries
5. Compare and contrast cultural differences in pastimes between those practiced in Hispanic countries and other cultures.

Unit 5: Tourism [SLO 1-5; ILG 4,6,8,10]

Students will demonstrate in Spanish how to:

1. Discuss vacation plans, describe a hotel, the seasons and weather
2. Discuss physical and emotional states
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.
4. Discuss tourism and travel in Hispanic countries
5. Compare and contrast vacations and tourist destinations in Spanish-speaking countries with other places familiar to students.

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.