ESSEX COUNTY COLLEGE
Bilingual Studies Division
SPN 101 – Elementary Spanish I
Course Outline

Course Number & Name: SPN 101 Elementary Spanish I

Credit Hours: 3.0 **Contact Hours:** 3.0 **Lecture:** N/A **Lab:** N/A **Other:** N/A

Prerequisites: None

Co-requisites: None **Concurrent Courses:** SPN 100

Course Outline Revision Date: Fall 2010

Course Description: This is the first half of a year's course for students with little or no background in the Spanish language. Listening comprehension, speaking, reading and writing are developed within the limits of basic vocabulary, idioms and grammar.

Course Goals: Upon successful completion of this course, students should be able to do the following:

1. proficiently write, read, speak and listen to beginning-level Spanish; and
2. describe the various cultures of the Spanish-speaking world.

Measurable Course Performance Objectives (MPOs): Upon successful completion of this course, students should specifically be able to do the following:

1. Proficiently write, read, speak and listen to beginning-level Spanish:

   1.1 *write simple prose;*
   1.2 *read and summarize simple prose;*
   1.3 *say short descriptions and directions;*
   1.4 *answer questions and ask questions on familiar topics that arise in real-life situations;*
   1.5 *compare and contrast the structure of the Spanish language and the English language to enhance critical thinking;* and
   1.6 *express oneself in a culturally-acceptable and authentic way appropriate to this level course*

2. Describe the various cultures of the Spanish-speaking world:

   2.1 *distinguish between the Spanish spoken in the different countries of the Hispanic world*;
   2.2 *recognize and describe the rich, vast culture and civilization of the Hispanic world;*
   2.3 *discuss the influences of the Hispanic culture on the American society;* and
   2.4 *describe the various schedules in the Hispanic world*

Methods of Instruction: Language use is encouraged through communicative activities including videos, compact discs (CDs), Spanish language computer software, on-line study center, group work, use of appropriate Spanish websites, role-playing, games, reading assignments from the text and other sources, current events, class lectures, discussions and cultural trips.

Outcomes Assessment: Quiz, test, and exam questions are blueprinted to course objectives. Oral components of class activities and the final exam are evaluated for the presence of course objectives via checklist rubrics. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions

Course Requirements: All students are required to:

1. Take at least four written tests on the material presented in each chapter of the textbook and at least three short quizzes. NOTE: Each test will include reading and listening comprehension, grammar, and vocabulary.
2. Become familiar with and apply correctly the minimum of grammatical forms contained in the textbook.
3. Use and spell all words and idioms covered during the semester.
4. Paraphrase basic Spanish sentences using the verbs in context in sentences.
5. Actively participate in classroom activities designed to enhance conversational fluency.
6. Complete and submit on time weekly homework assignments from the textbook or other sources.
7. Attend at least 90% of all scheduled class sessions.
8. Take the comprehensive final exam, which may include oral and written components.

Methods of Evaluation: Final course grades will be computed as follows:

Grading Components	% of final course grade
• **Class attendance and participation in group and whole class activities** Students must attend 90% of all classes and participate in all class activities, which are designed to emphasize course objectives.	**30%**
• **Homework** Students complete homework, which is evaluated to ensure that they are meeting course objectives.	**20%**
• **4 or more Chapter tests and 3 or more quizzes** Written and oral tests and quizzes contain questions that are blueprinted to course objectives. Data analysis of the blueprinting results will provide evidence of the extent to which students master course objectives.	**20%**
• **Final exam (Written and Oral)** A comprehensive final exam will provide evidence of the extent to which students have mastered course objectives and have synthesized all course material.	**30%**

NOTE: Students must demonstrate 70% competency on chapter tests, homework assignments, and the final exam to pass this course. Also, students participate actively in all group and whole class activities and cultural trips.

Academic Integrity: Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer's words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

Student Code of Conduct: All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College's Code of Conduct and attendance requirements.

Course Content Outline: based on the text **Plazas**, 3rd edition, by Hershberger/Navey-Davis/Borrás A; published by Heinle/Cengage Learning

Week	Content
1	Introduction and explanation of class syllabus Conversación; "Mucho Gusto" Class activity – Greet others: introduce oneself and say good bye, exchange personal information (name, origin, address, etc.), use numbers 0 – 30, interrogative words, subject pronouns, present tense of verb "ser", verb form of "hay", and question and answer words **Unit 1, Capítulo Preliminar 1** **Cultural Information** Simón Bolivar La Alhambra, España Teotihuacán, México Plaza de la Independencia, Ecuador Los Indígenas Kuna "Mami Me Gusta" by Todos Estrellas
2	Conversación; "En Una Clase de Español en los Estados Unidos" Class activity – Identify people and things in the classroom: indicate relationships, specify colors, describe everyday activities, talk about academic courses and university buildings, tell time and days of the week, use definite and indefinite articles and gender **Unit 1, Capítulo I** **Cultural Information** Jaime Escalante Misión de San Javier de Bac
3	Conversación; "En Una Reunión Familiar en Méjico" How to make plural nouns and present tense conjugation of "ar" verbs and review **Unit 1, Capítulo I** **Cultural Information** La Escuela de Madera San Agustin, Florida El dominó The Alameda, San Antonio, Texas "Cumbia de los Muertos" by Ozomatli **Quiz 1**
4	Class activity – Define and ask about family relationships: indicate ownership and possession, describe people and things, nationalities, use numbers 30 – 100, possession with "de" and "del", uses of the verb "ser", agreement with descriptive adjectives **Unit 2, Capítulo 2** **Cultural Information** Felipe, Calderón La Civilización Maya Las Playas de México La Virgen de Guadalupe

Week	Content
5	Present tense conjugation of “er” and “ir” verbs and common uses of the verb “tener” **Unit 2, Capítulo 2** **Cultural Information** Frida Kahlo y Diego Rivera “Labios Compartidos” by Maná “A Leer”: Una Celebración de Quinceañera Review and **Written Test 1**
6	Conversación; “El Tiempo Libre Colombia” Class activity – Express likes and dislikes: describe basic actions, places, and activities in town, leisure time activities and the verb “gustar” **Unit 3, Capítulo 3A** **Cultural Information** Actores y actrices colombianos El Parque Nacional de Tayrona El Carnaval de Barranquilla
7	Verbs “ir + a”, some irregular “yo” verbs, and review **Unit 3, Capítulo 3B** **Cultural Information** Cantantes y músicos colombianos Fernando Botero **Written Test 2**
8	More irregular “yo” verbs, “saber” and “conocer”, and review **Unit 3, Capítulo 3C** **Cultural Information** “Fijate Bien” by Juanes ¡A Leer! Guia Turística de Bogotá
9	Conversación; “En la Casa: España” and review Class activity – Describe one’s home or personal residence: talk about furniture, appliances and describe household chores, make commands, use present progressive verbs and numbers 100 and above **Unit 4, Capítulo 4A** **Cultural Information** Antonio Gaudí La Iglesia de Vera Cruz El Palacio de la Zarzuela **Quiz 2**
10	Present tense of stem-changing verbs “e” to “ie”, “o” to “ue”, “e” to “I”, more idioms of the verb “tener” **Unit 4, Capítulo 4B** **Cultural Information** Las Tapas El Museo del Prado

Week	Content
11	Affirmative tu commands, the verb “estar”, and review **Unit 4, Capítulo 4C** **Cultural Information** Museo Nacional Centro de Reina Sofía Bulería by David Bisbal **Written Test 3**
12	Conversación; “Bolivia y Paraguay” and review Class activity – Identify parts of the body, daily routine, hygiene practices, describe people, things and conditions, use reflexive verbs **Unit 5, Capítulo 5A** **Cultural Information** Operación Sonrisa Las Cataratas de Iguazú **Quiz 3**
13	Verbs “acabar de + infinitive”, “ser” and “estar”, and review **Unit 5, Capítulo 5B** **Cultural Information** Hierbas y Hojas de Coca Las Kallawaya **Written Test 4**
14	Demonstrative adjectives and pronouns and review **Unit 5, Capítulo 5C** **Cultural Information** El Ñandutí “Tambores Paganos” by Grupo Pukaj Wayra
15	Review **Final Exam**