



ANTELOPE VALLEY COLLEGE  
**Academic Affairs**  
**Course Outline of Record**

**Academic Affairs Only**

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input checked="" type="checkbox"/>	COR Revision 2/25/2010
<input type="checkbox"/>	Pre Req/Advisories
<input checked="" type="checkbox"/>	Other Changes Title
<input checked="" type="checkbox"/>	SLOs 3/20/2008

**COURSE SUBJECT & NUMBER:** \*SPAN 101

**COURSE NAME:** \*Elementary Spanish 1

**COURSE UNITS:** 5 **COURSE HOURS:** 5 hours weekly

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*

Advisory: Eligibility for ENGL 101

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

Introduction to understanding, speaking, reading, and writing Spanish. Emphasis is on the vocabulary, grammar and cultural knowledge necessary to communicate in everyday situations. Course will include work in pairs and small groups so that students will be active learners. The basic geography and history of Spanish-speaking countries will also be covered. The course will be conducted 90 percent in Spanish. (CSU, UC, AVC)

**COURSE OBJECTIVES:** *( Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

**Upon completion of course, the successful student will be able to:**

1. Pronounce Spanish words reasonably accurately and apply basic phonetic rules.
2. Comprehend simple spoken Spanish and carry out instructions given in Spanish.
3. Express themselves and answer simple questions in Spanish on everyday topics such as school, weather, work, hobbies, sports, clothes, friends and culture.
4. Read and comprehend elementary Spanish texts.
5. Respond in written Spanish, using vocabulary and grammar covered in the course, to questions about everyday topics.
6. Demonstrate knowledge of basic geography, history and culture of Spanish speaking countries.

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**COURSE CONTENT:** *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I. VOCABULARY

- A. Greetings, good-byes and introductions
- B. Cardinal numbers
- C. Interrogative words
- D. The Spanish alphabet
- E. Classroom vocabulary
- F. Colors
- G. Time and the days of the week
- H. The family
- I. Physical features and personality
- J. Sports and leisure-time activities
- K. Places
- L. The months, the seasons and weather expressions
- M. Home and furniture
- N. The human body
- O. Food and beverages and dining out

II. PRONUNCIATION

- A. The Spanish alphabet:
  - 1. Spanish sounds and letters (vowels and consonants)
  - 2. Letters ñ, initial r, silent h, /b/= /v/
  - 3. The letter combinations ch, ll, rr
  - 4. Diphthongs
- B. Question words, intonation and inflection

III. STRUCTURES

- A. Subject pronouns and the present tense of verbs
- B. The verb form hay and numbers
- C. Definite and indefinite articles and how to make nouns plural (Gender of nouns)
- D. Present Indicative (Indicative Mood) of regular, stem-changing and irregular verbs to describe actions
- E. Expressing future plans: ir + a + infinitive
- F. Locating people and objects: ser de, estar en
- G. Reflexive verbs to describe daily activities
- H. Expressing possession
  - 1. The verb tener
  - 2. The preposition de
- I. Expressing likes and dislikes: Gustar + infinitive and Gustar + noun
- J. Use preterit of regular verbs to talk about past actions
- K. Possessive adjectives and expressing possession with de(l)
- L. Agreement with descriptive adjectives
- M. Asking simple questions
  - 1. Yes or no questions
  - 2. Interrogatives: quién, qué, cuándo, cómo
- N. Uses of estar and the present progressive
- O. Reflexive pronouns and the present tense of reflexive verbs

IV. CULTURAL INFORMATION

- A. ¿Tú (informal) or usted (formal)
- B. The history, geography and cultures of Spain and Latin American countries Spanish-speaking countries
- C. The Hispanic family, and names and last names in Spanish
- D. Sports in the Hispanic world
- E. Food, art and music
- F. Housing: types of houses in Spain and Latin America
- G. Educational systems

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**TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)**

*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

**1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:**

This course requires that each student reads all the grammatical explanations before coming to class (daily). Other specific reading assignments will be given from the textbook and hand-outs provided by the instructor (weekly).

**2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:**

Before coming to class, students will complete exercises in the workbook and/or textbook.  
On a weekly basis, students will listen to the audio materials and complete the assignments in the lab manual.  
At least five times during the semester, students will write short paragraphs using the vocabulary and grammar learned.

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**

N/A

**4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:**

Students will:

- a. express their opinions applying basic vocabulary and syntax learned in class.
- b. compare and contrast diverse hispanic cultures.
- c. examine and analyze different types of literature in order to ask and answer simple questions.

*For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.*

**Reading Assignments:** 2 hours

**Writing Assignments:** 5 hours

**Computational Assignments:** N/A

**Other Assignments:** 3 hours (aural assignments)

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**METHODS OF INSTRUCTION:** *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Students will engage in TPR (total physical response) activities and will frequently work in pairs and small groups. Curricular material (vocabulary, grammar, culture etc.) will be introduced directly whenever possible through objects, pictures, current technology and mime. The instructor will use question/answer techniques of direct method language teaching to introduce some points of grammar. Choral repetition and some drill will be used of pronunciation practice. Aural exercises will be used to develop listening comprehension skills.

**METHODS OF EVALUATION:** *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Periodical tests (covering one to three chapters) and quizzes testing oral comprehension, reading, writing and culture (objectives 3-6)

Homework exercises and lab work will be handed in and evaluated (objectives 2-6)

The instructor will evaluate the speaking ability and daily participation of each student during conversation and group activities or pair work (objectives 1 and 2)

A comprehensive department-adopted final exam testing oral and aural comprehension, reading, writing and culture will evaluate students mastery of the material covered (objectives 1-6)

Other written and or oral assignments (objectives 1-6)

#### **Suggested Texts or Other Instructional Materials**

*(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)*

Plazas: Lugar de encuentro para la hispanidad, Robert Herhberger, et al., Heinle, 2008, Third Edition

Dos Mundos, Tracy D. Terrell et al., MacGraw-Hill, 2010, Seventh Edition