

Las Positas College  
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## Course Outline for SPAN 1A

### BEGINNING SPANISH

Effective: Fall

#### I. CATALOG DESCRIPTION:

SPAN 1A — BEGINNING SPANISH — 5.00 units

This introductory level course will enable students to begin speaking, reading and writing elementary level Spanish as well as understanding the spoken language. Students are introduced to concepts of grammar, vocabulary and verb tenses in a variety of auditory, visual and written contexts.

5.00 Units Lecture

#### **Strongly Recommended**

ENG 1A - Critical Reading and Composition

#### **Grading Methods:**

#### **Discipline:**

	<b>MIN</b>
<b>Lecture Hours:</b>	90.00
<b>Total Hours:</b>	90.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering this course, it is strongly recommended that the student should be able to:**

A. ENG1A

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. identify basic parts of a sentence in Spanish;
- B. use nouns and accompanying adjectives in correct form;
- C. use regular and key irregular and stem-changing verbs in the present tense;
- D. recognize preterit tense; use regular verbs in the preterit tense;
- E. use immediate future appropriately;
- F. replace nouns with correct direct object pronouns, indirect object pronouns, or both;
- G. create simple negative sentences;
- H. speak in short sentences using simple vocabulary on topics such as clothing, food, family, quantities, time, weather;
- I. summarize a video episode in simple Spanish sentences;
- J. understand native speakers engaged in simple conversation speaking at a slower than normal pace;
- K. use knowledge of English to recognize Spanish cognates as an aid to comprehension;
- L. recognize, discuss and compare aspects of the culture and society of Hispanic and English speaking countries.

#### V. CONTENT:

- A. Review of basic grammatical terminology, parts of speech
- B. Gender and number agreement of nouns and adjective
- C. Subject pronouns
- D. Basic prepositions
- E. Present tense of regular, irregular and stem-changing verbs in the present tense
- F. Preterit tense of regular verbs
- G. Direct and indirect object pronouns used separately and together
- H. Negation
  - I. Immediate future tense
- J. Basic vocabulary on topics such as numbers, foods, colors, clothing, physical description, time, weather
- K. Introduction to the use of English cognates to recognize Spanish vocabulary
- L. Introduction of reading strategies to deduce meaning if it is not apparent. This includes comparison of English and Spanish syntax.
- M. Using context for clues to meaning
- N. Introduction to translating by word groups rather than word for word
- O. Introduction to Hispanic culture and society through readings, videos, and computer software

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. Reviewing difficult text or workbook assignments such as true/false, fill-in-the-blank, changing subject and make any other necessary changes in the sentence
- C. Creating sentences and dialogues in pairs or groups
- D. Responding in complete Spanish sentences to questions posed by instructor or other students using the structures and vocabulary under study
- E. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in Spanish
- F. Debating an issue
- G. Playing games in Spanish (such as guessing games)
- H. Interviewing another student and reporting information to the class
- I. Summarizing the content of a video episode or cultural reading
- J. Comparing Spanish-speaking countries in terms of pronunciation of Spanish, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
- K. Viewing video tapes in Spanish or occasionally in English to introduce cultural materials or stories which promote discussion

#### VII. TYPICAL ASSIGNMENTS:

The goal is communication in Spanish, and students work extensively outside of class. Students study assigned pages with cassette tapes to learn and practice new vocabulary and grammar. Then they complete exercises such as: A. Recognition tasks, matching, true/false, fill-in-the-blank B. Changing the subject of a sentence and making any other necessary changes C. Changing the tense of a sentence D. Reacting to pictures or situations involving comprehension and use of new structures E. Creating personal responses using new vocabulary and structures F. Creating who, what, where, why, when questions G. Reading comprehension questions which call for evaluation, comparison, contrast H. Instructional software exercises for review of selected topics of grammar as well as to practice vocabulary and comprehension I. Taking self-tests in preparation for classroom tests

#### VIII. EVALUATION:

##### A. **Methods**

1. Class Participation
2. Home Work
3. Other:
  - a. Homework assignments graded weekly.
    1. Two kinds of exercises: those calling for answers which follow a model and those which request the student to create independent answers using the structures under study. Often certain parts of the assignment cannot be completed without the use of audio cassette material.
  - b. Class participation
    1. Question and response activities, paired and group work, presentations and discussions, games, debates, reading aloud, etc.
  - c. Regular quizzes
    1. Recognition tasks, fill-in-the-blank, matching, true/false, sentence creation using thematic vocabulary
  - d. Regular hour tests
    1. Synthesis of material from previously tested chapters in formats such as summarizing a video, predicting consequences, drawing conclusions, writing about oneself, creating personal responses using new vocabulary and structures
  - e. Final exam
    1. Comprehensive, similar to hour tests, to include a reading comprehension passage.

##### B. **Frequency**

#### IX. TYPICAL TEXTS:

1. Caycedo, Rusch Dominguez *Claro que s'* 2nd ed., Houghton Mifflin , 1993.
2. Caycedo, Rusch Dominguez *Claro que s' Activities Manual*. 2nd ed., Houghton Mifflin, 1993.
3. Van Patten, Marks, Teschner *Destinos Workbook/Study Guide I*. 1st ed., McGraw-Hill, , 1991.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. 90-minute blank audio cassettes