

Course Outline for Spanish 1B1**ELEMENTARY SPANISH 1****Catalog Description:****SPA 1B1 - Elementary Spanish 1****3.00 units**

Further study of Spanish-speaking cultures of the world featuring the acquisition of the four language skills (listening, speaking, reading, and writing) of Spanish begun in Spanish 1A2. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. May not receive credit if SPA 1B has been completed.

Prerequisite: SPA 1A2 (completed with a grade of "C" or higher) or , SPA 1A (completed with a grade of "C" or higher)

	Units	Contact Hours	
		Week	Term
	3.00		
Lecture		3.00	52.50
Laboratory		1.00	17.50
Clinical		0.00	0.00
Total	3.00	4.00	70.00

Prerequisite Skills:

Before entry into this course, the student should be able to:

1. compare and contrast the nuances of everyday life in the Spanish-speaking world with those of the English speaking in the United States;
2. communicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages);
3. narrate and describe present and past real-life from several perspectives;
4. demonstrate proficiency in understanding and using, orally and in writing, the grammatical structures presented and vocabulary assigned;
5. correctly spell "active" vocabulary items, write basic autobiographical information, and take dictation based on assigned vocabulary;
6. demonstrate the ability to comprehend a conversation composed chiefly of the vocabulary and grammar studied;
7. apply the sentence patterns and grammar structures presented in the course to create new sentences in culturally appropriate ways both orally and in writing;
8. write a coherent and culturally appropriate paragraph of eighty words or more on a topic studied and/or discussed in class;
9. make descriptions in Spanish related to daily activities, feelings, food, and clothing orally and in writing;
10. demonstrate functional competency in pronunciation of Spanish;

Measurable Objectives:

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

1. demonstrate well-informed awareness of the similarities and differences in American and Spanish-speaking cultural practices in relation to speech, social attitudes, and values;
2. demonstrate a detailed understanding and appreciation of the culture of Spanish-speaking people, including the most formative historical events and the most important geographical features;
3. demonstrate the ability to comprehend an authentic conversation of native speakers composed chiefly of the vocabulary and grammar studied;
4. show proficiency in applying the sentence patterns and grammar structures presented in the course to create new sentences in culturally appropriate ways both orally and in writing;
5. converse on topics studied with some degree of fluency and with accurate pronunciation and intonation;
6. apply the principles of syntax and grammar introduced at this level in both speech and writing;
7. write a well-constructed and culturally appropriate paragraph of one hundred words or more on a topic studied and/or discussed in class;
8. demonstrate practical applications of their Spanish communicative skills in applied professional and/or in service learning fields.

Course Content:**Course Content (Lecture):**

1. Review, "recycling," and extension of content of Spanish 1A2
2. Comparative analysis of Spanish and American cultures
3. Further study of Spanish customs, values, attitudes, relationships, civil institutions,

families, geography, and history.

4. Continuation of the study of elements of Spanish phonetics for good pronunciation.

Functional vocabulary and grammar to allow students to:

1. communicate about holidays, special events and vacations
2. inquire and provide information about people and events
3. express affirmative and negative ideas
4. communicate about past events and activities
5. communicate about transportation, lodging, and other aspects of travel
6. request and provide information about getting around a city or town
7. give instructions
8. communicate about personal relationships and marriage
9. indicate things that people do for one another
10. share information about events that have taken place
11. express frequency of actions and state how they are done
12. communicate about occupations and professions, job responsibilities, and the search for employment
13. share information about personal finances
14. make recommendations and attempt to exert influence on others

Syntax and grammar that allows students to correctly use orally and in writing:

1. the preterit and the imperfect and their differences
2. affirmative and negative expressions
3. *hace + period of time + que*
4. interrogative words
5. indirect object pronouns
6. double object pronouns
7. prepositions and adverbs of location and relevant expressions
8. formal commands and informal commands
9. present perfect tense
10. reciprocal constructions with *se, nos, and os*
11. adverbs and adverbial expressions of time and sequencing of events
12. relative pronouns
13. *por vs. para*
14. the subjunctive mood
15. the present subjunctive with statements of volition

The following cultural topics will be covered:

1. geography of the Hispanic world
2. history of Hispanic countries
3. Hispanic music
4. Hispanic art
5. Hispanic literature
6. Hispanic theatre
7. Travel experience in Hispanic countries
8. the economy of Hispanic countries
9. the political systems of Hispanic countries

Cultural Pluralism/Diversity

Students will be exposed to a pluralistic and comparative approach to the study of the Spanish language and Hispanic civilization and culture. The learning of a language involves the study of the cultural values and other cultural factors that influence the language development. Consequently, this course fulfills the college's goal of ensuring that students be exposed to cultural pluralism and diversity.

Critical Thinking

Students will be expected to learn the rules of grammar, pronunciation, and spelling. Throughout the learning of the language, a methodical and logical analysis of the rules and their exceptions is required in order to make appropriate grammar application. As communication, rather than a mastery of the rules in themselves, is the ultimate goal, a variety of assignments is given which illustrate the student's ability to apply the material what he/she has learned.

Course Content (Laboratory):

1. Activate lecture content using interactive audio and audiovisual programs on iLrn
Plazas iLrn passkey which includes access to:
 - A. *Plazas* electronic Student Activities Manual (workbook + lab manual = homework)
 - B. Textbook assignments (part of homework)
 - C. *Plazas* eBook (online textbook)
 - D. Video Library (part of homework)
 - E. Enrichment- flashcards, web quizzes, games, glossary, Internet activities, Google Earth coordinates, interactive learning games, Heinle iRadio, grammar & vocab tutorials, verb conjugator.
 - F. Diagnostic exams with personalized learning plans
2. Organized laboratory activities including conversation groups.
3. Activate lecture content using interactive audio and audiovisual programs on CDs, DVDs, CD ROMS, target language websites, etc., featuring culturally authentic and contextual guided speaking, reading, and writing activities such as cued repetition of native speech, dictations, cued oral responses, listening comprehension, and interactive realia (culturally authentic texts).

Fundamentals of Spanish pronunciation:

Pronunciation of x, j, g

Review of accents
Review of pronunciation of vowels
Linking
Intonation
Rhythm in Spanish sentences

Methods of Presentation

1. Lecture/Discussion
2. Laboratory
3. Group Activities
4. Class and group discussions

Assignments and Methods of Evaluating Student Progress

1. Typical Assignments

- A. Critical Writing assignment: after studying the aspect of the action reported by verbs in the past tense and the narrative components of a fairy-tale in Spanish write your own version of a fairy-tale, fable, or traditional story using the preterit and the imperfect. The actions include a beginning, a middle or progression, and an end of the story.
- B. Oral assignment: prepare a skit in which one person accepts an invitation and the other declines an invitation; both use culturally appropriate expressions.
- C. Cultural Writing Assignment: Prepare a travel itinerary to five different Spanish-speaking areas on three different continents to demonstrate proper use of prepositions with numerous geographical names.
- D. Laboratory Assignment: After studying linking and intonation in Spanish pronunciation, make a recording of Federico Garcia Lorca's Oda a Walt Whitman.

2. Methods of Evaluating Student Progress

- A. Exams/Tests
- B. Quizzes
- C. Class Participation
- D. Homework
- E. Final Examination
- F. Lab Activities
- G. Oral Presentation
- H. Papers

Textbook (Typical):

1. Hershberger, R., Navey-Davis, S., Borrás Alvarez, G. (2012). *Plazas: Lugar de encuentros* (4th/e). Boston Heinle, Cengage Learning.

Special Student Materials

1. None