

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: SPAN 101**  
**Course Title: Beginning Spanish I**

**Year: 2018-2019**  
**Credit Hours: 4**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, Upon successful completion of this course: students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

**Course Description**

Designed for students with no background in Spanish, the course focuses on the essentials of Spanish grammar and the vocabulary needed for effective communication in everyday situations. Primary emphasis is placed on developing listening comprehension, speaking, reading, and writing skills. The culture, people, and geography of the Spanish-speaking world are also studied. SPAN 101 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: Prior completion or concurrent enrollment in ENGL 100 or ESL 120, 121, and 122 (or prior completion of ESL 103); RDNG 116 if required by placement testing. 4 Cr. (4 Lec.) Fall and spring semesters.

**Course Context/Audience**

This course can be used as a liberal arts/humanities elective and fulfills the SUNY General Education foreign language requirement. It is also appropriate for students planning to seek New York State teacher certification and for individuals who want to travel to a Spanish speaking country.

**Basic Skills/Entry Level Expectations**

<b>Writing:</b>	WC	College level writing skills are required. See course co-requisites or pre-requisites.
<b>Math:</b>	M0	Course requires very little or no math.
<b>Reading:</b>	R4	Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

**Course Goals**

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

1. Converse in the present indicative.
2. Comprehend simple spoken and written Spanish dealing with everyday situations.
3. Talk and write about everyday situations.
4. Understand and use vocabulary associated with everyday situations such as greetings, introductions and farewells, university studies, family, time, and weather.
5. Write short compositions in simple Spanish.

6. Demonstrate familiarity with Hispanic culture as seen in Latin America, Spain and many parts of the United States.

**Course Objectives/Topics**

<b>Objective/Topic</b>	<b>% Course</b>
<i>The course covers Lessons 1 through 4 in VISTAS 4<sup>th</sup> edition, by Blanco/Donley</i>	-
Introduction/Lesson 1: Basic greetings and farewell, numbers 1-30, present tense of ser, telling time, nouns and articles, subject pronouns	22%
Lesson 2: People and places at the university, courses of study, present tense of -ar verbs, forming questions in Spanish, present tense of estar, numbers 31 to millions, prepositions used to describe location and day of the week	22%
Lesson 3: Family relationships, professions, descriptive adjectives, possessive adjectives, present tense of regular –er and –ir verbs, present tense of tener and venir, tener idioms	22%
Lesson 4: Pastimes, places in the city, present tense of ir, present tense stem-changing verbs: e ? ie, o ? ue, e? i, verbs with irregular yo forms	22%
Spanish-speaking countries in the world	5%
Final Exam (cumulative) and review	7%

**General Education Goals - Critical Thinking & Social/Global Awareness**

<b>CRITICAL THINKING OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)

<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>Not addressed.</p> <p>Students will be asked to read and discuss short articles about Hispanic culture and life in various Hispanic countries. They will answer written and spoken questions about such topics. They may also read newspaper articles about current events in Hispanic countries. They will do short cross cultural analyses comparing the way things are done in Latin American and Spain with how we do things In the United States.</p> <p>Not addressed</p> <p>Students will compare and contrast their own values and beliefs to those found in the Spanish speaking world. They will be encouraged to be respectful of other people's ideas. Students will research various aspects of Spanish culture involving individual, pair and group work.</p> <p>Through reading about Hispanic culture in Spanish-speaking countries and viewing videos about these topics, students will learn about important issues such as immigration, self-identity, politics, education, economic inequality, etc. They will analyze what they learn about other countries with their own experiences in the U.S.</p> <p>By learning about life in other countries, students will be able to make connections about the events and people in other countries.</p>
<p><b>SOCIAL/GLOBAL AWARENESS OUTCOMES</b></p>	<p><b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)</p>
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>By learning another language, students will be able to communicate with people in other countries as well as with Spanish speakers in the United States. Activities such as guest speakers and pen pals can facilitate this communication.</p> <p>Not Addressed</p>

**Instructional Methods**

Assignments should require a balanced mix of reading, writing, listening and speaking. Class and small group discussions should enhance short lectures about grammar. Cooperative learning exercises, skits, interviews and other communicative activities should be used. Classes should include readings and videos about Spanish speaking countries, and cultural readings- Students should be encouraged to use resource materials available from the TC3 Media Center and the library.

While grammar, vocabulary and pronunciation may be explicitly taught and tested, emphasis should be placed on helping students learn how to communicate successfully in Spanish.

The goal of all learning activities should be meaningful and authentic communication. Every effort should be made to

provide authentic language use to the students. Classroom directions should be given in Spanish. As soon as possible, Spanish should be the principal language used in the class. Class activities and assignments such as setting up email pen pals, introducing students to Spanish language sites available on the internet, using videos, Spanish radio programs, music, guest speakers, and readings from Spanish newspapers and magazines will enrich the language experience and are highly encouraged.

#### Methods of Assessment/Evaluation

Method	% Course Grade
Oral presentation(s), skits and/or oral exams	5-15%
Written tests and quizzes (including final exam)	35-60%
Preparation and participation	10-15%
Written homework and listening comprehension exercises	10-20%

Written tests should assess students listening and reading comprehension as well as their written skills. The tests must require students to use the language in a meaningful context. (i.e. no multi-choice bubble sheet tests nor tests requiring strictly conjugating isolated verbs that do not require the student to know the meaning of what is written.) Students should be required to write short compositions covering the vocabulary and grammar from chapters 1-4.

#### Text(s)

Vistas, 4th Edition: Introducción a la lengua española, Blanco/Donley, © 2011 Vista Higher Learning; 4 Pck Har/ edition

## **Bibliography**

15,000 Spanish Verbs by Stephen Thompson, Ph.D., © 1999, Center for Innovative Language Learning.

New comics and Conversation by Joan Ashkenas, © 2000, JAG Publications.

A Picture is worth.... 1000 words by Anthony Mollica, © 1999, Soleil.

Peligro a Game of Questions and Answers by Dana Campbell, © 2000, Teacher's Discovery.

59 Ideas for creative foreign language teachers by Tom Alsop, © 2000, Teacher's Discovery.

501 Spanish Verbs by Christopher Kendris, Ph.D & Theodore Kendris, Ph.D., © 2003, Barron's Educational Series.

Beyond Methods Macrostrategies for Language Teaching by B. Kumaravadivelu, © 2003, Yale University.

Fluency through TPR Storytelling by Blaine Ray & Contee Seely, © 2000, Command Performance Language Institute.

Una imagen Vale... 1000 Palabras... by Anthony Mollica, Julie Ashcroft, Anne-Marie Finger & Juan Fernández, © 1992, Soleil.

Patricia va a California by Blaine Ray, © 2001, Command Language Institute.

TPR is more than commands at all levels by Contee Seely & Elizabeth Zuizenga Romijn, © 2001, Command Performance Language Institute.

Cantos Calientes by Lonnie Dai Zovi, © 2003, Vibrante Press.

## **Other Learning Resources**

### **Audiovisual**

VTC PC 4128.D3 1992 DANZON (video, 103 min., 1992)

A surprising love story about a woman who finally discovers the passion that has been missing from her life. (In Spanish with English subtitles)

VTC PC 4128 .D47 1992 DESTINOS series (52 programs, 30 min. each, on 26 videos, 1996)

A comprehension-based approach to learning Spanish. The programs take the viewers to various locations where Spanish is spoken. They experience the cultural diversity while following a soap-opera story line format. Each of the programs is designed to stand alone as a complete show as well as to fit into the overall purpose and scope of the series. (Individual program descriptions are on separate sheet.)

VTC PC 4128 .N67 1984 EL NORTE (video, 141 min., 1984)

A drama about a Guatemalan brother and sister seeking better lives. They set out for the Promised Land, "El Norte." (In Spanish with English subtitles)

VTC PC 4128 .N84 1996 NUEBA YOL (video, 102 min., plus 10 min., short film, 1996)

Videocassette release of the 1995 motion picture.

Short film is documentary on the filming of Nueva Yol. (In Spanish with English subtitles)

VTC PC 4128.S54 1998 EL SILENCIO DE NETO -THE SILENCE OF NETO

(video, 106 min., 1998) "Enhanced subtitles"--Container.

Produced entirely in Guatemala and filmed in the colonial city of Antigua, this film tells the story of a young boy's coming of age while his country struggles to preserve democracy amidst CIA cold-war propaganda. Through the eyes of young Neto, the viewer is given an authentic insider's look at the diverse people of Guatemala and the historical events in the mid-1950's that have shaped their destiny. (In Spanish with English subtitles)

VTC PC 4128 .V47 1991 A VERY OLD MAN WITH ENORMOUS WINGS (video, 90 min., 1991)

Amid the debris of a Columbian cyclone lands a man whose seemingly miraculous anatomy attracts the curious and devout from around the world. Silent and disheveled, this fantastical "creature" is housed in a chicken coop as onlookers wait for his heavenly message which turns out to be a very mixed blessing.

(In Spanish with English subtitles)

VTC PC 4129 .ES D47 1997 NUEVOS DESTINOS (15 episodes, 12-19 min. each, on 3 videos, 1997)

1. Dos abogadas – 2. Encuentros – 3. El viaje comienza – 4. Datos importantes – 5. Mas Datos – 6. La busqueda – 7. Consejos – 8. Malas noticias – 9. Imposible – 10. Pistas – 11. Entre hermanos – 12. Asuntos de familia – 13. Medidas drásticas – 14. Voces del pasado – 15. Pasado, presente, futuro.

### Electronic

[www.bbc.co.uk/education/languages/spanish/news/index.shtml](http://www.bbc.co.uk/education/languages/spanish/news/index.shtml)

<http://www.weston.gor/conjuguemos/>

<http://www.merlot.org>

(search under humanities/world languages/Spanish to find a large assortment of web sites.)

<http://www.studyspanish.com>

<http://tell.cla.purdue.edu/JapanProj/FLClipart/> Great collection of clip art for language learners

<https://www.youtube.com/watch?v=78AhSHXcw6g> "Me gustas" great for teaching gustar. (Joan Sebastian)

<https://www.youtube.com/watch?v=fGsQaqViiwU> "Me gustas tú" great song for teaching gustar with clip art and subtitles to illustrate.

<http://www.cortland.edu/flteach/>

• <http://www.spanish4teachers.org/>

• [http://www.123teachme.com/learn\\_spanish/beginner/](http://www.123teachme.com/learn_spanish/beginner/)

• <http://www.studyspanish.com/>

• <https://srtanrodriguez.wordpress.com/2013/03/18/top-20-websites-spanish-teachers-should-know-about-and-use/>

• [www.fluentu.com/spanish/blog/spanish-teacher-blogs/](http://www.fluentu.com/spanish/blog/spanish-teacher-blogs/)

• <http://funforspanishteachers.blogspot.com/2012/07/14-of-my-favorite-online-resources-for.html>

• <http://www.miscositas.com/spanish.html>

• [www.pinterest.com](http://www.pinterest.com)

• <http://www.languagenut.com/us/spanish-teaching-resources/>

• <http://www.abcteach.com/directory/languages-esl-spanish-2448-2-1>

• <http://www.speakinglatino.com/free-spanish-resources-for-teachers/>

• <http://spanish-resources.com/>

• <http://smartclasscommunity.robotel.com/2014/06/12/list-of-free-online-resources-for-spanish-language-classes/>

• <http://languageteacherscollaborate.pbworks.com/w/page/32527240/SPANISH%20CLASS%20RESOURCES>

• <http://www.sparklebox.co.uk/spain/spanish/>

• <http://spanishplans.org/>

### Other

No resources specified