**Course Title** - Beginning Spanish I  
**Course Prefix and Number** – SPAN 1411  
**Department** – Humanities and Foreign Language  
**Division** - CFA  
**Course Type:** (check one)  
☐ Academic General Education Course (from ACGM – but not in WCJC Core)  
☒ Academic WCJC Core Course  
☐ WECM course (This course is a Special Topics or Unique Needs Course: Y ☐ or N ☐)  

**Semester Credit Hours #: Lecture Hours #: Lab/Other Hours #**  
4:4:0  
**Equated Pay hours for course** - 4  

**Course Catalog Description** - Basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students will acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the beginner level.

**Prerequisites/Co-requisites** - TSI satisfied in reading or concurrent enrollment in READ 0307

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**Prepared by** Anaisabel Ortiz-Avila  
**Reviewed by Department Head** Scott Stripling  
**Accuracy Verified by Division Chair** Patrick Raîls  
**Approved by Dean or Vice President of Instruction** gghunt

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Date Nov. 14, 2014  
Date 3-16-15  
Date 3-17-15  
Date 3-17-15
I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction):

This course offers an introduction to the Spanish language and the many cultures it involves. The course work will start developing all four language skills: reading, speaking, listening and writing along with the cultural background necessary to help students to communicate effectively in Spanish. The ability of students to understand and to respond in Spanish will develop quite rapidly. The followings are the topics will be included in the course (chapters 1-5.2):

- Specific vocabulary about greetings, identifying yourself and others, the classroom and academic life, fields of study, days of the week, class schedules, family, identifying people, pastimes, sports, places in the city, travel and vacations, seasons and weather, as well as examine poetry, drama, art, music and other types of human expression.
- Grammar structure: Noun and articles, number, present tense of “ser” and telling the time, present tense of “ar” verbs, forming questions, present tense of “estar”, descriptive adjectives, possessive adjectives, present tense of “er” and “ir” verbs, stem-changing verbs, verbs with irregular “yo” forms and present progressive.
- Cultural awareness of the following countries: US and Canada, España, Ecuador, Mexico and Puerto Rico.

II. Course Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of this course, students will: 1. Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the present and producing questions and responses on a variety of topics dealing with everyday life. 2. Demonstrate understanding of level-appropriate spoken Spanish. 3. Write simple sentences and organize them into short paragraphs. 4. Read and comprehend level-appropriate texts. 5. Identify and discuss traditions, customs and values of the Hispanic world. 6. Compare and contrast the traditions, customs and values of the Hispanic world with characteristics of their own culture.</td>
<td>1. Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the present and producing questions and responses on a variety of topics dealing with everyday life. 2. Demonstrate understanding of level-appropriate spoken Spanish with several graded rubrics. 3. Write simple sentences and organize them into short paragraphs. 4. Read and comprehend level-appropriate texts. 5. Identify and discuss traditions, customs and values of the Hispanic world. 6. Compare and contrast the traditions, customs and values of the Hispanic world. <strong>Comparisons will include poetry, drama, art, music, and other types of human expression.</strong></td>
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III. Required Text(s), Optional Text(s) and/or Materials to be supplied by Student.

Textbook - *Vistas* by Blanco and Donley, current edition, Vista Higher Learning, accompanying student packet including textbook code for the WebSAM. On-line access/

IV. Suggested Course Maximum - 30
V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.
    Audiovisual equipment: (projector and computer).

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

    Your grade will be based on the following criteria: 100%
    Unit exams (30%)
    Final exam (20%)
    Class participation (10%)
    On-line/Workbook/homework (20%)
    Project-assignment:
    1) Written composition (10%)
    2) Oral presentation (10%)

    A=90-100 B=80-89 C=70-79 D=60-69 F=59-below

VII. Curriculum Checklist

☐ - Academic General Education Course (from ACGM – but not in WCJC Core)
    No additional documentation needed

☒ - Academic WCJC Core Course
    Attach the Core Curriculum Review Forms
    • ☒ Critical Thinking
    • ☒ Communication
    • ☐ Empirical & Quantitative Skills
    • ☐ Teamwork
    • ☒ Social Responsibility
    • ☒ Personal Responsibility

☐ - WECM Courses
    If needed, revise the Program SCANS Matrix & Competencies Checklist.
Core Curriculum Review Form

Foundational Component Area: **Language, Philosophy, & Culture**  
Course Prefix & Suffix: **SPAN 1411**

Core Objective: **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

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<th>Student Learning Outcome (SLO)</th>
<th>Learning Activity</th>
<th>Assessment</th>
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<tr>
<td>The SLO is:</td>
<td>Insert SLO (from Administrative Master Syllabi) below</td>
<td>Provide a brief name and description of the sample learning activity:</td>
<td>Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:</td>
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<td>☐ Existing</td>
<td>☐ New</td>
<td>☐ State Mandated</td>
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Department Head: **DAVID S. STRIPLING**  
WCJC Core Curriculum Review Form-Language, Philosophy, & Culture (April 2013)  
(9d/04/13)
Core Curriculum Review Form

Foundational Component Area: **Language, Philosophy, & Culture**  
Course Prefix & Suffix: **SPAN 1411**

Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

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Department Head: **DAVID S. STRIPLING**  
Date: ____________________  

WCJC Core Curriculum Review Form-Language, Philosophy, & Culture (April 2013)  
(Modified from Collin College)
Core Objective: **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Student Learning Outcome supporting core objective:**

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<td>☐ Existing</td>
<td>Identify and discuss traditions, customs and values of the Hispanic world to include: poetry, drama, art, music, and other types of human expression.</td>
<td>Class discussion, research, in class and on line assignments</td>
<td>Quizzes, short paragraphs, final, lab-work. oral participation rubric and checklist</td>
</tr>
<tr>
<td>☐ Revised</td>
<td></td>
<td></td>
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<tr>
<td>☒ New</td>
<td>Compare and contrast the traditions, customs and values of the Hispanic world with characteristics of their own culture. Comparisons can include: poetry, drama, art, music, and other types of human expression.</td>
<td>To create social or environmental campaign for the media about an existing problem in the student’s community. To propose a solution to the current problem and create a catchy slogan.</td>
<td>Audio/Visual assignment and Short Essay. Oral Presentation Rubric and Group participation</td>
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Department Head: **DAVID S. STRIPLING**

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<td>Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the present and producing questions and responses on a variety of topics dealing with everyday life.</td>
<td>Class discussion on moral choices when stranded in a Spanish speaking country. Peer feedback and debate.</td>
<td>Written reflection, oral presentation rubric. Peer feedback.</td>
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<td>Compare and contrast the traditions, customs and values of the Hispanic world with characteristics of their own culture.</td>
<td>To create a political campaign about a hypothetical / fictional politician to be elected next administration. To prepare pros and cons about his/her strengths for such role fulfilling the needs and appeals of the student's community.</td>
<td>Graded Small essay and Oral Presentation Rubric</td>
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<td>Comparisons can include: poetry, drama, art, music, and other types of human expression.</td>
<td>Group Participation and Oral Presentation Rubric.</td>
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