



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Beginning Spanish I

Course Prefix and Number – SPAN 1311

Department – English and Humanities

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 # 3:3:0

Equated Pay hours for course - 3

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.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

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

Prepared by Anaisabel Ortiz-Avila

Date Aug 30, 2013

Reviewed by Department Head Scott Stripling

Date September 2013

Accuracy verified by Division Chair *gg hunt*

Date September 2013

Approved by Dean or Vice President of Instruction *gg hunt*

Date September 2013



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, 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 students to 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.
- 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

Learning Outcomes	Methods of Assessment
<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Student-teacher daily communication in Spanish during class for participation points, oral exams. 2. Daily participation speaking in Spanish for participation points. 3. Composition; daily exercises in class. 4. Graded reading comprehension homework. 5. Participation points based on videos; questions on exams. 6. Audiovisual assignments about different countries of the Spanish-speaking world. Class assignments with readings and vocabulary about specific countries in the Hispanic world.

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 - 25

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: _____

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

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: _____

Date: _____



Core Curriculum Review Form

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

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

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
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Department Head: _____

Date: _____



Core Curriculum Review Form

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

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:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
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Department Head: _____

Date: _____



Core Curriculum Review Form

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

Core Objective: **Personal Responsibility**—to include the ability to connect choices, actions and consequences to ethical decision-making

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
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Department Head: _____

Date: _____