

SPAN-1011: BEGINNING SPANISH LANGUAGE AND CULTURES I

Cuyahoga Community College

Viewing: SPAN-1011 : Beginning Spanish Language and Cultures I

Board of Trustees:

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Academic Term:

Spring 2021

Subject Code

SPAN - Spanish

Course Number:

1011

Title:

Beginning Spanish Language and Cultures I

Catalog Description:

Introduction to Spanish Language and Cultures through multiple approaches with emphasis on spoken and written communication, listening and reading comprehension, and cultural awareness. Practice of basic functional Spanish in basic oral (listening-speaking) and written (reading-writing) communication situations and cultural contexts.

Credit Hour(s):

4

Lecture Hour(s):

3

Lab Hour(s):

2

Requisites

Prerequisite and Corequisite

None.

Outcomes

Course Outcome(s):

Recognize and produce the basic Spanish sounds and intonation patterns in order to understand and be understood by a native speaker.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):

1. Recognize the basic Spanish sounds as produced in general by native speakers. Realize that dialectal variations of those sounds exist, and begin to develop coping strategies to hear and adjust to possible variations.
 2. Produce the basic Spanish sounds with reasonable accuracy in order to be understood by a native speaker.
 3. Recognize and produce the basic patterns of intonation in Spanish. Realize that dialectal variations exist, and begin to develop coping strategies to hear and adjust to them.
 4. Recognize and imitate stress patterns.
 5. Relate basic sounds to their spelling in order to be able to pronounce new words when reading them for the first time, as well as writing most words with reasonable accuracy upon hearing them.
 6. Relate basic intonation and stress to writing punctuation and symbols (period, question, exclamation and stress marks).
 7. Demonstrate ability to write from dictation that has been spoken or read.
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Course Outcome(s):

Write a short and basic composition using short and simple basic sentences ranging from a short paragraph to a full page of five to fifteen sentence composition, double spaced.

Essential Learning Outcome Mapping:

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Communicate basic ideas about oneself in writing a biographical note
2. Be able to write a short email asking basic questions and providing basic information

Course Outcome(s):

Recognize and apply cultural nuances that may be shared by the majority of Spanish speakers of different countries.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

1. Recognize and apply cultural nuances when performing basic communicative tasks.
2. Recall there may be an array of cultural variations when applying cultural nuances.
3. Recognize countries in which Spanish is spoken as an official language, their capitals, currencies and limited political, historical, economical, sociological, linguistic and cultural traits.
4. Recognize that Spanish-speaking countries have diverse cultures.
5. Recognize most popular Spanish names and nicknames, use of last names, twenty-four hour system, role of relationships and family.
6. Identify some regional foods and dishes.
7. Demonstrate internalizing body language that natives in general will use while performing certain communicative tasks.
8. Distinguish formal (polite) and informal (familiar) ways of addressing people and apply them taking into consideration cultural contexts

Course Outcome(s):

Recognize, produce and apply an elementary active vocabulary in oral (listening-speaking) basic functional communicative contexts.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):

1. Recognize that dialectal differences exist between native speakers of Spanish when using vocabulary to depict some persons, animals, objects, places, actions, and in this course in particular, foods.
2. Demonstrate basic skills to recognize, discuss, and adjust to dialectal differences in vocabulary.
3. Recognize and respond to basic formal (polite) and informal (familiar) oral commands applicable to the context of conducting a class in Spanish, and be able to transfer and apply them to other functional contexts.
4. Employ phrases, expressions and useful questions that are employed by a native speaker in daily life most common situations.
5. Acquire basic functional vocabulary.
6. Deduce meaning of Spanish words that look or sound like known English or any other applicable Latin based language. Recognize that similarities are due to a common linguistic base, mainly from Latin and Greek, but may include other languages to a lesser degree.

Course Outcome(s):

Identify grammatical functions of words in order to be able to manipulate basic vocabulary with reasonable accuracy when communicating basic personal thoughts in speaking.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):

1. Apply basic structural concepts of gender and number agreement between nouns and their modifiers (articles and adjectives), as well as subject verb agreement in the present and the future with "ir" (in order to express who does an action and when).

2. Use the verb "ser" in contexts expressing identity, place of origin, occupation, characteristic, nationality, location of an event, material something is made of, time and date.
3. Use the verb "estar" in contexts expressing condition, location, and perception, as well as to express actions in progress (present progressive).
4. Use the verb "ir" in the present to express going places and in the construction "ir a + infinitive" to express future actions.
5. Use the verb "tener" to express possession and relationship, and in expressions that convey conditions.
6. Use most common regular and irregular verbs in the present tense to express common daily basic activities.
7. Convey possession and relationship.
8. Compare people, places, and things.
9. Use pronouns, and when applicable, use pronouns in place of nouns (subject, prepositional, and direct object pronouns).
10. Recognize and demonstrate ability to use Spanish sentence structures to convey affirmative and negative statements, compose questions, and responses to questions that require affirmative or negative answers, as well as an answer that requires providing basic information (who, what, where, when, how, how many, how much, why, etc.) applying elementary basic vocabulary and cultural nuances

Course Outcome(s):

Proficiently read and comprehend basic texts, including authentic materials, that use acquired vocabulary, structures, and cultural components by applying reading techniques and strategies.

Essential Learning Outcome Mapping:

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Comprehend a written dialogue at a basic level.
2. Comprehend and discuss short texts addressing cultural nuances.
3. Demonstrate comprehension of short authentic text.

Course Outcome(s):

Understand and interpret basic Spanish spoken at a slower than normal pace, some spoken at normal pace, and having developed some skills and coping strategies for filling in gaps.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):

1. Understand a native speaking at a slower than normal pace.
2. Utilize strategies including: recognizing cognates and using context to understand basic Spanish spoken at a normal pace

Course Outcome(s):

Carry out a basic functional speaking conversation.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):

1. Ask and answer useful questions and questions on a limited variety of basic everyday topics and situations.
2. Apply vocabulary, structures, oral and writing skills pertinent to a beginner's level to describe someone, something, somewhere, some everyday activities, household chores, family relationships, parts of the house, and classroom objects and activities.
3. Perform the basic communicative tasks of greeting and saying farewell, introducing oneself and other people, asking and expressing how someone is feeling, finding out what "something" means and how to say "something" in Spanish, spelling words, giving and receiving phone numbers, making and receiving phone calls, telling time and dates, planning and talking about basic activities, expressing needs and preferences, expressing likes and dislikes (in the first person singular and the second person singular familiar form), talking about restaurants and menus, ordering meals, asking how much "something" costs, paying a bill, asking and talking about the weather, talking about family, job, school, and filling out job applications and basic information documents.

Course Outcome(s):

Recognize, produce, and apply an elementary active vocabulary in written and reading basic functional communicative contexts.

Essential Learning Outcome Mapping:

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Recognize that dialectal differences exist between native speakers of Spanish when using vocabulary to depict some persons, animals, objects, places, actions, and in this course in particular, foods.
 2. Demonstrate basic skills to recognize, discuss, and adjust to dialectal differences in vocabulary.
 3. Recognize and respond to basic formal (polite) and informal (familiar) oral commands applicable to the context of conducting a class in Spanish, and be able to transfer and apply them to other functional contexts.
 4. Employ phrases, expressions and useful questions that are employed by a native speaker in daily life most common situations.
 5. Acquire basic functional vocabulary.
 6. Deduce meaning of Spanish words that look or sound like known English or any other applicable Latin based language. Recognize that similarities are due to a common linguistic base, mainly from Latin and Greek, but may include other languages to a lesser degree.
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Course Outcome(s):

Identify grammatical functions of words in order to be able to manipulate basic vocabulary with reasonable accuracy when communicating basic personal thoughts in writing.

Essential Learning Outcome Mapping:

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Apply basic structural concepts of gender and number agreement between nouns and their modifiers (articles and adjectives), as well as subject verb agreement in the present and the future with "ir" (in order to express who does an action and when).
 2. Use the verb "ser" in contexts expressing identity, place of origin, occupation, characteristic, nationality, location of an event, material something is made of, time and date.
 3. Use the verb "estar" in contexts expressing condition, location, and perception, as well as to express actions in progress (present progressive).
 4. Use the verb "ir" in the present to express going places and in the construction "ir a + infinitive" to express future actions.
 5. Use the verb "tener" to express possession and relationship, and in expressions that convey conditions.
 6. Use most common regular and irregular verbs in the present tense to express common daily basic activities.
 7. Convey possession and relationship.
 8. Compare people, places, and things.
 9. Use pronouns, and when applicable, use pronouns in place of nouns (subject, prepositional, and direct object pronouns).
 10. Recognize and demonstrate ability to use Spanish sentence structures to convey affirmative and negative statements, compose questions, and responses to questions that require affirmative or negative answers, as well as an answer that requires providing basic information (who, what, where, when, how, how many, how much, why, etc.) applying elementary basic vocabulary and cultural nuances
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Course Outcome(s):

Carry out a basic functional conversation in writing.

Essential Learning Outcome Mapping:

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Ask and answer useful questions and questions on a limited variety of basic everyday topics and situations.
 2. Apply vocabulary, structures, oral and writing skills pertinent to a beginner's level to describe someone, something, somewhere, some everyday activities, household chores, family relationships, parts of the house, and classroom objects and activities.
 3. Perform the basic communicative tasks of greeting and saying farewell, introducing oneself and other people, asking and expressing how someone is feeling, finding out what "something" means and how to say "something" in Spanish, spelling words, giving and receiving phone numbers, making and receiving phone calls, telling time and dates, planning and talking about basic activities, expressing needs and preferences, expressing likes and dislikes (in the first person singular and the second person singular familiar form), talking about restaurants and menus, ordering meals, asking how much "something" costs, paying a bill, asking and talking about the weather, talking about family, job, school, and filling out job applications and basic information documents.
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Methods of Evaluation:

1. Periodic quizzes
2. Periodic speaking/functional communication assessments (interview, situation, or short oral presentation)
3. Compositions (a minimum of one process-based composition, with a minimum of one draft, and a minimum of 15 simple sentences; application of course topics, vocabulary, structures, and cultural facts)
4. Examination after completion of each lesson during 16/14 week courses. (Exams will include listening and reading comprehension sections, vocabulary assessment, structures assessment, functional communication and writing assessment, cultural knowledge assessment)
5. Midterm oral and written comprehensive examination in lieu of an examination after completion of each lesson during 10, 8, or 5 week intensive courses. (A midterm exam will include listening and reading comprehension sections, vocabulary assessment, structures assessment, functional communication and writing assessment, cultural knowledge assessment)
6. Final oral and written comprehensive examination. (A final exam will include listening and reading comprehension sections, vocabulary assessment, structures assessment, functional communication and writing assessment, cultural knowledge assessment)

Course Content Outline:

1. Basic pronunciation topics
 - a. Basic sounds of Spanish vowels
 - b. General sounds of Spanish consonants, and awareness of dialectal differences
 - c. Stress of words
 - d. Intonation patterns: statements, questions, exclamations
 - e. Linking words
 - f. Correlation between sound and spelling representation, as well as stress, and intonation representation
2. Basic functional communication topics and vocabulary
 - a. Greetings, farewells, introductions, useful basic phrases, expressions and questions
 - b. Talking about oneself
 - i. identification
 - ii. origin
 - iii. nationality
 - iv. description
 - c. Providing personal information
 - d. Numbers from 0-999.999. Getting and giving phone numbers, and addresses; asking how much "something" costs
 - e. Talking about the days of the week, months, seasons, dates
 - f. Identifying and talking about favorite colors
 - g. Cognates
 - h. Talking about places, objects and activities associated with them
 - i. college
 - ii. university
 - iii. school
 - iv. classroom
 - v. library
 - vi. cafeteria
 - vii. bookstore
 - viii. street
 - ix. avenue
 - x. home
 - xi. park
 - i. Some people's occupations and relationships
 - i. professor
 - ii. doctor
 - iii. waiter
 - iv. accountant
 - v. student
 - vi. friend
 - vii. classmate
 - viii. roommate
 - ix. children)
 - j. Nationalities (citizenship)
 - k. Talking about family members and relationships

- l. Talking about time and at what time classes, activities, or events take place
- m. Talking about school subjects and languages
- n. Ordering meals/food and reading and recognizing menu vocabulary
- o. Making and receiving phone calls, writing and receiving electronic messages
- p. Describing people, places, things
- q. Describing activities
- r. Planning weekend activities and vacations
- s. Planning a party
- t. Expressing needs and preferences
- u. Expressing likes and dislikes
 - i. First person singular
 - ii. Second person singular, familiar form
- v. Expressing basic states of mind
- w. In a restaurant: waiter-client interactions, talking about the table setting, the menu, foods and drinks, ordering meals, and paying the bill
- x. Talking about the weather
- y. Talking about one's house or apartment and household chores
- 3. Basic structural (morphological and syntactical/grammatical) topics
 - a. Nouns
 - i. Gender
 - ii. Number
 - b. Articles
 - i. Definite
 - ii. Indefinite
 - iii. Gender and number agreement with nouns
 - c. Adjectives
 - i. Descriptive
 - ii. Possessive
 - iii. Demonstrative
 - iv. Gender and/or number agreement with nouns
 - v. Position in relationship to the noun
 - d. Gender of some numbers when used as adjectives
 - e. Spanish sentence structure
 - i. Affirmative and negative statements
 - ii. Interrogative sentences that ask for an affirmative or negative response, and for information
 - iii. Statements followed by a tag question
 - f. Subject pronouns
 - i. First, second, third person singular and plural (including "vosotros" and "vosotras")
 - ii. Use a third person pronoun in place of a third person noun
 - g. Regular verbs in the present of indicative
 - i. First conjugation (including "vosotros/-as" form)
 - ii. Second conjugation (including "vosotros/-as" form)
 - iii. Third conjugation (including the vosotros/-as form)
 - h. Verbs with an irregular stem but regular endings (e>ie, e>i, o>ue) in the present of indicative (including the "vosotros/-as" form)
 - i. Basic irregular verbs in the present of indicative (including the "vosotros/-as" form)
 - i. Ser
 - ii. Estar
 - iii. Tener
 - iv. Venir
 - v. Dar
 - vi. Ir
 - j. Verbs with an irregular first person singular form in the present of indicative (including the "vosotros/-as" form)
 - k. Meanings and uses of "ser vs. estar," and "saber vs. conocer"
 - l. Construction "ir a +infinitive" in order to express future actions or states of being
 - m. Present progressive
 - n. Prepositional pronouns, and contractions of the prepositions "a" and "de" with the masculine singular definite article
 - o. Demonstrative pronouns
 - p. Direct object recognition, and use of the personal "a"

- q. Direct object pronouns
 - r. Comparative structures including irregular comparative forms
 - s. Affirmative and negative expressions
4. Basic cultural topics
- a. Identify Spanish-speaking countries
 - i. Location
 - ii. Capitals
 - iii. Currencies (optional)
 - b. The Spanish language
 - i. Number of native speakers in the world
 - ii. One of the five most spoken and studied languages by natives and non-natives in the world
 - c. Distinction between cultural fact and opinion, generalization and stereotype
 - d. Basic awareness of Spanish-speakers diverse cultures even within the same country
 - e. Basic awareness of the complexity of cultures between countries and within a country
 - f. Most common names and nicknames in the Spanish-speaking world
 - g. Last names
 - h. Some body language when greeting and bidding farewell in Spanish-speaking societies
 - i. Ways of addressing people in Spanish-speaking cultures
 - j. Spanish origins of certain regional and city names in the United States and Canada
 - k. Hispanic influence in the United States of America and in the world in general
 - l. General cultural information about some Hispanic groups in the United States
 - i. Mexican and Mexican-American
 - ii. Cuban and Cuban-American
 - iii. Puerto Rican
 - m. Some ways of answering the phone in different Spanish-speaking countries
 - n. The general concept of family, family relationships, and other social interactions
 - o. Selected diverse customs, traditions and celebrations
 - p. Focus on basic general geographical, socio-political, economic, linguistic, artistic, entertainment, touristic, and other selected and limited cultural aspects of selected Spanish-speaking countries' cultures
 - i. Mexico
 - ii. Guatemala
 - iii. El Salvador
 - iv. Honduras
 - v. Nicaragua
 - q. General concepts about customs related to mealtimes and restaurants
 - r. Some regional foods and dishes

Resources

Jarvis, Ana C., Raquel Lebrede, and Francisco Mena-Ayllon. *Como se dice...?: Workbook and Laboratory Manual*. Eleventh Edition. Boston: Cengage Learning, 2018.

Jarvis, Ana C., Raquel Lebrede, and Francisco Mena-Ayllon. *Como se dice...? Tenth Edition*. Boston: Cengage Learning, 2013.

World-Readiness Standards for Learning Languages. *The National Standards Collaborative Board*. 4th Edition. Alexandria: American Council on the Teaching of Foreign Languages, 2015.

American Council on the Teaching of Foreign Languages. *ACTFL Proficiency Guidelines-Writing*. 2nd Edition. Alexandria: American Council on the Teaching of Foreign Languages, 2001.

Sander, Ruth H. *Focus on Form: Foreign Language Study and Cognitive Development*. New York: The Association of Departments of Foreign Languages, 2007.

Berman, Russell A. *Foreign Languages and Foreign Cultures*. New York: The Association of Departments of Foreign Languages, 2002.

Instructional Services

OAN Number:

Transfer Assurance Guide OFL019 and OFL023 (1 of 2 courses, both must be taken)

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