SPA 111
ELEMENTARY SPANISH I

COURSE DESCRIPTION:

Prerequisites: ENG 090 and RED 090 or DRE 098; or satisfactory score on placement test
Corequisites: SPA 181

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish as well as demonstrate cultural awareness. This course must be taken with the accompanying lab. This course has been approved to satisfy the Comprehensive Articulation Agreement for the general education core requirement in humanities/fine arts. Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

LEARNING OUTCOMES:

Upon completion of this course, successful students will be able to do the following with sufficient accuracy to be understood by a native speaker who is accustomed to working with language learners:

1. Use the language to engage in interpersonal communication on well-practiced, familiar topics using limited, formulaic language. Often rely on repetition and extralinguistic clues (e.g., gestures and tone of voice) to negotiate meaning.
   a. Exchange greetings and introductions using formal and informal expressions
   b. Ask and answer simple questions
   c. Discuss everyday life and daily routines, using simple sentences and familiar vocabulary
   d. Discuss likes and dislikes

2. Understand words and concepts presented in the language in texts which use well-practiced, familiar topics and grammar structures. Often rely on repetition, one’s own background knowledge and extralinguistic cues (e.g., visuals or gestures) to interpret meaning.
   a. Understand simple conversations about familiar topics (e.g., greetings, weather and daily activities,) with repetition when needed
   b. Identify key details in a short, highly-contextualized audio text dealing with a familiar topic, relying on repetition and extralinguistic support when needed.
   c. Identify key details of highly predictable written texts
   d. Extract basic information about familiar cultural topics from written or audio texts
   e. Navigate a website in Spanish on a basic level
3. Use the language to present information to an audience through written and spoken forms on well-practiced, familiar topics.
   a. Offer basic descriptions of self, other people, familiar places and objects in short discourse using simple sentences and basic vocabulary
   b. Provide basic information about familiar situations and topics of interest
   c. Express or/and justify opinions using equivalents of the verb to like

4. Demonstrate an awareness of the relationship between the products, practices and perspectives of the cultures in the Spanish-speaking world.
   a. Identify and describe distinguishing features of countries and regions of the Spanish-speaking world
   b. Give examples of the cultural and linguistic diversity of the Spanish-speaking world
   c. Compare and contrast patterns of behavior in the cultures of the Spanish-speaking world and the student’s native culture

OUTLINE OF INSTRUCTION:

I. Introduction to the study of foreign language and culture
   A. Language learning strategies
   B. The alphabet and linguistic sounds
   C. Hispanic countries and capitals
   D. Professions that benefit from foreign language study

II. Greeting others and describing yourself, others and your surroundings
   A. Introductions and greetings
   B. Classroom vocabulary
   C. Numbers 0 to 100
   D. Descriptive adjectives and agreement
   E. Gender and number of nouns
   F. Definite and indefinite articles
   G. Use of hay
   H. Subject pronouns and the verb ser
   I. Diversity of the Hispanic world

III. Discussing your daily life at school and at home
   A. Academic subjects
   B. Family vocabulary
   C. The verb tener
   D. Possessive adjectives and adjective placement
   E. Regular –ar verbs
   F. Comparisons of the role of family and education

IV. Communicating time, weather, and personal preferences
   A. Telling time
   B. Clothing and colors vocabulary

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C. Describing the weather
D. Use of *gustar*
E. Regular –er and –ir verbs
F. Interrogatives and question formation
G. Stem changing verbs in present tense
H. Comparison of celebrations
I. Diversity of climate and clothing

V. Discussing housing and cost of living
   A. Vocabulary for places in a city
   B. House vocabulary
   C. The verb *estar*
   D. Prepositions of location
   E. The verb *ir* and *ir* + a + infinitive
   F. Stem changing verbs continued
   G. Comparison of housing styles

VI. Describing emotional and physical states and discussing professions
   A. Adjectives of emotions and physical state
   B. Professions vocabulary
   C. *Estar* with adjectives
   D. Present progressive tense
   E. Use of *ser* versus *estar*
   F. Verbs with changes in the first person
   G. *Saber* and *conocer*
   H. Discussion of emotions and well-being
   I. Discussion of professions and the economy

REQUIRED TEXTBOOKS:

Textbooks will be chosen by instructor and listed on the syllabus. Textbook titles will be available in the college's bookstore.

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling (919) 536-7207, ext. 1413 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1209.