COURSE DESCRIPTION:

Prerequisites: ENG 090 and RED 090 or DRE 098; or satisfactory score on placement test, SPA 111
Corequisites: SPA 112

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is on the progressive development of basic listening, speaking, reading, and writing skills through use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish as well as demonstrate cultural awareness. This course is approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. Course Hours Per Week: Lab, 2. Semester Hours Credit, 1.

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 language. May rely on repetition and extralinguistic clues (e.g., gestures and tone of voice) to negotiate meaning.
   a. Ask and answer questions about a variety of familiar situations and topics of interest
   b. Discuss everyday life and daily routines in the present and past, using simple sentences and familiar vocabulary
   c. Discuss likes and dislikes and justify opinions
   d. Interact with others in unrehearsed situations (e.g., role-play and spontaneous conversation)

2. Understand words and concepts presented in the language in texts which use familiar topics and grammar structures. May rely on repetition, one’s own background knowledge and extralinguistic cues (e.g., visuals or gestures) to interpret meaning.
   a. Understand simple conversations about a variety of familiar topics, with repetition when needed
   b. Identify main ideas and key details in a short audio text dealing with a familiar topic, relying on repetition and extralinguistic support when needed
   c. Identify main ideas and key details of written texts on a variety of familiar topics
   d. Extract basic information from texts on unfamiliar topics
   e. Navigate a website in Spanish
3. Use the language to present information to an audience through written and spoken forms on well-practiced, familiar topics.
   a. Offer descriptions of self, other people, familiar places and objects in short discourse using series of connected sentences and a variety of vocabulary
   b. Provide basic information about familiar situations and topics of interest with many details
   c. Provide simple factual presentations in written and spoken form
   d. 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. Discussing daily routine and physical activity in the present and in the past
   A. Reflexive verbs and personal hygiene
   B. Indefinite and negative words
   C. Preterite tense
   D. Stem-changing verbs in the preterite
   E. Comparison of daily routines
   F. Role of sports in culture

III. Communicating travel needs and plans
   A. Hotel vocabulary
   B. Numbers above 100
   C. Irregular verbs in the preterite
   D. Use of prepositions por and para
   E. Food vocabulary
   F. Direct object pronouns
   G. Variety of lodging in the Hispanic world
   H. Comparison of foods and dining experiences

IV. Discussing daily life and activities in the present and in the past
   A. Food and cooking vocabulary
   B. Indirect object pronouns
C. Constructions with se
D. Vocabulary for hobbies
E. Imperfect tense
F. Use direct and indirect object pronouns together
G. Comparison of shopping experiences
H. Discussion of the role of food in culture
I. Comparison of pastimes of the past and present
J. Diversity of music in the Hispanic world

V. Describing events in the past
   A. Vocabulary related to celebrations
   B. Use of preterit and imperfect tenses
   C. Vocabulary related to traffic and accidents
   D. Comparison of celebrations in the Hispanic world
   E. Discussion of transportation and emergency services

VI. Giving and receiving directions for travel and at home
   A. Vocabulary related to air and train travel
   B. Relative pronouns
   C. Formal commands
   D. Nosotros commands
   E. Vocabulary for household chores
   F. Informal commands
   G. Use pronouns with commands
   H. Discussion of tourism
   I. Comparison of family life and responsibilities in the Hispanic world

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.