

# SPA 111 Elementary Spanish I

## COURSE DESCRIPTION:

Prerequisites: DRE 097 or ENG-002; or satisfactory score on placement test

Co requisites: 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 someone 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 on very familiar and everyday topics
  - C. Discuss everyday life and daily routines, using simple sentences and familiar vocabulary in familiar contexts
  - D. Discuss likes and dislikes
2. Understand words and concepts presented in the language in spoken and written texts which use well-practiced, familiar topics and language 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 short, highly-contextualized texts dealing with a familiar topic, relying on repetition and extralinguistic support when needed.
  - C. Extract basic information about familiar cultural topics from written or audio texts
  - D. 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 in the present tense
  - B. Provide basic information about familiar situations, activities and topics of interest
  - C. Express likes and dislikes on very familiar and everyday topics of interest
4. Demonstrate an awareness of the relationship between the products, practices, and perspectives of cultures in the Spanish-speaking world.
  - A. Identify and describe distinguishing features of countries and regions of the Spanish-speaking world
  - B. Identify some typical products and practices related to familiar everyday life
  - C. Give examples of the cultural and linguistic diversity of the Spanish-speaking world
  - D. Compare and contrast patterns of behavior in the cultures of the Spanish-speaking world and the student's own 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
  - 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:**

The textbook and other instructional material will be determined by the instructor.