**SPAN 1134: Elementary Spanish I**

**COURSE CONTENT AND METHODOLOGY**

The language teaching community agrees that learning language and culture are inextricably connected. Thus, this course focuses on developing students’ Spanish- language proficiency through modes of communication that reflect real life communication in the varied cultures of the Spanish-speaking world. By employing interpersonal, interpretive and presentational communicative modes in Spanish, students will explore the ideas, values, beliefs and other cultural aspects of Spanish-speaking peoples across the world and how these aspects work together to affect human experience.

# SKILLS AND OUTCOMES

This course involves the development of specific Spanish grammar, vocabulary and idiomatic usage in the context of the varied cultures of the Spanish-speaking world for the purpose of exploring ideas that foster aesthetic and intellectual creation in order that students may understand the human condition across cultures. By the end of the first semester, the student will be able to:

* Greet, say farewell, introduce people and respond to introductions in the appropriate cultural register indicating his/her awareness of cultural norms in the Spanish-speaking world for formality, informality, personal space and gestures.
* Engage in simple question/answer conversations using memorized and/or high-frequency expressions indicating cultural sensitivity and awareness.
* Provide and request basic information.
* Express ongoing actions, routine actions, future actions and past actions in the context and manner these are used in the Spanish-speaking cultures and recognize how these uses are different from those of English-speakers.
* Describe and illustrate aspects of the cultures of Spanish-speaking countries and make comparisons between these cultures and his or her culture using basic linguistic structures and vocabulary in the target language.
* Evaluate his/her own values, behaviors and worldviews on the socio-cultural topics presented and compare these to those of Spanish-speakers.

**Assessment of THECB core objectives for LANGUAGE, PHILOSOPHY, & CULTURE**

* **Critical Thinking Skills:** 
  + To assess critical thinking skills, the Global Assessment Rubric will be applied to the Personal Reflection Essay
* **Communication Skills:** 
  + To assess communication skills, the Global Assessment Rubric will be applied to the Personal Reflection Essay.
* **Personal Responsibility:** 
  + To assess personal responsibility, the Global Assessment Rubric will be applied to the Personal Reflection Essay.
* **Social Responsibility:** 
  + To assess social responsibility, the Global Assessment Rubric will be applied to the Personal Reflection Essay.

**REQUIRED TEXTS AND MATERIALS**

1. *Exploraciones.* Blitt, Mary Ann/ Casas, Margarita. 2nd edition, ISBN 978-1-305-25247-9
2. Binder with notebook paper, or notebook, folder, etc. (Your ***Práctica*** journal)
3. 10 Long Scantrons
4. 1 Blue Book

# OPTIONAL RECOMMENDED MATERIALS

*Exploraciones* iLRN online (part of new 2nd edition textbook)

# Grading components

|  |  |
| --- | --- |
| Participation and Attendance | 10% |
| Quizzes and Homework | 15% |
| Language Laboratory Quizzes | 5% |
| Personal Reflection Essay (Core Curriculum Assessment) | 5% |
| Exams (3 major exams) | 45% |
| Comprehensive Final Exam | 20% |

**COURSE CALENDAR**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | Chapter 1 | | * Greetings and the Alphabet; Pronunciation |
| Week 1 | |  | | * Classroom vocabulary; Gender and Numbers of Nouns * Numbers 0-20 |
| * Definite and indefinite articles; Use of *hay* * Latinos and Hispanos: Geographic distribution of   Spanish-speaking | | | | |
|  | |  | | |
| Week 2 | |  | | * Numbers through 101 * Reading (using cognates): *La escuela es para todos* * Adjectives |
|  | |  | | * Noun and Adjective Agreement * Diversity in the Spanish-speaking world * Subject Pronouns and the verb *ser* |
| Week 3 | |  | | * More adjective agreement (gender and number) * Reading (using cognates): *Algunos famosos de Latinoamérica* |
|  | | Chapter 2 | | * The Family (vocabulary) * The role and value of the family in the Spanish- speaking world |
|  | |  | | * Possessive adjectives * Regular –ar verbs |
| Week 4 | |  | | * Reading (predicting): *La familia típica latinoamericana* * Academic Subjects |
|  | |  | | * Education in the Spanish-speaking world |
|  | |  | | * The verb *tener* and related expressions |
| Week 5 | |  | | * Adjective placement * Reading (predicting): *Otros sistemas universitarios* |
|  | |  | | * Review of Chapters 1 and 2 * Exploring Literature: Bécquer and Fuertes |
|  | | **EXAM I** | | **Chapters 1 and 2** |
|  | | Chapter 3 | | * Seasons, weather expressions, clothing |
| Week 6 | |  | | * the verb *gustar* * Regular *–er* and *–ir* verbs * Reading (skimming): *La ropa tradicional* * Days of the week, months, expressing time * Celebrations in the Spanish-speaking world |
| Week 7 | |  | | * The verb *ir* and related expressions, including *ir + a +*   infinitive |
|  | |  | | * Reading (underlining words): *La Navidad en algunos países hispanos* * Review regular *–ar, -er, -ir* verbs |
|  | | Chapter 4 | | * Places in the city    Extraordinary cities in the Spanish-speaking world |
|  |  | | * Stem-changing verbs (oue) | | |
| Week 8 |  | | * The verb *estar* and prepositions of place * Reading (re-reading): *Algunas ciudades únicas de Latinoamérica* * House vocabulary, rooms and appliances * Unique houses and architecture in the Spanish- speaking world * Interrogatives | | |
| Week 9 |  | | * Stem-changing verbs (eie and e i) * Reading (review strategies): *Soluciones a la vivienda* * Review of Chapters 3 and 4 * Exploring Literature | | |
|  | **EXAM 2** | | **Chapters 3 and 4** | | |
|  | | | | | |
| Week 10 | Chapter 5 | | * Feelings and conditions with the verb *estar* * The verb *estar* with adjectives and the present progressive * Comparison of the verbs *ser* and *estar* * Adjectives that change meaning with use of *ser* and   *estar* | | |
| Week 11 |  | | * More with *ser* and *estar* * Reading (guessing verb tenses): *¿Quiénes son más felices?* | | |
|  |  | | * Professions and employment vocabulary * Professions/Economy in the Spanish-speaking world * Verbs with irregular 1st person forms, including *saber*   and *conocer* | | |
| Week 12 | Chapter 6 | | * Parts of the body; Daily routines; reflexive verbs * More reflexive verbs * Daily Life in the Spanish-speaking world * Adverbs of time and frequency | | |
|  |  | | * Reading (taking notes): *La siesta* | | |
| Week 13 | | | * Past-times, sports and vacations * Sports in Spain and Latin America * The preterit tense | | |
| Week 14 | Chapter 7 | | * Stem-changing verbs in the preterit * Verbs with irregular preterit forms    Review of Chapters 5, 6 and 7 (irregular preterit only) | | |
| Week 15  **EXAM 3** | | | **Chapters 5, 6 and 7 (irregular preterit only)**   * Personal Reflection Essay (in class) * Review for Comprehensive Final Exam | | |
| **Final Exam: Wednesday, December 13, 2017, 1:00 pm – 3:00 pm** | | | | | |

**Personal Reflection Essay**

**The Personal Reflection Essay** serves as an assessment of the student’s performance of the core curriculum objectives in the specific context of this course. The subject of the essay will be a cultural topic or topics assigned by the instructor according to the instructor’s preference. The cultural topic will present the student with an ethical dilemma or issue for resolution. Students should demonstrate that they have adequately researched and considered the topic in the framework of the core curriculum objectives.

In responding to the topic, students must identify their core beliefs and the origins of those core beliefs, recognize the ethical issue(s) presented and the relationships between issues, state a position on the issue(s) and connect their position to implied actions and consequences. In other words, students must answer the following questions in their essays:

* + What are the ethical aspects of the issue presented? Identify these.
  + What is your opinion about the issue?
  + How did you come to hold this opinion? (e.g. how you were raised, influence of culture, religion, a personal experience, something you learned in school, life lesson, etc.)
  + What can/will you do personally concerning the issue?
  + What are the implications of your opinion and the consequences of actions that you take or do not take regarding the issue?

**Global Assessment Rubric**

|  |  |
| --- | --- |
|  | Excellent Satisfactory Failing |
| **Critical Thinking Skills:** Essay demonstrates creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information. | **4 3 ½ 3 2 ½ 2 1 ½ 1 ½ 0** |
| **Communication Skills:** Essay demonstrates effective development, interpretation and expression of ideas through written, oral and/or visual communication. | **4 3 ½ 3 2 ½ 2 1 ½ 1 ½ 0** |
| **Personal Responsibility:** Essay demonstrates the ability to connect choices, actions and consequences to ethical- decision making. | **4 3 ½ 3 2 ½ 2 1 ½ 1 ½ 0** |
| **Social Responsibility:** Essay demonstrates intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities. | **4 3 ½ 3 2 ½ 2 1 ½ 1 ½ 0** |