

**JEFFERSON COLLEGE**

**COURSE SYLLABUS**

**SPN101**

**BEGINNING SPANISH**

5 Credit Hours

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Revised Date: December 9, 2008  
by  
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## SPN101 Beginning Spanish

### I. CATALOGUE DESCRIPTION

- A. Pre-requisite: None
- B. 5 Semesters Hours Credit
- C. Beginning Spanish students will develop fundamental Spanish oral and written skills. Multimedia laboratory work is required. Note: Many transfer institutions require three semesters of foreign language. (F,S,Su)

### II. EXPECTED LEARNING OUTCOMES / ASSESSMENT MEASURES

Understand conversational Spanish spoken at a moderate rate of speed and dealing with everyday activities.	In class and at home listening assignments; In class role playing; Listening comprehension section of chapter tests
Ask and answer questions in Spanish about typical daily activities with sufficient accuracy in pronunciation to be understood by a native speaker.	In class interviews with classmates and reporting findings to instructor / rest of class
Understand simple Spanish prose and guess intelligently at new vocabulary items.	Reading assignments that involve texts created for native Spanish-speakers
Create dialogues, e-mails and short paragraphs in Spanish with sufficient clarity to be understood by a native speaker.	Writing assignments; Composition section of chapter tests and final exam.
Demonstrate basic knowledge of the diversity of the Spanish-speaking world.	500 word essay (in English) describing a cultural field trip student must take during the course of the semester

### III. COURSE OUTLINE WITH UNIT OBJECTIVES

- A. Unit One: Identity
  1. The Spanish alphabet, Pronunciation of vowels and consonants.
  2. Vocabulary related to the class room
  3. Vocabulary for meeting and greeting and other expressions of courtesy
  4. Vocabulary for talking about classes and majors
  5. Days of the week and months of the year, Numbers 0 to 100
  6. Colors
  7. Personal pronouns
  8. Gender, number and definite articles
  9. Indefinite articles and the invariable impersonal “hay” (there is / there are)
  10. Video: Diversity of the Spanish-speaking World
  11. Filling out forms with personal information, Identifying cognates
  12. Using the verb “Ser” (to be) to provide information

13. Describing people with adjectives
14. Vocabulary to discuss professions and occupations
15. Talking about daily activities with simple present tense “-ar” verbs
16. Talking about daily activities with simple present tense “-er” and “-ir” Verbs
17. Vocabulary related to pastimes
18. Asking yes / no questions and expressing negation
19. Exchanging information and asking questions with interrogative words
20. Video: México
21. Vocabulary for family members
22. Describing physical appearance with the verbs “ser” and “tener” (to have)
23. Expressing possession with possessive adjectives
24. Adjectives to describe personality traits
25. Talking about location, condition and emotional states using the verbs “estar” (to be) and “tener
26. Talking about likes and dislikes with the verb “gustar”
27. Vocabulary to talk about a house, its spaces and its furnishings
28. Talking about location with prepositions
29. Vocabulary to talk about household chores; Expressing obligations with “Tener que...” and “Hay que...”

B. Unit Two: Daily Life

1. Video: Puerto Rico
2. Vocabulary related to places of interest in a city and orienting oneself
3. Talking about location and destination with the verbs “estar” and “ir” (to go)
4. Telling time
5. Vocabulary for going shopping
6. Talking about daily activities with irregular “yo” form verbs
7. Adverbs of frequency
8. Vocabulary for food and dining out
9. Talking about daily activities with “e to i” stem-changing verbs
10. Talking about future plans with “ir” + “a” + infinitive of a verb
11. Video: Spain
12. Vocabulary for talking about the weather and the seasons
13. Talking about ongoing actions with the present progressive
14. Comparing and contrasting with comparatives and superlatives
15. Vocabulary for clothing and accessories
16. Talking about daily activities with “e to ie” and “o to ue” stem-changing verbs.
17. Talking about daily routines with reflexive verbs
18. Vocabulary for sports
19. Talking about daily activities with irregular present tense verbs
20. Describing people and objects with the verbs “ser” and “estar”

- C. Unit Three: Yesterday and Today
  - 1. Video: Ecuador
  - 2. Vocabulary for important life events (birth, birthdays, graduation, marriage, anniversaries, and retirement) and dates (numbers greater than 100)
  - 3. Talking about past activities with the preterite tense
  - 4. Referring to past events with “hace...que” to indicate how long ago they happened
  - 5. Vocabulary for preparing for a trip
  - 6. Talking about past activities with stem-changing verbs and the verbs “dar”, “ser”, “ir” and “ver” in the preterite
  - 7. Avoiding repetition with direct object pronouns
  - 8. Vocabulary for the human body
  - 9. Talking about past activities with other irregular verbs in the preterite

#### IV. METHODS OF INSTRUCTION

- A. Instructor Lectures (in Spanish)
- B. Homework Assignments
- C. Choral drill (such as reciting verb conjugations)
- D. Interactive work with the instructor and classmates in the classroom (paired work and small groups)
- E. Language lab instruction and activities

#### V. REQUIRED TEXTBOOK(S) WITH PUBLICATION INFORMATION

*Temas: Spanish for the Global Community*, (2007) 2nd edition, Cubillos and Lamboy. (Chapters Preparatorio-5 are covered in SPN101 and chapters 6-11 are covered in SPN 102.)

#### VI. REQUIRED MATERIALS (STUDENT) : Textbook

#### VII. SUPPLEMENTAL REFERENCES

Students are encouraged to invest in a Spanish-English, English-Spanish dictionary; these are also available in the Library and in the Language Lab.

#### VIII. METHODS OF EVALUATION (STUDENT)

- A. Tests, which include written and listening comprehension parts, 30%

- B. Homework assignments (from the textbook and the online workbook/laboratory manual), 25%
- C. Cultural Fieldtrip Essay, 10%
- D. Mid-term exam, 10%
- E. Final exam, 10%
- F. Attendance and Participation, 15%

Grades are assigned on a percentage basis on the following scale:

90-100 = A  
80- 89 = B  
70- 79 = C  
60- 69 = D  
Below 60 = F

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-797-3000)

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College Website).