

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

Spanish 120 – Spanish I

5 hours lecture, 5 units

Catalog Description

Introduction to the Spanish language and the cultures of its speakers. Designed for students with very little or no knowledge of Spanish. Facilitates the practical application of the language in everyday oral and written communication at the beginning level. Since the focus will be on basic communication skills, the class will be conducted in Spanish as much as possible. Students will learn structures that will enable them to function in Spanish in everyday contexts while becoming familiar with the Spanish speaking world.

Prerequisite

None

Course Content

- 1) Listening and speaking tasks organized around thematic units on simple everyday topics to convey greetings, make introductions, ask and answer questions appropriate to personal needs in and out of the classroom. Thematic units include university, family, pastimes, vacations, weather, and shopping vocabulary.
- 2) Presentation of basic Spanish geography, institutions, customs and culture in general, in Spanish speaking countries. Each unit, for example, focuses on a particular Spanish-speaking country and includes geography, art, literature, history, and statistics specific to that country.
- 3) Discussion of cultural differences between the Spanish speaking world and the students' own cultures.
- 4) Presentation of grammar explanations to facilitate the acquisition and oral production of the language. Grammar points include regular and irregular present tense verbs, stem-changing verbs, idiomatic expressions with the verb TENER and HACER. Also included are learning to tell time, numbers, the difference between SER & ESTAR, verbs with irregular YO forms and an introduction to the preterit past tense.
- 5) Development of students' writing skills to enable them to produce in writing what they can communicate orally and using the vocabulary and grammar points mentioned above in their writing assignments.
- 6) Presentation of authentic reading material through library resources and Internet research as the basis for discussions and presentations.

Course Objectives

Students will be able to:

- 1) Use language and cultural materials presented in class to evaluate specific examples of daily life situations, and describe how these situations would be addressed in Hispanic cultures.
- 2) Use language and vocabulary skills developed in class to derive meaning from authentic written material including ads, menus, cartoons, songs and other informational texts; communicate in writing in the form of brief notes, messages, postcards and letters.
- 3) Use language and cultural materials presented in class to compare and contrast Hispanic cultures to their own culture to gain better understanding of the language, customs, attitudes and institutions.
- 4) Interpret and apply the Spanish sound system in order to identify and use proper pronunciation when speaking.

- 5) Utilize appropriate vocabulary and grammatical structures as identified in class to communicate daily routine in the present tense including vacations, pastimes, describing weather conditions, telling time, classroom and academic life, discussing calendar events, formulating and solving simple mathematical problems, and describing themselves and others, including family members.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements of evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Written and oral exams that demonstrate students' ability to use the Spanish sound system, vocabulary and grammar to listen, read, write and speak Spanish in the present tense.
- 2) Written assignments in which students must use appropriate vocabulary and grammar to write simple letters, notes and postcards dealing with vacations, pastimes, describing weather conditions, classroom and academic life, discussing calendar events, and describing themselves and others.
- 3) Oral presentations that demonstrate students' ability to communicate personal information and daily routine activities.
- 4) Comprehensive oral and written final exam that measures students' ability to utilize appropriate vocabulary and grammatical structures as identified in class to communicate daily routines in the present tense including: ordering food from a restaurant menu, describing weather conditions, telling time, shopping, discussing calendar events, formulating and solving simple mathematical problems, and describing themselves and others, including family members.

Special Materials Required of Student

None

Minimum Instructional Facilities

- 1) Smart classroom with maps, bulletin board, overhead projector
- 2) Audiovisual: cassette recorder, CD player, document camera, video camera

Method of Instruction

- 1) Lecture and presentation of communicative activities and supporting language structures
- 2) Discussion of cultural content
- 3) Multimedia presentations

Out-of-Class Assignments

- 1) **Reading:** Review grammar points, reading comprehension activities using vocabulary and grammar covered in class, and readings on topics related to the culture of Spanish-speaking countries.
- 2) **Writing:** Practice activities using vocabulary and grammar points covered in class, and paragraph-writing on topics covered in class.
- 3) **Other:** Oral assignments such as preparation for oral interviews, recording of oral projects, and recording of partner activities.

Texts and References

- 1) Required (representative example):
 - a. Blanco & Donley. *VISTAS*. 7th edition. Vista Higher Learning, 2024.
 - b. Mendoza, Gutierrez, Ho, Lin, & Lugo, *¡Naveguemos Juntos!* LibreText. 2021
[https://human.libretexts.org/Bookshelves/Languages/Spanish/First-year_Spanish_Bookshelf/Naveguemos_juntos_\(Mendoza_Gutierrez_Ho_Lin_and_Lugo\)](https://human.libretexts.org/Bookshelves/Languages/Spanish/First-year_Spanish_Bookshelf/Naveguemos_juntos_(Mendoza_Gutierrez_Ho_Lin_and_Lugo)).
Licensed under a Creative Commons Non-Commercial Attribution 4.0 International.
- 2) Supplemental: Bilingual dictionary

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Speak in formulaic expressions relating to daily life, environment and routine activities such as simple greetings, leave-takings and courtesy expressions, family members, numbers, time, dates, weather, colors, and basic objects in the immediate environment.
- 2) Function primarily with learned words, phrases and formulaic expressions to list, enumerate, identify and express minimal courtesies and agreement/disagreement.
- 3) Comprehend and produce simple formulaic text such as schedules, addresses, phone numbers, ads, weather reports, and short information articles.
- 4) Speak, understand, read and write affirmative and negative sentences and questions using primarily the present tense; idiomatic expressions with *tener*; definite and indefinite articles; adjectives: gender, number and position; reflexive pronouns, direct and indirect object pronouns; negative words.
- 5) Apply vocabulary relating to the following: university, family, shopping, home, weather, seasons, and food.
- 6) Recognize and identify countries and capitals of Latin America and Spain; identify and discuss differences/similarities between U.S. and Hispanic culture in family life, university life, foods, clothing and geography.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Use the present tense for reading, writing, speaking, and listening activities.
- 2) Compare and contrast theme-specific aspects of Hispanic and Latino/a/x cultures and other world cultures.