



North Central Michigan College

Master Course Syllabus

PART 1:

Course Name: Elementary Spanish I

Course Number: SPAN 111

Credit Hrs. 4 Lecture Hrs. 4 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 4 Total Contact Hours: 70.4
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs.) x 17.6)

Course Description:

Provides a comprehensive introduction to Spanish for the novice language student, developing proficiency through communication about practical, daily life situations. Emphasis is placed on listening and reading for comprehension as well as speaking and writing for real-life purposes through an acquisition of applied vocabulary and grammar. This course also introduces students to Hispanic cultures and the diverse perspectives that emerge from them.

Prerequisite (s): None

Co-requisite (s): None

Course Objectives:

Students will be able to:

- Demonstrate basic vocabulary about everyday concepts or situations such as: names, numbers, colors; travel and shopping; health and physical activity; and likes, dislikes, and preferences.
- Engage in conversation with others in Spanish, including making introductions, giving and requesting personal information such as name, age, nationality, and profession.
- Describe themselves or others, giving information about their personality, family relationships, interests, and hobbies.
- Identify some of the main cultural, social, and historical events of the Hispanic world

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Lumina DQP outcomes and linked course objectives

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.

- Demonstrate basic vocabulary about everyday concepts or situations such as: names, numbers, colors; travel and shopping; health and physical activity; and likes, dislikes, and preferences.
- Engage in conversation with others in Spanish, including making introductions, giving and requesting personal information such as name, age, nationality, and profession
- Describe themselves or others, giving information about their personality, family relationships, interests, and hobbies.

Lumina DQP Outcome 3: Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

- Demonstrate basic vocabulary about everyday concepts or situations such as: names, numbers, colors; travel and shopping; health and physical activity; and likes, dislikes, and preferences.
- Engage in conversation with others in Spanish, including making introductions, giving and requesting personal information such as name, age, nationality, and profession
- Describe themselves or others, giving information about their personality, family relationships, interests, and hobbies.

Lumina DQP Outcome 12: Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

- Identify some of the main cultural, social, and historical events of the Hispanic world
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Lumina DQP Outcome 14: Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

- Describe themselves or others, giving information about their personality, family relationships, interests, and hobbies.



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Suggested Methods of Instruction:

Spanish spoken as much as possible. Teaching reading and listening using interactive approach and authentic material. Integrating speaking with oral and written texts. Teaching meaningful writing as a process and product.

Suggested Methods of Assessment and Evaluation:

Listening comprehension exercises with teacher or tapes. Speaking proficiency/pronunciation – class interaction, dialogues and responses. Reading comprehension – contextual material from textbook or handouts. Writing proficiency – reviews, essays, letters or compositions.

Adopted Text at Time of Course Adoption/Revision:

Arriba, Comunicación y Cultura – Third Edition

Arriba, Workbook

Arriba, Lab Manual

OPTIONAL SUPPLEMENTARY MATERIALS:

Handouts

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- Week 1: Greetings, Spanish alphabet, numbers: 0-100 and days of the week, months, and the seasons
- Week 2: Classroom objects, classroom expressions, definite and indefinite articles, gender of nouns, plural of nouns, adjective form, position and agreement, and Spanish-speaking countries.
- Week 3: Review
- Week 4: Self-description and describing others and things, subject pronouns and the present tense of the verb “ser.”, formation of questions and negations, telling time, and interrogative words
- Week 5: Likes and dislikes, the present tense of regular –ar verbs, the present tense of the verb “tener,” and its expressions, higher education in Spanish-speaking countries and Spain.
- Week 6: Review
- Week 7: Class subjects, numbers 101-1,000,000, possessive adjectives, present tense of verb “ir (to go)” and “hacer (to make or do).”



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- Week 8: Expressing the way a person feels, the present tense of “estar (to be)” and the present progressive., uses of the verbs “ser (to be)” and “estar.”, the present tense of regular –er and –ir verbs and Mexico.
- Week 9: Review
- Week 10: Family, expressing desires and preferences, present tense of stem-changing verbs and formal commands.
- Week 11: Direct object, the personal “a,” and direct-object pronouns, verbs “saber” y “conocer.”, the Hispanic family and Guatemala, El Salvador, Honduras.
- Week 12: Review
- Week 13: Household chores/daily routines and habits, verbs “decir” and “dar,” and indirect objects and their pronouns, and the present tense of the irregular verbs “poner,” “salir,” “traer” and “ver.”
- Week 14: Personal care, expressing emotional changes, reflexive constructions: pronouns and verbs, reciprocal constructions and Costa Rica.
- Week 15: Review
- Week 16: Final

Part 1 & Part 2 approved by CRDAP on: 11/21/14

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:



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PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012