

## **COMMON COURSE OUTLINE FOR SPAN 1100: BEGINNING SPANISH I**

### **A. Course Description**

1. Number of credits: 5
2. Lecture hours per week: 5  
Lab hours per week: None
3. Prerequisites: None  
Recommended: None
4. Co-requisites: None
5. MnTC Goals: Goal 8/Global Perspective

Catalogue description:

This course introduces critical differences and similarities between Spanish and English while students develop competency in speaking, listening, reading, and writing. Aspects of Hispanic culture are also frequently introduced in class, which help students develop cultural sensitivity toward the Spanish-speaking world as part of increased global understanding. The entire present tense is covered, including all irregular verbs.

**B. DATE LAST REVISED:** February 2021

### **C. OUTLINE OF MAJOR CONTENT AREAS**

1. Listening: Students listen to simple dialogues and classroom instructions and participate in small and large group exchanges.
2. Speaking: Students discuss themselves and their own lives, as well as other basic cultural and contemporary issues.
3. Reading: Students analyze the content of basic written materials such as cultural information, menus, schedules, advertisements, etc.
4. Writing: Students write short compositions, letters, postcards, journal entries, notes, messages, and short descriptions.
5. Grammatical topics: register (tú vs. Ud.), the Spanish alphabet, telling time, gender, definite and indefinite articles, plural forms, subject pronouns, regular and irregular present tense, asking and answering questions, interrogatives, adjective agreement, possessive adjectives, demonstrative adjectives, expressing the future (with IR), reflexive pronouns and verbs, the present progressive, tener idioms, and ser vs. estar
6. Vocabulary topics: greetings and expressions of courtesy, the cardinal numbers, classroom vocabulary, academic subjects, family vocabulary, months, days, dates, seasons, weather, adjectives of emotions, and prepositions of place
7. Culture: Students acquire cultural information for the purpose of understanding and appreciating the products, practices, and perspectives of other cultures. Topics include: Spanish around the world, the university systems, naming practices, clothing, housing, and El Niño.

#### **D. COURSE LEARNING OUTCOMES**

Upon successful completion of SPAN 1100, students will be able to: (Letters in parentheses refer to the relevant competencies of the Minnesota Transfer Curriculum, Goal 8 - Global Perspective.)

1. Write short compositions on familiar topics.
2. Participate in paired and group activities to practice self-expression on personal, cultural, and current topics within limits of linguistic ability. (8b)
3. Read and discuss level-appropriate, authentic materials.
4. Communicate in the target language demonstrating awareness of protocol.
5. Understand the spoken language according to the student's level of proficiency.
6. Compare and contrast cultural behaviors in everyday situations. (8b)
7. Gain an increased understanding of history, political science, art, and music of the target culture through the target language. (8a, b, c)
8. Use the language beyond the school setting for lifelong learning and for participating in the global community. (8d)

#### **E. METHODS USED FOR ASSESSING STUDENT LEARNING**

1. Written and oral tests, quizzes
2. Class participation
3. Homework
4. Compositions
5. Final exam

#### **F. SPECIAL INFORMATION**

None