

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2011

Type of Action:

- New
- Modification**
- Move to Inactive (Stop Out)
- Cancellation

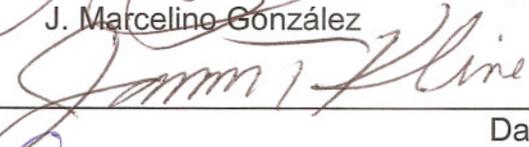
Course Alpha and Number: SP 101

Course Title: Elementary Spanish I

Reason for initiating, revising, or canceling course:

This course guide has been revised to propose (1) changes in student learning outcomes (SLOs) and (2) the inclusion of additional department-approved materials, this with a view to ensuring that (a) the SLOs are aligned with *best practices* (in the field of second/foreign language teaching), and that (b) the materials provide options that support academic freedom (while responding to differences in the instructional style of faculty members). Note: Though changes (mostly minor and in wording) have also been made throughout the document, the catalogue description has been left intact.

Proposer  Date 9/13/11

Department Chair  Date 9-20-11

Dean of Academic Programs and Services  Date 9-20-11

Ms. Barbara Merfalen

Northern Marianas College

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1. Department

Languages and Humanities

2. Purpose

The purpose of this course is to introduce students to the language and culture of the Spanish-speaking world, which includes over 328 million native speakers in approximately 20 countries.

3. Description:

A. Required/Recommended Textbook(s) and Related Materials:

Required (choose one):

Knorre, Marty et. al. *Puntos de partida: An invitation to Spanish*. New York, NY: McGraw Hill, 2005.

Publisher-reported reading level: 9.0

Humback, Nancy and Ozete, Oscar. *¡Ven conmigo!* Austin, TX: Holt, Rinehart and Winston. 2003.

Recommended:

The Concise American Heritage Spanish Dictionary (2nd Edition). Boston: Houghton Mifflin Harcourt

B. Contact Hours

1. **Lecture:** 4 per week /60 per semester
2. **Lab:** n/a
3. **Other:** None

C. Credits

1. **Number:** 4
2. **Type:** Regular degree credits

D. Catalogue Course Description:

This is an elementary course in Spanish conversational, reading and writing skills. This course is designed to help students develop a reasonable level of competence in understanding and using Spanish in everyday situations. Spanish is learned and reinforced through drills, dialogues, and group and class work. (English proficiency levels: EN 083/EN 084) (Offered Fall and Spring)

E. Degree or Certificate Requirements Met by Course:

Fulfills language requirements for associate degrees

F. Course Activities and Design:

Course activities include listening, speaking, reading and writing exercises, as well as pair/small-group work, presentations, quizzes and a final exam.

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**4. Course Prerequisite(s); Concurrent Course Enrollment;
Required English/Mathematics Placement Level(s)**

English Placement Levels: EN 083/EN 084

5. Estimated Cost of Course; Instructional Resources Needed:

To the Student: The cost of tuition for a four-credit course, a textbook, a bilingual dictionary, and student activities fee

To the College: Instructor's salary

Instructional resources: chalk and chalkboard (or markers and whiteboard), TV/VCR, videotaped material, overhead projector, audio-visual projector and CD/cassette player.

6. Method of Evaluation:

Student grades will be based on the regular letter grading system as described below:

- A: Excellent – grade points: 4.0
- B: Above average – grade points: 3.0
- C: Average – grade points: 2.0
- D: Below average – grade points: 1.0
- F: Failure – grade points: 0.0

NMC's grading and attendance policies will be followed.

7. Course Outline

Common topics and grammatical structures include:

- Greetings: formal and informal
- The Spanish alphabet
- Pronunciation (including regional differences)
- Phonological recognition and written representation/orthography and the use of accents
- Numbers: cardinal and ordinal
- The use of **Hay** [pronounced as the "long" "i" sound in English]: the equivalent of **There is/are**
- Question words
- Describing locations: objects/people
- Prepositional phrases
- Likes and dislikes
- The present (tense) indicative (mode)
- Describing routines: times/days of the week

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- The use of the present participle in conjunction with **Hay**: e.g., *Hay niños jugando en el parque* (**There are children playing in the park.**)
- Describing actions
- The use of the present (tense) progressive (aspect)
- Gender, articles and agreement
- Pronouns: subject and object
- Vocabulary: in the context of the classroom, the home, work, play and daily life
- Describing oneself
- Adjectives and adverbs
- The Spanish verb system
- Modes: indicative, imperative and subjunctive
- Aspects: progressive, preterit, perfect and imperfect
- Voice: passive vs. active
- Conjugation and agreement
- Formal vs. informal “you”: **tú** vs. **usted**
- The distinction between **ser** and **estar** (to be)
- Irregular, stem-changing and reflexive verbs
- Comparisons and superlatives
- Spanish/Latin American culture

8. Instructional Goals

This course will introduce students to:

- 1.0 greetings used in both formal and informal contexts;
- 2.0 vocabulary related to daily activities in the context of school, home, work and play;
- 3.0 grammatical structures necessary to communicate effectively in both speech and writing;
- 4.0 the receptive skills of reading and listening necessary to comprehend both written and spoken discourse at an elementary level of complexity; and
- 5.0 the people and culture of the target language.

9. Student Learning Outcomes

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

- 1.0 Demonstrate knowledge of the sound system with a view to facilitating orthography and promoting learner autonomy;

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- 2.0 Write complete sentences that include both "hay" (there is/are) and the present participle;
- 3.0 Demonstrate an appropriate level of listening comprehension;
- 4.0 Discuss their class schedules or daily routines;
- 5.0 Translate a simple Spanish-language text (that includes the present tense and indicative mode) into English;
- 6.0 Demonstrate an appropriate level of reading comprehension;
- 7.0 Give a bilingual (Spanish/English) presentation or performance;
- 8.0 Translate a simple English-language text (in the present tense) into Spanish;
- 9.0 Demonstrate knowledge of Hispanic culture in relation to the music/dance, food, art or celebrations of at least one country of relevance.

10. Assessment Measures

Assessment of student learning may include, but is not limited to, the following:

- 1.0 class attendance;
- 2.0 participation;
- 3.0 quizzes/tests;
- 4.0 presentations/performances; and
- 5.0 a final evaluation/exam.