BEGINNING SPANISH I
SPA 1010

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Date Revised: Spring 01

Catalog Course Description:

Entry Level Standards:
Completion of developmental English and reading courses

Prerequisites:
None

Textbook(s) and Other Reference Materials Basic to the Course:
Dawson, Laila, al., Dicho y hecho. New York: John C. Wiley & Sons, 2000
Tapes or CD's to accompany Dicho y hecho.

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Preliminary chapter: “Así se dice” pronunciation, cognates, consonants, alphabet, accentuation.</td>
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<tr>
<td>2</td>
<td>Chapter 1: Greetings, nationalities, and numbers (0-60) quiz.</td>
</tr>
<tr>
<td>3</td>
<td>Time, months, personal pronouns, panorama cultural, test.</td>
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<tr>
<td>4</td>
<td>Chapter 2: quiz, vocabulary related with the university, in class related activities.</td>
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<tr>
<td>5</td>
<td>Expressing activities with the verb Ir., making questions with ¿Cuándo? (When), quiz.</td>
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<tr>
<td>6</td>
<td>Conjugation of the verbs: ar, er, ir in the present tense and also the irregular verbs hacer and salir, panorama cultural. Test.</td>
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<tr>
<td>7</td>
<td>Chapter 3: Family and professions vocabulary, quiz.</td>
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<tr>
<td>8</td>
<td>Numbers (60-100); descriptive adjectives, conjugation of the verb tener (to have), quiz.</td>
</tr>
<tr>
<td>9</td>
<td>Expressions with the verb tener (to have), possessive adjectives, descriptive adjectives,</td>
</tr>
</tbody>
</table>
II. Course Objectives*:

A. Listening comprehension: understand the gist of a conversation between native speakers, understand basic questions asked by a native speaker. I.1

B. Speaking skills: communicate using conversation fundamentals effectively—simple declarative sentences, questions, basic vocabulary. I.4

C. Reading comprehension: read simple newspaper and understand the gist. I.2

D. Writing skills: write simple sentences and basic questions in the present tense in Spanish. I.3

E. Cultural sensitivity: acquire a respect for differences in language, people, and traditions. IV

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Use Spanish language in pairs and do group exercises to exchange information and talk about their feelings. Communication Outcome, Personal Development Outcome

2. Complete workbook exercises in reading, written, speaking, and understanding Spanish. Communication Outcome, Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy

3. Develop listening and speaking skills in real context through the use of a video and extensive audio program. Communication Outcome, Cultural Diversity and Social Adaptation Outcome

4. Collaborate in teams to practice verbal exercises and complete written exercises. Communication Outcome, Problem Solving and Decision Making Outcome
5. Participate in language learning experiences, which call for sequencing and memorizing. *Problem Solving and Decision Making Outcome*

6. Read about differences between American culture and Spanish culture, with some analysis of how culture is expressed through language. *Cultural Diversity and Social Adaptation Outcome*

7. Discuss video interviews of American business people who use Spanish in their work. *Transitional Strategy*

8. Practice elements of work ethic by regularly attending class, being punctual, participating in class activities, and demonstrating good manners. *Personal Development Outcome*

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

**IV. Expectations for Student Performance**: 

Upon successful completion of this course, the student should be able to:

1. Comprehend basic oral Spanish. A
2. Pronounce correctly Spanish text. B
3. Carry on a basic conversation in Spanish. B
4. Use correct declarative and interrogative intonation. B
5. Translate simple articles from Spanish to English. C
6. Use vocabulary to obtain essential goods and services. B
7. Write elementary compositions in Spanish. D
8. Fill out basic business and travel forms in Spanish. D
9. Understand the difference in structure between English and Spanish. D
10. Describe Hispanic holidays, foods, family life, and the patterns of daily living that make any group of people unique. E
11. Describe some of the contributions of Hispanics in art, literature, and music. E
12. Appreciate and respect the cultural and linguistic differences of various people. E

*Letters after performance expectations reference the course objectives listed above.

**V. Evaluation:**

A. Testing Procedures: 90% of grade

6 Exams (5 best grades) ........ 50%
Quizzes/Homework ........... 30%
Final Exam .................. 10%

B. Laboratory Expectations: 5 % of grade
Completed Lab Manual .................. 5%
The students are expected to do listening comprehension activities on their own time using the
 tapes that they bought. The listening comprehension portion of the exams will reflect these
listening comprehension activities. If they practice these activities, they should do well on this
portion of their exams.

C. Field Work:

When feasible, some assignments may require attendance at a performance or special program
in Spanish or about Spain or Latin America.

D. Other Evaluation Methods: 5% of grade

Class Participation and Attendance. . . 5%

E. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>80-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
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VI. Policies:

A. Attendance Policy:

Attendance in language courses is of critical importance and will affect their final grade. After
six (6) absences, your final grade will drop a letter grade for each additional absence. PLEASE
READ THIS CAREFULLY because many students fail to understand the severity of missing
classes until it is too late. If you have to miss class, it is YOUR RESPONSIBILITY to find out
from classmates what work, assignments, etc., you missed and complete them so as to be able
to pickup where the rest of the class left off. It is also important that you be in class on
time. From time to time short quizzes may be given at the beginning of the class and if you
arrive late you will miss such quizzes.
Pellissippi State Technical Community College expects students to attend all scheduled
instructional activities. As a minimum, students in all courses must be present for at least 75
percent of their scheduled class and laboratory meetings in order to receive credit for the
course.

B. Academic Dishonesty:

Any cases of cheating will result in an immediate and final course grade of "F".

C. Other Policies:

Quizzes:
These are short, and they will be given throughout the semester. You will not be able to make
up a missed quiz for any reason. One quiz will be dropped at the end of the semester.

Chapter exams:
Students must take all exams. Make-ups for missed exams will only be permitted if the
absence resulted from a verifiable emergency. Only one make-up exam will be allowed per
semester. All other missed exams will be counted as zeros. The lowest exam score for each
student who has taken all exams will be dropped before the final grade is calculated.
Workbook:
The student Workbook is an essential part of this course. Students are expected to complete the assignments after class as part of their daily preparation.

Class participation:
Your class participation grade will reflect not only how much the students participate in class but also the degree to which there are prepared for class, the involvement in class activities, and your attendance.