

COMPREHENSIVE COURSE GUIDE

COURSE DEPARTMENT AND NUMBER: SPAN 1001

TITLE: Elementary Spanish I

CREDIT HOURS: 3

CONTACT HOURS: 3 class

COURSE DESCRIPTION: Introduction to listening, speaking, reading, and writing in Spanish, and to the cultures of Spanish-speaking regions.

PREREQUISITES: READ0099 and ENGL0099

FREQUENCY OF OFFERING: Each semester.

REQUIRED TEXTS: Vistas: Introducción a la lengua española, 2nd ed., Blanco, Donley; Vista Higher Learning: Boston; accompanying student CD-ROMs, workbook/video manual, and lab manual.

SUPPLEMENTAL MATERIALS: Vistas audio program in the Foreign Language Lab, occasional handouts, tutorial programs in the Lab, and language and culture information websites on the Internet. Useful websites may be accessed via the Darton College Spanish Web Page at <http://www.darton.edu/programs/Humanities/foreign-language/spanish.php>.

COURSE OBJECTIVES: To give students such basic communication skills as will allow them to express the most common needs and opinions in Spanish, while at the same time introducing them to the diverse attitudes and lifestyles of the world's Spanish-speaking people. At the end of the course, students will be able to:

- Use common greetings and short descriptions of themselves, family, friends, school, daily routine activities, pastimes, food.
- Address others appropriately with respect to social relationship and context.
- Express agreement and disagreement.
- Reproduce learned material in talking about what they are doing today, what they did yesterday, and what they are going to do tomorrow.
- Be able to make recombinations of learned material.
- Ask questions about classmates, their facilities, daily routine activities, pastimes, food.
- Demonstrate understanding of classroom instruction.
- Demonstrate understanding of the “edited” message spoken by the instructor even though not understanding every word.
- Demonstrate understanding of classmates’ utterances when supported by situation context.
- Read and demonstrate understanding of simple texts that describe the Hispanic world, the Hispanic family, school setting, basic activities.

- Read and demonstrate understanding of newspaper and magazine announcements of events such as games and concerts.
- Read and demonstrate understanding of most directions in exams and classroom activities.
- Write short paragraphs about self, family, school, basic activities. Sentences will be primarily recombinations of already learned phrases but will begin to be placed in sequential order.
- Compose a paragraph with internal structure and meaning.
- Locate all Spanish-speaking countries on a map and name the capital of each.
- Discuss at least one issue of current concern in the Spanish-speaking world and relate it to issues of concern in the United States.
- Recognize and discuss some of the benefits of proficiency in a second language.
- Recognize and discuss the growing Hispanic presence and its influence in the United States.
- Identify and discuss some of the contributions of Spanish/Hispanic culture to the humanities and to world civilization.
- Relate given cultural features of the Hispanic world with those of the United States.
- Locate and utilize supplemental resources on the Internet.

MINIMUM PROCEDURAL REQUIREMENTS: Acquisition of vocabulary (enhanced through usage in class), readings, discussions, introduction of grammatical and syntactical structures, pertinent exercises, and impromptu discussions of current affairs in Spain and Latin America.

Written lesson tests that include cultural awareness, aural comprehension, written expression, and a variety of grammatical exercises. Ability to communicate orally as evaluated on an individual basis at the end of the semester. Email account required for the course.

OTHER REQUIRED EVALUATIVE WORK: Students will prepare a research paper on an assigned topic related to Hispanic history, culture, or current events, and may be called upon to make a brief oral presentation to the class about his findings. This research assignment will equal one test grade. In addition, students are required to work a minimum of one hour per week in the Foreign Language Lab in addition to time in class. (Students at GSAMS receiving sites without language lab facilities are exempt from this time requirement, but they will be required to do assigned lab work on their own using other resources available to them.) Lab work may include working through the audio activities, use of foreign language tutorial software, accessing information from the Internet, and other assigned activities.

POLICIES:

- A. Attendance - Irregular attendance reduces a student's opportunity for success in the course. **More than five absences will deduct 75 points from the attendance portion of the final grade. Two tardies count as one absence. On the day a student returns to class after an absence, he/she should see the instructor before class to collect any handouts he/she may have missed. Otherwise he/she is unprepared for class and unable to participate, further lowering this portion of his grade.** Students in GSAMS classes should contact their instructor by phone or email in the case of an

absence, and should speak with their facilitators about handouts and seeing the video(s) for the day(s) missed, if available.

- B. Make-up Work - **If it is necessary for a student to be absent on a testing day, the student must notify the instructor and make arrangements in advance to take the test at another time. Unless the instructor has prior notice, and unless legitimate documentation for the absence is provided, students will not be allowed to make up work.**
- C. Grading - Grading is on a 100-point scale (no curving). The final grade is made up of individual test scores (totaling 40%), class attendance and participation, evaluated on the basis of evidence of preparation of assignments and collection of selected exercises (20%), lab work (10%), final oral examination (10%) and final written examination (20%). The written final examination is largely a reformulation of all the previous tests.
- D. Disability – In compliance with the Americans with Disabilities Act (ADA), Darton College will honor requests for reasonable accommodations made by individuals with disabilities. Student must self-disclose their disability to the Office of Disability Services before academic accommodations can be implemented.
- E. Electronic Devices – It is the individual student’s responsibility to silence the ringer of his or her cell phone, beeper, or any other device before entering a class (including guest lectures and performances/recitals). The production of any audible alert by these devices when a class is in session is considered disruptive classroom behavior. The instructor may take appropriate actions to curb such disruption in accordance with the College’s Policies of Disruptive and Obstructive Behavior under Code of Conduct in the Student Handbook.
- F. Plagiarism – Presenting someone else’s phrasing and/or ideas as one’s own will result in 0 for the assignment and may result in an F for the course.
- G. Individual Conferences - **Students are always encouraged to visit or call the instructor during office hours.** They may also contact the instructor via email. Students are referred to the peer tutoring program if necessary, and should be aware from the beginning of the course that they will have a private oral performance session with the instructor near the end of the semester.

Congratulations on your completion of reading this comprehensive course guide, which will certainly give you a better chance to succeed in this course. Please log into **MyDC** and send an email message to your instructor to acknowledge that you have read the complete document and understand the objectives, requirements, and policies of this course.