



COURSE OUTLINE : SPAN 101
D Credit – Degree Applicable
COURSE ID 003202
Cyclical Review: October 2019
Revision: October 2021

COURSE DISCIPLINE : SPAN

COURSE NUMBER : 101

COURSE TITLE (FULL) : Beginning Spanish I

COURSE TITLE (SHORT) : Beginning Spanish I

CALIFORNIA STATE UNIVERSITY SYSTEM C-ID : SPAN 100 – Elementary Spanish I

ACADEMIC SENATE DISCIPLINE: Foreign Languages

CATALOG DESCRIPTION

SPAN 101 teaches the fundamentals of Spanish grammar in a cultural context. Students are trained to utilize correct pronunciation in Spanish, to acquire a small working vocabulary which they use in conversation and writing, and to read simple Spanish. The class is taught primarily in Spanish.

CATALOG NOTES

Note: Students with oral proficiency or who have attended schools where Spanish was the language of instruction should enroll in SPAN 115.

Total Lecture Units:5.00

Total Laboratory Units: 0.00

Total Course Units: 5.00

Total Lecture Hours:90.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 90.00

Total Out-of-Class Hours: 180.00

Recommended Preparation: ENGL 100 or ESL 141.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	No
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	No
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	No
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	No
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	No
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	No
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	No
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	No
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	No
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	No
11	ESL	141	Grammar And Writing IV	compose a 400 to 450-word thesis-based essay which:	No
12	ESL	141	Grammar And Writing IV	a. summarizes and cites appropriately a reading passage provided as a prompt;	No
13	ESL	141	Grammar And Writing IV	b. includes a clear thesis statement;	No
14	ESL	141	Grammar And Writing IV	c. uses evidence to support the thesis;	No
15	ESL	141	Grammar And Writing IV	d. shows clear organization into an introduction, body and conclusion;	No



16	ESL	141	Grammar And Writing IV	e. uses appropriate rhetorical modes such as comparison/contrast, cause/effect and persuasion in order to support a thesis;	No
17	ESL	141	Grammar And Writing IV	demonstrate control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;	No
18	ESL	141	Grammar And Writing IV	comprehend multi-paragraph reading passages in textbooks.	No

EXIT STANDARDS

- 1 recognize and apply Spanish language pronunciation rules at an introductory level;
- 2 communicate in Spanish, both orally and in writing, using basic vocabulary for expressing personal feelings;
- 3 communicate in Spanish, both orally and in writing, using basic vocabulary for expressing likes and dislikes;
- 4 communicate in Spanish, both orally and in writing, using basic vocabulary for obtaining information;
- 5 communicate in Spanish, both orally and in writing, using basic vocabulary for describing people, places, and things;
- 6 communicate in Spanish, both orally and in writing, using basic vocabulary for describing favorite recreational activities;
- 7 communicate in Spanish, both orally and in writing, using basic vocabulary for greetings, leave-taking, and introductions;
- 8 read and comprehend Spanish at an introductory level;
- 9 use grammatically correct Spanish to discuss or write about topics in the present and simple past tenses;
- 10 demonstrate knowledge of the culture of Spanish-speaking countries and compare and contrast the Spanish culture with his/her own culture.

STUDENT LEARNING OUTCOMES

- 1 communicate orally at a beginning level;
- 2 communicate in writing at a beginning level;
- 3 apply critical thinking skills in order to compare and contrast the Spanish language and culture throughout the various Spanish speaking regions and also with one’s own culture.



COURSE CONTENT WITH INSTRUCTIONAL HOURS

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	Description	Lecture	Lab	Total Hours
1	Introductory Material <ul style="list-style-type: none"> • Greetings and introductions • Alphabet • Numbers 0-30 • Verbs: ser, hay • Telling time • Noun and article agreement . • Syllabification and rules for accent marks • Culture: Influence of the Hispanic culture in the U.S. and Canada 	15	0	15
2	At the University <ul style="list-style-type: none"> • Tense: Present tense of -ar verbs • Verbs: estar, gustar • Interrogatives • Calendar • Numbers 31 and higher • Culture: Spain 	14	0	14
3	The Family <ul style="list-style-type: none"> • Tense: Present tense of –er and –ir verbs • Verbs: tener, venir • Noun and adjective agreement • Adjective agreement: descriptive, nationality, quantity, possessives • Culture: Ecuador 	15	0	15
4	Recreational Activities <ul style="list-style-type: none"> • Verbs: ir, stem-changing, irregular first person singular • Tense: Future tense: ir + a + infinitive • Culture: México 	15	0	15
5	Vacations <ul style="list-style-type: none"> • Present progressive • Comparison of ser vs. estar • Direct object pronouns • Months of the year • Seasons and weather expressions • Culture: Puerto Rico 	15	0	15



6	Clothing and Shopping	16	0	16
	<ul style="list-style-type: none"> • Verbs: saber and conocer • Tense: Preterit of regular verbs • Indirect object pronouns • Demonstrative adjectives and pronouns • Culture: Cuba 			
				90

OUT OF CLASS ASSIGNMENTS

- 1 two individually written compositions (e.g. write about your favorite recreational activities);
- 2 two group projects: one oral, one written (e.g. write and perform a skit about shopping for clothes at the mall);
- 3 six laboratory assignments;
- 4 six vocabularies, grammar, and culture review assignments.

METHODS OF EVALUATION

- 1 class attendance and participation;
- 2 written chapter exams;
- 3 midterm exam;
- 4 final exam.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



TEXTBOOKS

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Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Vistas: Introducción a la lengua española	Required	Vista Higher Learning	5	print	Blanco, José, et al.	978-1-61767-211-8	2016