

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: SPAN 101

Year: 2020-2021

Course Title: Beginning Spanish I

Credit Hours: 3

I. Course Description: Designed for students with no background in Spanish, the course focuses on the essentials of Spanish grammar and the vocabulary needed for effective communication in everyday situations. Primary emphasis is placed on developing listening comprehension, speaking, reading, and writing skills. The culture, people, and geography of the Spanish-speaking world are also studied. SPAN 101 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100 or ESL 120/121/122; RDNG 116 if required by placement assessment. 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

1. This course can be used as a Liberal Arts or as a Humanities elective and fulfills the SUNY General Education foreign language requirement.
2. SPAN 101 is also appropriate for students planning to seek New York State teacher certification and for individuals who want to travel to a Spanish speaking country.
3. This course is also offered online in fall and spring semesters.

III. Student Learning Outcomes

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

1. Converse in the present tense.
2. Comprehend simple spoken and written Spanish dealing with everyday situations.
3. Talk and write about everyday situations.
4. Demonstrate familiarity with Hispanic culture as seen in Latin America, Spain, and the United States.

IV. Tompkins Cortland General Education & SUNY Competency Goals

Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)

Students will be required to read and discuss short articles about Hispanic culture and life in various Hispanic countries. They will answer written and spoken questions about such topics. They may also read newspaper articles about current events in Hispanic countries.

Students will compare and contrast their own values and beliefs to those found in the Spanish speaking world. They will be encouraged to be respectful of other people's ideas. Students will research various aspects of Spanish culture involving individual, pair, and group work.

Through reading about Hispanic culture in Spanish-speaking countries and viewing videos about these topics, students will learn about important issues such as immigration, self-identity, politics, education, economic inequality, etc. They will analyze what they learn about other countries as compared with their own experiences in the U.S.

By learning about life in other countries, students will be able to make connections about the events and people in other countries.

Social/Global Awareness

By learning another language, students will be able to communicate with people in other countries as well as with Spanish speakers in the United States.

Information Management

This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

V. Essential Topics/Themes (specific topics covered may vary by text, but the following will always be included:)

1. Basic greetings and farewells
2. Numbers 1-100
3. Present tense of most common verbs and regular verb endings
4. Vocabulary related to school/university, classroom, courses
5. Vocabulary related to family members, professions, pastimes
6. Basic overview of Spanish-speaking countries and aspects of culture

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Oral presentation(s), skits, and/or oral exams	5-15%
2. Written tests and quizzes (including final exam)	35-50%
3. Attendance, preparation, and participation	15-25%
4. Written homework, including listening comprehension exercises and cultural assignments	15-25%

VII. Texts – **Required** **Recommended** **Used for more than one course (list courses)**

1. <u>Vistas, 5th or 6th edition</u> . Blanco/Donley, @2020 Vista Higher Learning
2. <u>Aventuras 5th edition</u> , Blanco/Donley @ 2018 Vista Higher Learning
3. Other texts may be used as approved by chair
4. OER options are being explored

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Free videos / Spanish language learning sites online
2. English newspapers available online in Spanish-speaking countries
3. Online newspapers in Spanish

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified

Electronic: None specified

Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.