

LSC Use Only  
Number: \_\_\_\_\_  
Action: \_\_\_\_\_  
Date: \_\_\_\_\_

UWUCC Use Only  
Number: 29a  
Action: \_\_\_\_\_  
Date: \_\_\_\_\_

**CURRICULUM PROPOSAL COVER SHEET**  
**University-Wide Undergraduate Curriculum Committee**

**I. Title/Author of Change**

Course/Program Title: SP 101 Elementary Spanish I  
Suggested 20 Character Course Title: Elem Spanish I  
Department: Spanish and Classical Languages  
Contact Person: Dr. Sally Thornton

**II. If a course, is it being Proposed for:**

X Course Revision/Approval Only  
\_\_\_\_\_ Course Revision/Approval and Liberal Studies Approval  
\_\_\_\_\_ Liberal Studies Approval Only (course previously has been approved by the University Senate)

**III. Approvals**

[Signature]  
Department Curriculum Committee

[Signature]  
Department Chairperson

\_\_\_\_\_  
College Curriculum Committee

\_\_\_\_\_  
College Dean \*

\_\_\_\_\_  
Director of Liberal Studies (where applicable)

\_\_\_\_\_  
Provost (where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

**IV. Timetable**

Date Submitted to LSC: \_\_\_\_\_ Semester to be implemented: \_\_\_\_\_ Date to be published in Catalog: \_\_\_\_\_  
to UWUCC: \_\_\_\_\_

## COURSE SYLLABUS

## I. CATALOG DESCRIPTION

SP 101 Elementary Spanish

4c-11-4sh

For beginning students. Primary emphasis is on aural/oral skills. Students will learn to converse and ask questions in simple present time, become acquainted with location of Hispanic populations and elements of their daily lives. Attendance is required.

## II. COURSE OBJECTIVES

The primary objective of Spanish I is the development of a beginning level of proficiency or the ability to communicate specific messages in particular situations.

## A. Listening:

1. Students will be able to understand short utterances drawn from familiar material and identify types of authentic listening texts.
2. Students will be able to distinguish main ideas and key words in familiar material.

## B. Speaking:

Students will be able to use limited memorized material in simple statements or question form.

## C. Reading:

1. Students will be able to recognize most symbols in a phonetic writing system and some isolated words and expressions.
2. Students will be able to identify main ideas and key words in familiar material.
3. Students will demonstrate an ability to read recombined short narratives and dialogues using familiar memorized material.

## D. Writing:

1. Students will be able to copy and transcribe very simple material in familiar contexts.
2. Students will be able to list, identify and label.
3. Students will be able to supply simple biographical information on forms.

4. Students will demonstrate the ability to write simple paragraphs using memorized or extremely familiar material.

### III. COURSE OUTLINE

Approximately seven to eight class hours of instruction will be devoted to each of the following units or presentations. Time will be allotted within the framework for evaluation of students according to the outlined evaluation procedures.

- A. Presentations; Origin; Greetings and Farewells; Countries and capitals; Classroom expressions; cognates; The Spanish alphabet; Accentuation and syllabification
- B. Topics: Using numbers; Discussing age; Introductions; Origin; Discussing Occupations; Talking about yourself; Giving and asking information
- Grammar: Subject pronouns; Llamarse; Ser + de; tener; Question formation; Negating
- Skills practice: Scanning
- C. Topics: Identifying household objects; Expressing likes and dislikes; Describing actions; Creating a weekly schedule; Expressing obligations; Making plans
- Grammar: Gender and number; Indicating possession; Gustar; Tener que; Ir a
- Skills practice: Activating background knowledge
- D. Topics: Identifying nationalities; Stating origin; Indicating location; Expressing destination; Talking about the present; Describing people and things; Describing states of being; Expressing feelings
- Grammar: Ir a + place; Estar + en + place; Present indicative of regular verbs and the verbs hacer and salir; Ser + adjective; Estar + adjective; Descriptive adjectives; Possessive adjectives
- Skills practice: Skimming and word order; Brainstorming
- E. Topics: Discussing daily routines; Identifying parts of the body; Actions in progress; Talking about the weather; Months and seasons of the year; Pointing out; Generalizing
- Grammar: Estar + -ando/ -iendo; Reflexive verbs; Verbs with irregular yo forms; Personal a; Demonstrative

adjectives and pronouns; Impersonal se and Passive se;  
Saber and Conocer

Skills practice: Predicting; Outlining

- F. Topics: Telling time; Expressing feelings;  
Expressing habitual and future actions; Using colors  
to describe; Clothing and materials; Shopping;  
Indicating what something is made of; Location;  
Contrasting; Indicating purpose, reason,  
destination and duration

Grammar: Stem-changing verbs; Ser + de; Estar + en;  
Sino and Pero; Para and Por

Skills practice: Dealing with unfamiliar words: Writing  
a synopsis

- G. Topics: Asking and giving prices; Discussing the  
location of people and things; Beginning to talk about  
the past; Indicating relationships; Means of  
transportation; Describing family relationships

Grammar: The preterite; Prepositions and prepositional  
pronouns; Indirect object pronouns; Affirmative and  
negative words

Skills practice: Ongoing prediction; Linking words

#### IV. EVALUATION METHODS

The final grade for the course will be determined as  
follows:

- 30% Two written exams (mid-term and final) consisting of a  
listening component, multiple choice, short answer,  
reading segment and short paragraph writing
- 30% Four scheduled quizzes given after presentation of  
topics B, C, E and F
- 15% Class participation
- 15% Oral final exam (to be scheduled individually with the  
instructor)
- 10% Homework assignments

#### V. REQUIRED TEXTBOOKS

Caycedo Garner, Lucía, Debbie Rusch, Marcela Domínguez, ¡Claro  
que sí!, Houghton Mifflin Company, Boston, 1990.

Caycedo Garner, et. al., ¡Claro que sí! Workbook/Lab Manual,

Houghton Mifflin Company, Boston, 1990.

Tapes to accompany the Workbook/Lab Manual

#### VI. SPECIAL RESOURCE REQUIREMENTS

Language Laboratory.

#### VII. BIBLIOGRAPHY

Asher, James J. Learning Another Language Through Actions. Los Gatos, CA: Sky Oaks Productions, 1982.

Gaudiani, Clare. Teaching Writing in the Foreign Language Curriculum. Washington, D.C.: Center for Applied Linguistics, 1981.

Grellet, Françoise. Developing Reading Skills. New York: Cambridge University Press, 1981.

Krashen, Stephen D. and Tracy D. Terrell. The Natural Approach. Hayward, CA: The Alemany Press, 1983.

Omaggio, Alice C. Teaching Language in Context. Boston: Heinle and Heinle, Inc., 1986.

Rivers, Wilga, Milton Azevedo, and William Heflin, Jr. Teaching Spanish: A Practical Guide. Skokie, Ill.: National Textbook Company, 1988.

Seelye, H. Ned. Teaching Culture. Skokie, Ill.: National Textbook Company, 1981.

## COURSE ANALYSIS QUESTIONNAIRE: SP 101

Section A: Details of the Course

- A1 This is the first elementary course in Spanish. It is open to any student with no previous experience in Spanish or who is placed at this level on a placement exam. The course may be used in partial fulfillment of the language requirement in HRIM. This course is not proposed for inclusion in Liberal Studies.
- A2 Yes, see attached course descriptions and program requirement.
- A3 Yes.
- A4 No.
- A5 No.
- A6 No.
- A7 Yes. The Pennsylvania State University. Kent State University
- A8 No.

Section B: Interdisciplinary Implications

- B1 Yes, the course will be taught by one instructor.
- B2 Yes, see attached course descriptions and program requirement.
- B3 No other department offers a course in Spanish. In discussions with the French Department, they agreed that this change would not affect their program.
- B4 Yes.

Section C: Implementation

- C1 No new resources are needed.
- C2 No.
- C3 Every semester.
- C4 An average of ten.
- C5 25. No.
- C6 Yes. "As professionals of foreign language instruction, we deem the optimum class size to be 12 for adequate results in classes where all four skills are equally stressed. In any case, maximum class size should not exceed 20." Association of Departments of Foreign Languages, 1987.
- C7 This course does not give credit toward the major. It will not affect the number of free electives available to majors. It will not affect the 124-hour requirement of students in the department.

## SP 101 Elementary Spanish I

## The Pennsylvania State University

001. ELEMENTARY SPANISH I (4:3:2) Audio-lingual approach to basic Spanish; writing. Students who have received high school credit for two or more years of Spanish may not schedule this course for credit without permission of the department.

## Kent State University

## 18201 ELEMENTARY SPANISH I (4)

For students without high school Spanish or with one year of Spanish who wish to review grammatical concepts and vocabulary. *This course may be used to satisfy the Liberal Education Requirements.* Prerequisite: No high school Spanish or one year of high school Spanish.