# 7/27/2020

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 2 September 2020

Term and Year of Implementation: Fall 2020

**Course Title:** Elementary Spanish I

**BRCC Course Rubric:** SPAN 1013

**Previous Course Rubric**: SPAN 101

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:** CSPN 1013

**CIP Code:** 16.0905

**Course Description:** Introduces the basic lexicon and structure of Spanish; emphasizing listening, speaking, reading, and writing. Students are also exposed to the varied cultures of the Spanish-speaking world. This is a beginning-level course and no previous knowledge of Spanish is expected or required.

**Prerequisites:**  None

**Co-requisites:** None

**Suggested Enrollment Cap:** 30

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Perform a variety of conversational exchanges, from basic social graces to information related to personal characteristics and interests in Spanish, using the appropriate gender and number.

2. Identify the geographic locales and cultural traits of the Spanish-speaking world.

3. Communicate needs, likes, dislikes, preferences, and physical and emotional states in Spanish.

4. Apply subject-verb agreement with regular and irregular transitive and intransitive verbs, in simple present and present-progressive tenses, and appropriate sentence structure to communicate in Spanish.

**General Education Learning Outcome(s):** This course supports the development of competency in the following area(s). Students will:

Determine the meaning of words as they are used in context. (General Education Competency: Communication)

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. Departmental faculty-made mid-term and final exams graded by a common rubric.

2. Instructor-made assessment instruments: quizzes and oral interviews

3. Role playing

4. Written and oral exercises from workbook and textbook

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. Perform basic social exchanges in Spanish

A. Greet others in Spanish

B. Ask and answer questions in Spanish

II. Identify the geographical Spanish speaking world and some cultural traits

A. Name the Spanish speaking countries

B. Locate on a map the Spanish speaking countries

C. Identify Spanish speaking significant groups in non-Spanish-speaking countries

D. Name different languages

E. Identify and use different forms of addressing others: formal and informal you: usted, tú and vos

F. Name and describe sports and their practice in the Spanish speaking countries

G. Identify famous Hispanics and their contributions to society

H. Identify some customs of the Hispanic world

I. Identify differences in pronunciation of some Spanish letters in different regions of the Hispanic world

J. Identify different names given to the same food product in different regions of the Hispanic world

K. Name cardinal and ordinal numbers in Spanish and perform basic mathematical operations

L. Express clock time: es la or son las + time

M. Give date in Spanish: day, month, year

N. Identify seasons of the year

O. Identify the difference in season patterns of north and south hemispheres

III. Exchange information related to personal characteristics and interests and describe people, things, events, and situations using the appropriate gender and number

A. Using adjectives to describe people: adjective and noun agreement

B. Describing people and things according to gender

C. Identifying people and things by number

D. Identify and use properly the definite and indefinite article

E. Talking about favorite activities

F. Using properly naming: the verb llamarse

G. Describe adjectives of nationality

H. Use of object pronouns

I. Express existence: hay

J. Express amounts using numbers up to thousands

K. Name and describe food, meals, and food preparation

L. Use of the impersonal se + verb

M. Talk about habitual actions: conjugation of Spanish verbs according to ending: -ar, -er, -ir.

N. Name college courses. Use of Verb llevar

O. Describe a typical class schedule

IV. Communicate Needs, likes, dislikes, preferences, and physical and emotional states

A. Express likes and dislikes: gustar + infinitive

B. Express preferences and desires: preferir and querer + infinitive

C. Use of estar + adjective to express emotional states

D. Idiomatic use of tener + noun to express physical or emotional states (hungry, cold, sleepy, etc.)

V. Follow sentence structure and use subject-verb agreement with regular, irregular, transitive, and intransitive in simple present and present progressive tenses

A. Talk about future plans: ir a + infinitive

B. Express possession: verb tener and possessive adjectives

C. Use the verb tener in idiomatic expressions

D. Express obligations using the verbs deber, tener que, es necesario + infinitive

E. Talk about location: estar en + place and demonstrative adjectives

F. Refer to actions in progress: estar + present progressive

G. Use of ser to express origin, characteristics, profession, or material

H. Recognize and use appropriately the pronoun within the sentence

I. Recognize and use appropriately the adjective within the sentence

J. Recognize and use appropriately the adverb within the sentence

K. Recognize and use appropriately the verb within the sentence

L. Recognize and use appropriately the conjunction within the sentence

M. Recognize and use appropriately the preposition within the sentence (por)

N. Distinguish the difference in the use of the verbs saber and conocer (to know)

O. Use the verb hacer with weather expressions.

P. Name the seasons of the year