

Cerro Coso College  
**Course Outline of Record Report**  
10/07/2021

## SPANC101 : Elementary Spanish I

### General Information

Author:	-
Course Code (CB01) :	SPANC101
Course Title (CB02) :	Elementary Spanish I
Department:	English
Proposal Start:	Fall 2013
TOP Code (CB03) :	(1105.00) Spanish
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000329743
Curriculum Committee Approval Date:	12/02/2016
Board of Trustees Approval Date:	03/09/2017
External Review Approval Date:	09/27/2010
Course Description:	This is an introductory course in which students learn basic grammar and vocabulary for speaking, reading, listening, and writing at the beginning level as well as the culture and civilization of the Spanish-speaking world. This class has an online component that requires the student to access the electronic book on a weekly basis.
Submission Type:	New Course
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>Foreign Languages</li></ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"><li>Foreign Languages</li></ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

<b>Basic Skills Status (CB08)</b> Course is not a basic skills course.	<b>Course Special Class Status (CB13)</b> Course is not a special class.	<b>Grade Options</b> <ul style="list-style-type: none"><li>Letter Grade Methods</li><li>Pass/No Pass</li></ul>
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Allowed Number of Retakes</b> 0	<b>Course Prior To College Level (CB21)</b> Not applicable.

**Rationale For Credit By Exam/Challenge**

No value

**Retake Policy Description**

Type:|Non-Repeatable Credit

 Allow Students To Audit Course**Course Support Course Status (CB26)**

No value

**Associated Programs** Course is part of a program (CB24)**Associated Program****Award Type****Active**

CC Liberal Arts: Arts &amp; Humanities

A.A. Degree Major

Summer 2018 to Fall 2020

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Spanish Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Fall 2020 to Fall 2020

Intersegmental General Education Transfer  
Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

Liberal Arts: Arts & Humanities Associate in  
Arts Degree

A.A. Degree Major

Fall 2020

CSU General Education (CSU GE Breadth) (In  
Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer  
Curriculum Certificate of Achievement (In  
Development)

Certificate of Achievement

Fall 2021

Liberal Arts: Arts & Humanities Associate in  
Arts Degree (In Development)

A.A. Degree Major

Spring 2022

**Transferability & Gen. Ed. Options****Course General Education Status (CB25)**

No value

**Transferability****Transferability Status**

Transferable to both UC and CSU

Approved

### Cerro Coso General Education Requirements

Categories	Status	Approval Date	Comparable Course
Area 3.6 Humanities Foreign Language	Approved	No value	SPAN 100

### CSU General Education Certification

Categories	Status	Approval Date	Comparable Course
Area C.2 Arts & Humanities Humanities	Approved	No value	SPAN 100

### Intersegmental General Education Transfer Curriculum

Categories	Status	Approval Date	Comparable Course
Area 3.B Arts & Humanities Humanities	Approved	No value	No Comparable Course defined.
Area 6 Language other than English	Approved	No value	

## Units and Hours:

### Summary

Minimum Credit Units (CB07)	5
Maximum Credit Units (CB06)	5
Total Course In-Class (Contact) Hours	90
Total Course Out-of-Class Hours	180
Total Student Learning Hours	270
Faculty Load	0

### Credit / Non-Credit Options

#### Course Credit Status (CB04)

Credit - Degree Applicable

#### Course Non Credit Category (CB22)

Credit Course.

#### Non-Credit Characteristic

No Value

#### Course Classification Status (CB11)

Credit Course.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

In Class

Out of Class

### Course Student Hours

Course Duration (Weeks)

18

Lecture Hours	5	10	<b>Hours per unit divisor</b>	0
Laboratory Hours	0	0	<b>Course In-Class (Contact) Hours</b>	
Activity Hours	0	0	Lecture	0
			Laboratory	0
			Activity	0
			<b>Total</b>	90
			<b>Course Out-of-Class Hours</b>	
			Lecture	0
			Laboratory	0
			Activity	0
			<b>Total</b>	180

### Time Commitment Notes for Students

No value

### Faculty Load

Extra Duties: 0

Faculty Load: 0

### Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

### Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

### Entrance Skills

Entrance Skills	Description
No value	No value

## Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

## Specifications

Methods of Instruction

Methods of Instruction

Written work

Rationale

No value

Methods of Instruction

Presentations (by students)

Rationale

No value

Methods of Instruction

Lecture

Rationale

No value

Methods of Instruction

Outside reading

Rationale

No value

Methods of Instruction

Audiovisual

Rationale

No value

Methods of Instruction

Group Work

Rationale

No value

Methods of Instruction

Discussion

Rationale

No value

## Assignments

1) Completion of written and oral exercises from the textbook. For example: Write a short paragraph about your immediate family: Use the adjectives learned so far and make the correct gender/noun agreement. Use the verb ser versus estar. For example: Fill-in the blanks with the

correct forms of the verbs in parenthesis. Readings. For example: Read the Lectura section in the textbook, which relates to the lesson's theme by recycling vocabulary and grammar. For example: Read the En detalle & Perfiles articles. These articles focus on a specific place, custom, person, group, or tradition in the Spanish-speaking world. Complete a written or oral activity to check your comprehension of the material presented. 2) Pair students together for Comunicación Activities related to the lesson topic. For example: Pairs can role-play a restaurant scene: The customer asks the waiter/waitress about the ingredients in the paella, and then chooses paella valenciana or paella marinera. Responses should use vocabulary, useful expressions, grammar, and language functions associated to the theme of the scenario. 3) Dictations. Students listen to short Fotonovela clips, pause and write down what they hear. 4) Watch a video segment from Panorama Cultural, Flash cultura or Fotonovela to expand students' cultural perspectives. The segments expose students to a wide variety of accents and vocabulary. For example: Make a list of the vocabulary presented in the segment. 5) Watch an En Pantalla TV clip, (commercials and newscast) from a particular Spanish-speaking country for additional exposure to authentic language. The clips, one per lesson, feature the language, vocabulary and theme of the lesson. For example: Complete a written or oral activity to check your comprehension of the material presented. 6) A monthly reading log. 7) Use idiomatic expressions in real-life scenarios.

### Methods of Evaluation

### Rationale

Other	Cultural researched-based presentation
Participation	Participation in classroom discussion
Other	Written paragraphs with correct grammar structures and verb conjugations
Homework	Completion of written, listening, and oral assignments from the textbook
Tests	Quizzes, written and oral exams

### Equipment

No Value

### Textbooks

Author	Title	Publisher	Date	ISBN
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	Blanco, Donley. (2016) VISTAS, Introducci3n a la Lengua Espa±ola, 5th ed., Vista Higher Learning			
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### Other Instructional Materials

<b>Description</b>	Face to face: VISTAS Supersite Plus Code Online: PORTALES Code (VISTAS electronic version).
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<b>Author</b>	
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<b>Citation</b>	Elementary Spanish I
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<b>Description</b>	Software Logitech. Headset, USB microphone and web camera , 2016 ed. -- 1. Logitech. Headset, USB microphone and web camera, 2016 ed. These tools are necessary to complete the listening and recording assignments. Note: Nowadays, these features will likely be incorporated into the student's PC.
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<b>Author</b>	
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<b>Citation</b>	Elementary Spanish I
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**Materials Fee**

No

**Learning Outcomes and Objectives**

**Course Objectives**

Understand the cultural nuances of everyday life in the Hispanic world;

Communicate orally and in writing in a variety of meaningful real life activities;

Greet and express leave-taking phrases by comparing and contrasting appropriate phrases used in Spanish speaking countries

Express likes and dislikes/wishes and preferences;

Obtain information about people, places and things;

Describe self, family and friends and understand the value of family in the Hispanic world;

Express feelings;

State future plans;

Shop;

Talk about daily routines;

Interact in a basic phone conversation;

Order in a restaurant in a culturally appropriate way;

Plan for a trip;

Express some commands by understanding the importance of formality when talking to strangers; and

Talk about some events in the past.

## CSLOs

**Articulate a Spanish vocabulary of a minimum of 800 words, that includes but is not limited to, greetings and farewells, school subjects, family members and relatives, daily routines, and work.** Expected SLO Performance: 70.0

*English*  
PLOs for Spanish Degree Use proper Spanish in oral and written communication in real-world settings by integrating advanced grammar, vocabulary and idiomatic expressions.

**Use orally and in writing the conjugation of verbs in the present tense, the present progressive, and the preterit including stem-changing verbs in daily life situations.** Expected SLO Performance: 70.0

**Recognize how the main parts of speech function in Spanish, such as nouns, articles, adjectives, the concepts of gender and number agreement, and grammar constructions, and apply the rules to the different linguistic skills** Expected SLO Performance: 70.0

**Interpret and produce short passages in Spanish.** Expected SLO Performance: 70.0

*English*  
PLOs for Spanish Degree Interpret Spanish-language literary and cultural readings in a critically analytical way.

*English*  
Liberal Arts: Arts & Humanities AA Degree Evaluate, create, or perform artistic and cultural constructions.

**Recognize the history, culture, and civilization of the Spanish-speaking world through cross-cultural and cross-linguistic comparisons.** Expected SLO Performance: 70.0

*English*  
PLOs for Spanish Degree Express intercultural awareness, appreciation and understanding of the diverse Latin cultures.

*Social Science*  
PLOs for CSU GE COA Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

*Social Science*  
IGETC PLOs Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

*English*  
Liberal Arts: Arts & Humanities AA Degree Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

## Outline

### Course Outline

Note: The objectives of this course will be emphasized in a cultural context.

Topical Outline:

A. Grammar:  
Pronunciation; alphabet



Numbers; time  
Cognates  
Personal Pronouns  
Articles  
Gender and number agreement  
How to express possession  
The reflexive  
Object pronouns; direct and indirect; alone and used jointly  
Indefinite and negative words  
The present progressive  
Prepositions  
Demonstrative adjectives and pronouns  
Adjectives; interrogatives and possessives  
Idiomatic expressions

**B. Verb conjugations**

Common present tense verbs; both regular and irregular  
Ser vs. Estar  
The verb "gustar": and similar verbs  
Use of the periphrastic verbal expressions: necesitar; tener que; hay que; ir a; tener ganas de; etc.  
The present progressive  
Reflexive and reciprocal verbs  
The preterit tense; both regular and irregular

**C. Culture**

History and geography of the Spanish-speaking world  
Art of the Spanish-speaking world  
Cultural differences and similarities between the Spanish-speaking world and the U.S  
.Everyday life in the Spanish-speaking world (food; family; sports; etc.)  
Music of the Spanish-speaking world  
Variations of Spanish pronunciation

## **Delivery Methods and Distance Education**

**Delivery Method:** Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Online  
Hybrid  
Interactive

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

rigor See attachment

**Effective Student-Instructor Contact:** Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

discussion forums  
learning management system messages  
chat  
email  
proctored  
phone

**Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?**

A headset with microphone, and a webcam to watch the grammar tutorials, the Fotonovela and cultural clips, and to complete the recording assignments with their classmate(s).

**Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.**

itv  
learning management system  
publisher

**Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.**

In iTV: To facilitate instruction and student concentration, up to 15 students in each of the remote classrooms due to the number of sites we serve.