

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2015

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: SP 101

Course Title: Elementary Spanish I

Reason for initiating, revising, or canceling:

This course guide has been updated and revised in the context of program review. The slight changes proposed are in relation to the recommended materials. This section of the course guide now includes an additional supplementary text as well as a description with more flexible language to promote academic freedom, allowing for the selection of two optional texts instead of just one primary text. Further, two bilingual dictionaries have been added, both of which are available online and free of charge: a Chamorro-Spanish dictionary and a Tagalog-Spanish dictionary. All dictionaries remain optional.

J. Marcelino González

Proposer

Date

5/12/15

Verma C. Deleon Guerrero

Department Chair

Date

5/13/2015

Barbara K. Mejalen

Dean of Academic Programs and Services

Date

5.13.15

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Course Guide

Course: SP 101 Elementary Spanish I

1. **Department**
Languages and Humanities
2. **Purpose**
The purpose of this course is to introduce students to the language and culture of the Spanish-speaking world, which includes over 328 million native speakers in approximately 20 countries.
3. **Description**

A. **Required/Recommended Textbook(s) and Related Materials (choose one primary text or two supplementary texts)):**

PRIMARY TEXTS

López, Nelson. *Vértice. Español para la comunicación moderna*. Unpublished manuscript (Dr. Nelson López Rojas, Marquette University).

Knorre, Marty et. al. *Puntos de partida: An invitation to Spanish*. New York, NY: McGraw Hill, 2005.

Humback, Nancy and Ozete, Oscar. *¡Ven conmigo!* Austin, TX: Holt, Rinehart and Winston. 2003.

SUPPLEMENTARY TEXTS

Tardy, William. *¡Así Leemos! A multi-level Spanish reader* (NTC's Spanish Readers Series), 2nd edition. NTC Publishing Group, 2002.

Richmond, Dorothy. *Practice Makes Perfect: Spanish Verb Tenses*. 2nd edition. New York, NY: McGraw Hill, 2010.

ENGLISH-SPANISH DICTIONARY (required)

ENGLISH-SPANISH

The Concise American Heritage Spanish Dictionary (2nd Edition). Boston: Houghton Mifflin Harcourt.

ADDITIONAL DICTIONARIES (optional)

CHAMORRO-SPANISH

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Diccionario de hispanismos en chamorro [Dictionary of Hispanicisms in Chamorro].

Open-Access:

<http://biblioteca.ucm.es/tesis/19911996/H/3/H3024401.pdf>

In: Rafael Rodríguez-Ponga (2002: 107-664) "El elemento español en la lengua chamorra." Doctoral thesis. Madrid: Universidad Complutense.

ENGLISH-TAGALOG-SPANISH

Diccionario Inglés-Español-Tagalog. Sofronio G. Calderon, 2007.

Open-Access E-Book <http://www.gutenberg.org/files/20738/20738-h/20738-h.htm> Project Gutenberg.

B. Contact Hours

1. **Lecture:** 4 hours per week / 60 hours per semester
2. **Lab:** N/A
3. **Other:** None

C. Credits

1. **Number:** 4
2. **Type:** Regular degree credits

D. Catalogue Course Description

This is an elementary-level course in Spanish in which students acquire basic skills in listening, speaking, reading and writing. The course is designed to foster the development of a basic level of linguistic competency while providing a strong foundation for continued learning. Spanish will be learned and reinforced through continuous exposure to, and guided practice in, the target language. (English placement levels: EN 093/EN 094)

E. Degree or Certificate Requirements Met by Course

Fulfills language requirements for associate degrees

F. Course Activities and Design

Course activities include listening, speaking, reading and writing exercises, as well as pair/small-group work, presentations, quizzes and a final exam.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

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Prerequisites: None

English Placement Level: English Placement Levels: EN 093/EN 094

Math Placement Level: None

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: The cost of tuition for a four-credit course, a textbook, a bilingual dictionary, and student activities fee

Cost to the College: Instructor's salary

Instructional resources needed for this course include chalk and chalkboard (or markers and whiteboard), TV/VCR, videotaped material, overhead projector, audio-visual projector and CD/cassette player.

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

A: Excellent – grade points: 4.0;

B: Above average – grade points: 3.0;

C: Average – grade points: 2.0;

D: Below average – grade points: 1.0;

F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

Common topics include:

1.0 Basics

1.1. Greetings

1.2. The Spanish alphabet

1.3. The numbers

1.4. The use of *hay* [pronounced as the “long” “i” sound in English]: the equivalent of there is/are

1.5. Masculine and feminine nouns and adjectives

2.0 Describing locations: objects and people

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- 2.1. The use of *haber* and *estar*
- 2.2. Definite and indefinite articles
- 2.3. Prepositional phrases
- 2.4. Simple present tense
- 2.5. The use of the present participle with *hay*: e.g., *Hay niños jugando en el parque* [There are children playing in the park].

- 3.0 Describing routines
 - 3.1. Indicating the time
 - 3.2. Days, months and seasons
 - 3.3. Adverbs of frequency
 - 3.4. The use of *tener* in discussing one's schedule
 - 3.5. The use of *gustar* in discussing preferences

- 4.0 School, home, work and play
 - 4.1. Subjects/areas of study
 - 4.2. Clothing and colors
 - 4.3. Professions
 - 4.4. Sports and hobbies

- 5.0 Grammar
 - 5.1. Conjugation
 - 5.1.1. Regular, irregular and reflexive verbs
 - 5.1.2. Stem-changing verbs
 - 5.1.3. *Estar* vs. *ser*
 - 5.1.4. *Saber* vs. *conocer*

 - 5.2. Agreement: gender and number
 - 5.2.1. Article-noun
 - 5.2.2. Noun-adjective

 - 5.3. Mode, aspect and voice
 - 5.3.1. Indicative, imperative and subjunctive
 - 5.3.2. Progressive, preterit, perfect and imperfect
 - 5.3.3. Active vs. passive

 - 5.4. Introduction to the Hispanic world
 - 5.4.1. Dialectal variation: pronunciation and lexicon
 - 5.4.2. Geography: Spain and Latin America
 - 5.4.3. Culture: Celebrations, music and cuisine

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5.4.4. Influential figures and/or current events

8. Instructional Goals

This course will introduce students to:

- 1.0 Greetings used in both formal and informal contexts;
- 2.0 Vocabulary related to daily activities in the context of school, home, work and play;
- 3.0 Grammatical structures necessary to communicate effectively in both speech and writing;
- 4.0 The receptive skills of reading and listening necessary to comprehend both written and spoken discourse at an elementary level of complexity; and
- 5.0 The people and culture of the target language.

9. Student Learning Outcomes

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

- 1.0 Demonstrate knowledge of the sound system and its relationship to orthography;
- 2.0 Write complete sentences that include both "hay" (there is/are) and the present participle;
- 3.0 Demonstrate an appropriate level of listening comprehension;
- 4.0 Discuss their class schedules or daily routines;
- 5.0 Translate a simple Spanish-language text (that includes the present tense and indicative mode) into English;
- 6.0 Demonstrate an appropriate level of reading comprehension;
- 7.0 Give a bilingual (Spanish/English) presentation or performance;
- 8.0 Translate a simple English-language text (in the present tense) into Spanish;

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- 9.0 Demonstrate knowledge of Hispanic culture in relation to the music/dance, food, art or celebrations of at least one country of relevance.

10. **Assessment Measures**

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Class Attendance;
- 2.0 Participation;
- 3.0 Quizzes/Tests;
- 4.0 Presentations/Performances; and
- 5.0 A Final Evaluation/Exam.

