Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2011

Type of Action:
- New
- X Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: SP 101

Course Title: Elementary Spanish I

Reason for initiating, revising, or canceling course:
This course guide has been revised to propose (1) changes in student learning outcomes (SLOs) and (2) the inclusion of additional department-approved materials, this with a view to ensuring that (a) the SLOs are aligned with best practices (in the field of second/foreign language teaching), and that (b) the materials provide options that support academic freedom (while responding to differences in the instructional style of faculty members). Note: Though changes (mostly minor and in wording) have also been made throughout the document, the catalogue description has been left intact.

Proposer: J. Marcelino González

Department Chair: James Kline

Dean of Academic Programs and Services: Ms. Barbara Merfalen
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:
      Required (choose one):

      Publisher-reported reading level: 9.0


      Recommended:


   B. Contact Hours
      1. Lecture: 4 per week /60 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 course in Spanish conversational, reading and writing skills. This course is designed to help students develop a reasonable level of competence in understanding and using Spanish in everyday situations. Spanish is learned and reinforced through drills, dialogues, and group and class work. (English proficiency levels: EN 083/EN 084) (Offered Fall and Spring)

   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.
Course: SP 101 Elementary Spanish I

4. **Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)**
   English Placement Levels: EN 083/EN 084

5. **Estimated Cost of Course; Instructional Resources Needed:**
   To the Student: The cost of tuition for a four-credit course, a textbook, a bilingual dictionary, and student activities fee
   
   To the College: Instructor's salary
   
   Instructional resources: 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 grading 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**

   Common topics and grammatical structures include:
   
   - Greetings: formal and informal
   - The Spanish alphabet
   - Pronunciation (including regional differences)
   - Phonological recognition and written representation/orthography and the use of accents
   - Numbers: cardinal and ordinal
   - The use of *Hay* [pronounced as the “long” “i” sound in English]: the equivalent of *There is/are*
   - Question words
   - Describing locations: objects/people
   - Prepositional phrases
   - Likes and dislikes
   - The present (tense) indicative (mode)
   - Describing routines: times/days of the week
The use of the present participle in conjunction with Hay: e.g., Hay niños jugando en el parque (There are children playing in the park.)
Describing actions
The use of the present (tense) progressive (aspect)
Gender, articles and agreement
Pronouns: subject and object
Vocabulary: in the context of the classroom, the home, work, play and daily life
Describing oneself
Adjectives and adverbs
The Spanish verb system
Modes: indicative, imperative and subjunctive
Aspects: progressive, preterit, perfect and imperfect
Voice: passive vs. active
Conjugation and agreement
Formal vs. informal "you": tú vs. usted
The distinction between ser and estar (to be)
Irregular, stem-changing and reflexive verbs
Comparisons and superlatives
Spanish/Latin American culture

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 with a view to facilitating orthography and promoting learner autonomy;
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;

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 is not 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.