

HOUSTON COMMUNITY COLLEGE SYSTEM - CENTRAL COLLEGE

SPANISH 1411 BEGINNING SPANISH I FALL 2006

INSTRUCTOR: Gloria Yampey-Jörg
PHONE: (713) 718 - 6672 / 713-718-6678 (Main #)

CRN/TIMES/DAYS: Span. 1411/ / 308 FAC / 8:30-11:30 M,W &
1:00-3:30 M&W

OFFICE HOURS: 8:30-10:00 T,TH/ 11:00-12:30 M & W (FAC 306)

1. COURSE DESCRIPTION

SPANISH 1411, Beginning Spanish I, is the first semester of a comprehensive beginning Spanish course in which you will listen to, speak, read and write Spanish. It is a four credit-hour course which meets five hours per week. The course transfers to universities as foreign language credit. It also satisfies the cross-cultural component of the HCCS core curriculum.

In Spanish 1411, vocabulary, language patterns and grammar are introduced and applied in the context of practical communication such as greeting others and getting acquainted; identifying yourself, your family, your studies; talking about your activities; shopping; ordering something to eat and drink. The class includes dialogues, tapes, oral and written exercises, computerized practice, role-playing, partner work and laboratory exercises. You will also learn cultural information about values, beliefs and practices related to the above situations and to speakers of Spanish. In a more general sense, you will learn about the cultural contexts of the Spanish language.

2. COURSE OBJECTIVES

These descriptions reflect what most students will be able to do by the end of the course. The terms given in parentheses are descriptive terms of proficiency in foreign language based on a classification developed by the American Council on the Teaching of Foreign Languages:

a. Listening comprehension (Novice-High)

Comprehend words, phrases and sentences in standard spoken language where the context is familiar, mainly simple sentences using high frequency vocabulary.

b. Speaking (Novice-Mid)

Speak using words, phrases and short sentences in a number of familiar contexts.

c. Reading (Novice-High)

Read and comprehend language about practical everyday situations.

d. Writing (Novice-High)

Write short simple sentences using learned vocabulary and grammatical structures within familiar contexts.

e. Cultural Awareness

1. Be able to identify regions of the world and name some countries where Spanish is spoken.
2. Demonstrate knowledge of a few basic facts about several Spanish-speaking countries or regions.
3. Show understanding of Spanish customs relating to introductions and initial social contacts, interaction in public places, dining, interaction between family and friends.
4. Show some understanding of issues in intercultural communication and cultural misunderstanding.
5. Acquire and demonstrate cultural awareness and understanding of Hispanic countries and peoples.

3. TEXTBOOKS AND MATERIALS REQUIRED

1. *Puntos de Partida*, Knorre, Dorwick, et al (7th edition); (Required)
2. *Workbook for Puntos de Partida*, (7th edition); (Required)
3. *Laboratory Manual for Puntos de Partida*, (7th edition); (Required)
4. *Supplementary Materials*, Foerster, Miller (5th edition, 1993); (Reqd)
5. **Audiocassettes:**

Students may take to the library six (7) 90 minute blank audiocassette tapes of good quality to have their tapes duplicated so that they can prepare the lab exercises ahead of time. This can be done in the Central Library, SJAC Building. Be sure to write your name and "Central College" on the request form. (Required)

6. In addition, students have the option of purchasing the McGraw-Hill Spanish Tutor to accompany *Puntos de Partida*, 6th edition, software for use at home. (Optional, not required)
7. Web site: www.mhhe.com/Puntos

NOTE: All students must have their books by the second day of classes. Books can be bought at any HCCS bookstore.

4. ATTENDANCE POLICY

Class will begin at the scheduled time. Please be on time, as coming and going is disruptive. The class roll will be called every day at the beginning of class. Students are expected to attend classes every day and will be responsible for materials covered during their absence, as per the course lesson plan and additional materials assigned by instructor. Students will lose points on the participation grade for every class missed. As per HCCS policies, stated in the Student Handbook (P. 2), the instructor has full authority to drop a student after the student has accumulated absences in excess of 10 hours, including lecture and laboratory time. However, it is recommended that the student be responsible for dropping the course if he/she has been absent more than 10 hours of class. This policy will be strictly enforced, particularly for veterans. If a student is late by more than 10 minutes or leaves class 15 minutes before the class ends, the student will receive one 1/2 absence. After 2 of these absences the

Day of final examination: **PLEASE SEE CLASS SCHEDULE**

NOTE: THE FINAL EXAM CANNOT BE GIVEN BEFORE THE OFFICIAL EXAM DATE.

10. EXEMPLARY EDUCATIONAL OBJECTIVES FROM THE GLOBAL STUDIES PROGRAM. Span. 1411 meets the oral and communication components of the Global Studies Program.

1. To analyze global communications across traditional borders and their impact on global social movements.
2. To enhance the knowledge of cultural trends regarding social institutions, i.e. religion, family, etc.
3. To appreciate the ramifications of shifting geopolitical borders.
4. To document global demographic trends, i.e. population growth, size and composition, migration patterns, and indigenous populations.

11. SCHOLASTIC DISHONESTY

Students engaged in any scholastic dishonesty: cheating, plagiarism or collusion, as described by the Student Handbook may be penalized as specified in the Student Handbook (pp. 28-29)

12. STUDENTS WITH DISABILITIES

Students who require reasonable accommodations for disabilities are encouraged to report to Room 102 SJAC, or call (713) 718-6164 to make necessary arrangements. Instructors are authorized to provide **only** accommodations requested by the Disability Support Services Office.

5. CROSS-CULTURAL COMPONENT OF THE HCCS CORE CURRICULUM

This course satisfies the cross-cultural component of the Core Curriculum at HCCS

State Criteria for Cross-Cultural Component of Core Curriculum

1. To establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives and to understand the responsibilities of living in a culturally and ethnically diversified world.
2. To demonstrate knowledge of those elements and processes that create and define culture.
3. To understand and analyze the origin and function of values, beliefs, and practices found in human societies.
4. To develop basic cross/multi-cultural understanding, empathy, and communication.
5. To Identify and understand underlying commonalities of diverse cultural practices.
6. To analyze the effects of cultural forces on the area of study.

Core Curriculum

Spanish 1411 fulfills the six basic intellectual competencies of the Core Curriculum.

READING: Reading material at the college level means having the ability of analyze and interpret a variety of printed materials, books, articles, and documents.

WRITING: Writing at the college level means having the ability to produce clear correct, and coherent prose adapted to purpose, occasion, and audience. In addition to knowing correct grammar, spelling, and punctuation, students should also become familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.

SPEAKING: Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternatives strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means having the ability to use computer based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of the technology and should have the tools necessary to evaluate and learn new technologies as they become available. (Houston Community College System 2000-2001 Catalog, 35)

SPANISH 1411/ TENTATIVE LESSON PLAN

TRUE BEGINNERS OF SPANISH NEED TO PLAN ON AN AVERAGE OF 8 HOURS PER WEEK OR MORE STUDY TIME TO KEEP UP WITH THE PACE OF THE CLASS.

Week 1: Introduction to the course; syllabus
ANTE TODO: The Spanish alphabet; pronunciation;
Greetings; Cognates; Describing self and others (**SER**)
Numbers: 0-30; **HAY**...
Laboratory practice: Ante todo.

Week 2: Expressing likes and preferences;
Telling time. Interrogatives
El mundo hispanico; finish laboratory practice for "Ante todo" chapter.
EXAM: ANTE TODO

- Week 3: **CHAPTER 1: La universidad**
 Vocabulary: identifying people, places, subjects and things
Nouns and articles: gender and number
 Subject pronouns; **Expressing actions:** Present tense of **-AR** verbs **ESTAR**
 Laboratory practice: Chapter 1
- Week 4: Negation. Asking yes/no questions;
 Expressing time of day; linking words;
Situaciones: Video (chapter 1)
 Los hispanos en los EEUU
 Laboratory practice: Chapter 1
EXAM: CHAPTER 1
- Week 5: **CHAPTER 2: La familia**
 Vocabulary: identifying family members, relatives and pets
 Numbers: 31-100; expressing age;
 Word stress and written accent;
Describing: Present tense of **SER**; summary of uses;
Adjectives: Possessive Adjectives (unstressed); Gender, Number and Position. Laboratory practice: Chapter 2
- Week 6: **Expressing actions:** Present tense of **-ER** and **-IR** verbs;
 Telling how frequently you do things; finish lab practice for chapter 2;
Situaciones: Video (Chapter 2)
 México
EXAM: CHAPTER 2.
- Week 7: **CHAPTER 3: DE COMPRAS**
 Vocabulary: Asking prices; describing colors; Numbers: 100 plus;
Pointing Out: Demonstrative adjectives
 Laboratory practice: Chapter 3
- Week 8: **Expressing actions: Tener, venir, preferir, querer, poder;**
Idioms with tener; ir, ir a...(infinitive verb) to express future actions;
ir a (to express destination);
 Laboratory practice: Chapter 3.
Situaciones: Video (Chapter 3).
 Nicaragua
- Week 9: **EXAM: CHAPTER 3**
CHAPTER 4: EN CASA
 Vocabulary: What day is today?; parts of the house and furniture;
Expressing actions: hacer, oír, poner, salir, traer, ver; prepositions;
 Laboratory practice: Chapter 4
- Week 10: **Present Tense of Stem changing Verbs;**

Expressing self/selves: Reflexive pronouns and verbs;

Laboratory practice: finish chapter 4;

Costa Rica

Situaciones: Video (Chapter 4).

Week 11: **EXAM: CHAPTER 4.**
CHAPTER 5: LAS ESTACIONES, EL TIEMPO y ...GEOGRAFÍA
Vocabulary: the months, the weather, the seasons, the date;
ESTAR: (Present tense) present progressive
Laboratory practice: Chapter 5.

Week 12: **Summary of the uses of ser and estar;**
Describing: making comparisons;
Laboratory practice: Chapter 5;
Situaciones: Video (Chapter 5).
Guatemala

Week 13: **EXAM: CHAPTER 5**
CHAPTER 6: ¿QUÉ LE GUSTA COMER
Vocabulary: Meals and drinks; More *tener* idioms
Saber and Conocer; Personal a;
Direct Object Pronouns.

Week 14: Talking about what you have just done
Expressing Negation: Indefinite and Negative words;
Formal commands: Forms; Position of Pronouns
Laboratory practice: Chapter 6.

Week 15: El Subjuntivo; Softening commands
Situaciones: Video
Panamá
Review for FINAL EXAM.

Week 16 **Final Exam PLEASE SEE CLASS SCHEDULE**

NOTE: CELLULAR PHONES AND BEEPERS MUST BE TURNED OFF.
PLEASE DO NOT WEAR HATS OR CAPS TO CLASS.
EATING AND DRINKING ARE NOT ALLOWED IN CLASS.