

III. Statement of Course Need

- A. This course offers students an introduction to Spanish, the most prevalent second language in the United States. This course partially fulfills the language requirement for programs with a two course language requirement.
- B. The laboratory component provides self-paced skill development with individualized support by the instructor.
- C. This course can transfer as the first semester of an introductory Spanish language sequence.
- D. This course provides the opportunity to begin study of the various Spanish-speaking cultures of the world

IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course serves as a General Education course in Humanities/Foreign Language and Global and Culture Awareness (pending).
- C. This course meets a program requirement for Liberal Arts (AA), Liberal Arts, Social Sciences (AA), Communication Studies (AA), English (AA), and is a program requirement option in Mathematics (AS).
- D. To see course transferability: a) for New Jersey school, go to the NJ Transfer Website, www.transfer.org; for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

- A. Grammar
 - 1. Subject pronouns
 - 2. Gender and Number agreement
 - a) Articles
 - b) Nouns
 - c) Pronouns
 - 3. Reflexive verbs
 - a) Reflexive pronouns
 - 4. Estar vs. Ser
 - 5. Conocer vs. Saber
 - 6. Present Indicative
 - a) Regular – AR verbs
 - b) Regular – ER verbs

- c) Regular – IR Verbs
- d) Stem-Changing Verbs
- e) Irregular Verbs in the first person singular
- 7. Gustar and verbs like gustar
 - a) Indirect object pronouns
 - b) Prepositional pronouns/phrases with gustar
- 8. Periphrastic future
- 9. Present progressive
- 10. Tener
 - a) Tener + que + infinitive
 - b) Expressions with tener
- 11. Direct object nouns and pronouns
- 12. Hacer with expressions of time
- 13. Interrogative words

B. Tasks

- 1. Greetings and saying goodbye
- 2. Exchanging personal information
- 3. Expressing likes and dislikes
- 4. Expressing opinions
- 5. Making plans
- 6. Talking about daily routine and habits
- 7. Talking about future actions and events
- 8. Talking about free time, school and studies
- 9. Talking about family members and relationships
- 10. Talking about the home and neighborhood
- 11. Describing the physical and personality traits of oneself and others
- 12. Talking about how long something has been taking place
- 13. Expressing obligation
- 14. Expressing who and what one knows

C. Vocabulary

- 1. Physical and personality traits
- 2. Occupations
- 3. Free time, friends, and family life
- 4. Academic courses, schedules and study
- 5. Weather and time
- 6. The home

D. Culture

- 1. Explore the cultures of Spanish-speaking countries around the world
- 2. Discuss and explore the Hispanic culture of the United States
- 3. Discuss and interpret recent global events using news outlets from the Spanish-speaking communities round the world
- 4. Raise cultural understanding for the challenges of language-learning populations in both U.S. and Global environments through the process of learning a foreign language.

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

1. Communicate in Spanish orally and in writing on a novice mid-level as defined by the ACTFL Proficiency Guidelines (GE – NJ 1)
2. Demonstrate a deeper understanding of one's own native language and grammar through the study, production and comprehension of a foreign language. (GE – NJ 6)
3. Develop an awareness of, and appreciation for, the cultures and history of the Spanish-speaking world. (GE – NJ 7, 8)
4. Increase awareness of the challenges for language-learning populations in both U.S. and Global environments through the process of learning a foreign language. (GE – NJ 6, 8)

B. Course Learning Outcomes:

At the completion of the course, students will be able to:

1. Explain the differences between the present indicative, present progressive and periphrastic future tense in Spanish
2. Construct grammatically correct sentences and short paragraphs in Spanish at a novice mid-level
3. Discuss and explain cultural norms and trends of the Spanish-speaking world.

C. Assessment Instruments

1. lecture/discussion
2. small-group work
3. student oral presentations
4. simulation/role playing
5. oral interviews
6. auditory comprehension
7. cultural research

VII. Grade Determinants

- A. written assignments
- B. quizzes
- C. oral presentations

- D. interviews
- E. examinations (listening, oral and written)
- F. research essay

Primary forms, methods and modes of instruction

- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. guest speakers
- E. laboratory
- F. student oral presentations
- G. simulation/role playing
- H. student collaboration
- I. independent study
- J. other (fieldtrips)

VIII. Texts and Materials

- A. de la Fuente, Goldenberg, Peris, Sans (2021). *Gente* – A task-based approach to learning Spanish 4th edition Hoboken, NJ: Pearson
- B. primary sources
- C. interviews
- D. student writing
- E. film and video
- F. audio sources
- G. web sources

Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.

IX. Resources

- A. Class-wide computer/internet video and audio access
- B. Individual computer/internet access
- C. Spanish-language media
- D. Community resources

X. Honors Options: Not Available