NOVA COLLEGE-WIDE COURSE CONTENT SUMMARY
SPA 101 – BEGINNING SPANISH I (4 CR.)

Course Description

Introduces listening, comprehension, speaking, reading, writing skills and culture, and emphasizes basic Spanish sentence structure. Includes oral drills. Part I of II. Lecture 4 hours per week.

General Course Purpose

This course will enable students to achieve Spanish proficiency in listening, speaking, reading and writing at or above the novice-mid level as defined by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. In keeping with the National Standards for Foreign Language Education, culture (music, art, gastronomy, social mores, and others) is embedded in this language course. This is reflected in our written and oral assessments.

Course Prerequisites/Corequisites

Functional fluency in English

Course Objectives

Upon successful completion of the course, students will be able to communicate about the following topics employing the five skills outlined below (listening, speaking, reading, writing and culture):

Basic greetings, salutations and expressions of leave-taking in appropriate contexts, family, daily routine, academic day, likes and dislikes, daily and weekend activities, adjectives, prepositions and adverbs, communities, expressions of time and interpretation of charts with numbers.

Grammar used includes:

The present tense, present progressive, prepositions, adjectives, adverbs, pronouns, objects, possessive adjectives and the past tense.

A. Listening

Students will be able to demonstrate an understanding of short, learned material and some sentence-length content, particularly where context strongly supports understanding and speech is clearly audible. The student will also understand simple questions, statements and high-frequency commands. Repetition, rephrasing and/or slower rate of speech for comprehension may be required. (Addresses general education objectives 1.1-1.2 and 1.4-1.6 under Communication and 5.2 under Personal Development and 3.1-3.5 under Cultural and Social Understanding)

B. Speaking

Students will be able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned material but occasionally expanding these through simple recombination of his/her elements. The student will also be able to ask questions or make statements involving learned material, showing occasional signs of spontaneity. Speech continues to consists of learned material rather than of personalized, situationally adapted material. Pronunciation may still be strongly influenced by first language. Although errors may be frequent and some repetition may be needed, most speakers at this level can be understood by native speakers accustomed to dealing with non-native speakers. (Addresses general education objectives 1.1-1.2 and 1.4-1.6 under Communication and 3.1-3.5 under Cultural and Social Understanding.)
C. Reading
Students will be able to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, maps, and signs. At times, but not on a consistent basis, the student at this level may be able to extract specific information at a slightly higher level. (Addresses general education objectives 2.1-2.3 and 2.5-2.6 under Critical Thinking; 3.1,3.3, 3.4 and 3.5 under Cultural and Social Understanding and 6.3-6.4 under Quantitative Reasoning.)

D. Writing
Students will be able to write simple expressions and limited memorized material with some recombinations using basic grammatical structures; supply information on simple forms and documents, writing names, numbers, dates, nationality, and other simple autobiographical information as well as some short phrases and simple lists. Some errors are expected. (Addresses general education objectives 4.1-4.6 under Information Literacy.)

E. Culture
The ACTFL standards include Culture, Connections, Comparisons and Communities as part of language instruction and assessment. Within these areas, students will be able to:

- Discuss and analyze the relationship between the practices and perspectives of the culture studied
- Discuss the relationship between the products and perspectives of the culture studied
- Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures
- Describe the concept of culture through comparisons of the cultures studied and their own.
- Use the language both within and beyond the school setting
- Read, discuss and write about topics concerning the Spanish-speaking cultures featured in textbooks and in target language media at the novice level.

(The above areas address general education objectives 3.1-3.5 under Cultural and Social Understanding.)

Major Topics to be Included

The student will be able to learn the structure of the Spanish language in a prescribed sequence beginning with the simplest structures and working toward the more complex. Topics and situations to be covered may include:

- Personal identification
- Education
- House and home
- Earning a living
- Leisure
- Family life
- Public and private services
- Community/neighborhood
- Shopping
- Travel
- Meal-taking/Food/Drink
- Current events
- Health and welfare
- Weather
- Daily Routine
- Social patterns of behavior, historical developments, and contributions to the arts and sciences.
- Current Events