

NOVA COLLEGE-WIDE COURSE CONTENT SUMMARY SPA 115 – INTENSIVE BEGINNING SPANISH (5 CR.)

Course Description

Develops understanding, speaking, reading, and writing skills through the Beginning level of Spanish. Covers the material in SPA 101 and 102 in an accelerated one-semester format. Strengthens, reviews and refines the concepts of SPA 101 and SPA 102 for students who have had previous Spanish language instruction or exposure but who are not ready for SPA 201 Intermediate Spanish. May include one additional hour of oral practice per week. Lecture 5 hours per week.

General Course Purpose

Intended for students who have had some Spanish instruction or exposure to Spanish but who are not ready for Intermediate Spanish. This course will enable students to achieve Spanish proficiency in listening, speaking, reading and writing at or above the novice-high 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

The prerequisite for this course is functional literacy in English and permission via placement exam or permission of department. Intended for students who need a review of SPA 101 and 102 to achieve necessary competency and proficiency to enter SPA 201 and 202.

Course Objectives

Upon completing the course, the student will be able to:

Listening (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)

- Comprehend, process and respond to short, learned material and some sentence-length content, particularly where context strongly supports understanding and speech is clearly audible.
- Initiate and respond to simple questions, statements and high-frequency commands as well as video topics adapted for their use, although repetition, rephrasing and/or slower rate of speech for comprehension may still be required

Speaking (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.)

- Handle a limited number of interactive, task oriented and social situations; ask and answer questions; initiate and respond to simple statements, and maintain face-to face conversations all in a highly restricted manner and with some linguistic inaccuracy.
- Describe people and places, narrate recurring events in the present tense and narrate past events with the same limitations described above.
- Use vocabulary adequate to express the basic needs.
- Strong interference from native language may occur. With repetition, speakers at this level can generally be understood by sympathetic listeners.

Reading (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)

- Interpret almost any simple material for native speakers. Such texts are linguistically noncomplex and

have a clear underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge.

Writing (Addresses general education objectives 4.1-4.6 under Information Literacy.) Students will be able to use recombinations of learned vocabulary and structures to write simple sentences on very familiar topics to

- Write short messages, postcards, and take down simple notes in the present tense and, to a more limited extent, in the past tense.
- Create statements or questions within the scope of limited language experience.
- Express elementary needs in writing. While frequent errors in grammar, vocabulary, punctuation and spelling will still be present, the writing can be understood by native speakers used to the writing of non-native speakers.

Culture (Addresses general education objectives 3.1-3.5 under Cultural and Social Understanding.) The ACTFL standards include Culture, Connections, Comparisons and Communities as part of foreign 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 foreign 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.

Major Topics to be Included

- a) Personal identification
- b) Education
- c) House and home
- d) Earning a living
- e) Leisure
- f) Family life
- g) Community/neighborhood
- h) Shopping
- i) Travel
- j) Meal-taking/Food/Drink
- k) Current events
- l) Health and welfare
- m) Social patterns of behavior
- n) Historical developments
- o) Contributions to the arts and sciences
- p) Weather