

**SPANISH 130**

**ACCELERATED BASIC PROFICIENCY IN SPANISH**

**BULLETIN INFORMATION**

SPAN 130 – Accelerated Basic Proficiency in Spanish (6 credit hrs)

**Course Description:**

Accelerated development of essential listening, reading, speaking, and writing skills in Spanish.

Pre-requisite: Assumes prior experience in Spanish. Admission only by proficiency examination with a score indicating placement into SPAN 121 or 130.

Note: Credit may be received only for one of the following: SPAN 121 and 122, or 130.

**SAMPLE COURSE OVERVIEW**

This course has a two-fold goal: to prepare you to use Spanish to communicate with others at a “tourist level” of proficiency and to deepen your understanding of the cultures of the Spanish-speaking world through readings, videos, art and music.

**ITEMIZED LEARNING OUTCOMES**

**Upon successful completion of SPAN 130, students will be able to:**

1. ***Communication***

* demonstrate understanding of the main ideas and many supporting details of written and spoken communication in the present and past  time frames on topics of personal interest such as friends, family and pets; pastimes; travel; home and university life; shopping; food; holidays and celebrations; etc.
* engage in oral and written exchanges with a focus on providing and obtaining basic information, expressing feelings and preferences, describing and narrating, giving directions, and exchanging opinions on topics of personal interest such those mentioned above.

1. ***Cultures***

* demonstrate understanding of cultural information and relationships between cultural perspectives, products, and practices, especially as they relate to the Hispanic countries featured in the text (i.e., Puerto Rico, Mexico, Venezuela, Peru, Argentina, Ecuador, Costa Rica, Spain, and Chile).
* use appropriate cultural behavior in social and transactional situations (making travel arrangements, shopping, getting medical care, etc.)

1. ***Connections***

* use the Spanish language to reinforce and  learn new information in academic areas such as history, geography, art, anthropology, and literature.

1. ***Comparisons***

* explain insights into their own language and culture, as developed through readings and classroom activities which deal with Spanish speakers in the students’ community and abroad.

1. ***Communities***

* identify opportunities to practice and hear the Spanish language outside of the classroom in activities such as concerts, movies, lectures, exhibits, festivals, and conversational exchanges with Hispanics in the community.

**SAMPLE REQUIRED TEXTS**

(Available at the local bookstores and online at cengagebrain.com)

1. *Puentes*, 6th edition textbook and *Puentes* 6th edition iLrn access card. Patti J. Marinelli and Lizette Mujica Laughlin, Heinle & Heinle, 2014. ISBN10: 1-285-04709-5  OR  ISBN13: 9781285047096 (Includes textbook and iLrn access card)
2. Blackboard Supersite for SPAN 130-- 000 – Supersite (Course materials).

**RECOMMENDED MATERIALS/SOURCES**:

1. Online dictionary*:* http://www.wordreference.com
2. Web site for extra practice:  <http://www.studyspanish.com/>
3. *The Oxford Starter Spanish Dictionary*. Christina Llompart, et al., eds., Oxford University Press, 2003. (Or other good quality Spanish-English dictionary)

**Special note on Materials: Here’s what you can expect from each of our course materials.**

1. **Textbook**:  Bring the textbook to each class. We will use it to complete activities found there.
2. **iLrn**:  Use your access card and your professor’s instructions to sign up for this online component. On the main page, you will see the following tabs:

* **Assignment Calendar**: Your homework assignments for the entire semester are provided here at the beginning of the course. The notes explain which pages to study before you complete the activities online.
* **EBook:** You can study the pages indicated in the notes in your eBook or your print book. The eBook has direct links to grammar tutorials and other resources. Click on the icons in the eBook to access these practice materials.
* **Activities:**Only a portion of the iLrn activities have been assigned for homework. You can access others on iLrn and complete them for extra practice.
* **Self-tests:** This tab on iLrn has computer-graded “tests” to help you prepare for the chapter exams.
* **Video library:** This section has additional videos for extra practice. Note that information from the course videos is routinely included on chapter exams.
* **Practice:** This area has grammar videos, web exploration, flashcards, games, and other information.

1. **Blackboard supersite**: When you go online to blackboard.sc.edu, you will find a list of your courses. Spanish is there twice! One site is for your course section and one is the supersite—for ALL sections. On the supersite, you will find:

* course syllabus (with daily assignments, grading, policies, etc.)
* reviews (with answers) for every exam
* composition guidelines and rubrics
* speaking test documents: You will print and bring these to class for practice before the oral test. There’s also a video of a sample speaking test.
* reviews for the exit exam.
* grammar tutorials: Powerpoints with explanations and practices for the grammar.
* links: to more practice sites, to dictionaries, to reference materials

**SAMPLE ASSIGNMENTS AND/OR EXAMS**

1. Homework (iLrn). Homework / written assignments are to be done in blue or black ink or typed. See the notes in iLrn to determine which assignments must be done on paper rather than online.
2. Project (1)
3. Quizzes (4 or more)
4. Compositions (2)
5. Exams (4)

**SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ ASSIGNMENTS, EXAMS/PROJECTS**

**WEEK 1:**

**Day 1:**Introduction to the course and syllabus; *Paso preliminar and Capítulo 1*

* *Paso preliminar:*Objetos en la clase, Género y número de los sustantivos, Artículos definidos e indefinidos, Expresiones para la clase, El abecedario y los números hasta el 100, Presentaciones.
* *Capítulo 1, Paso 1:*Presentaciones, Saludos*,*Pronombres personales*,*El verbo “estar” y los adjetivos*,*Información personal*,*Los verbos “ser, tener, ir”
* *Capítulo 1, Paso 2:*La familia y los amigos, Posesiones, Más sobre la familia y la vida estudiantil, El presente de los verbos regulares.
* *Evening Activities*

**Day 2:**  *Capítulo 1, Paso 3 and Panorama Cultural; Quiz*

* *Capítulo 1, Paso 3:*Actividades del tiempo libre*,*El verbo “gustar,” Formación de preguntas.
* *Capítulo 1, Panorama cultural:*Panorama Cultural, Imágenes de Puerto Rico (video)
* *Evening Activities*

**Day 3:** *Capítulo 2, Paso 1; Capítulo 2, Paso2*

* *Capítulo 2, Paso 1:*La hora, Las fechas, La agencia de viajes, Planes, preferencias, y obligaciones, Verbos con cambios en la raíz, Lectura A
* *Capítulo 2, Paso 2:* El hotel, Los números, Verbos irregulares
* *Evening Activities*

**Day 4:**  *Capítulo 2, Panorama cultural; Composition 1 (practice, not graded); Exam 1*

* *Capítulo 2, Panorama cultural:*Imágenes de México (video)
* *Exam 1:* Paso preliminar, Cap. 1, 2
* *Composition 1:* In-class writing practice (materials posted on the Blackboard Supersite); Composition
* *Evening Activities*

**Day 5:**  *Capítulo 3, Paso 1; Capítulo 3, Paso 2*

* *Capítulo 3, Paso 1:*El arte, La familia, los amigos, y los animales, La descripción personal, Los comparativos y los superlativos.
* *Capítulo 3, Paso 2:*La casa, los cuartos, Los muebles, La ubicación, Ser y estar.
* *Evening Activities*

**WEEK 2:**

**Day 6:** *Capítulo 3, Paso 3* and *Panorama Cultural*; *Quiz*

* *Capítulo 3, Paso 3:*Mi rutina, Los verbos reflexivos, Los quehaceres
* *Capítulo 3, Panorama cultural:*Imágenes de Venezuela.
* *Quiz*
* *Evening Activities*

**Day 7:** *Capítulo 4, Paso 1;* *Capítulo 4, Paso 2*

* *Capítulo 4, Paso 1:*Las comidas, En el restaurante, Los complementos directos.
* *Capítulo 4, Paso 2:*En el mercado, Los complementos indirectos, Dos complementos
* *Evening Activities*

**Day 8:** *Capítulo 4, Panorama cultural*; *Exam 2*; *Composition 2* (practice, not graded)

* *Capítulo 4, Panorama cultural:*Imágenes de Perú (video)
* General review and review for exam
* *Exam 2*: Capítulos 3 and 4
* *Composition 2:* In-class writing practice (materials posted on the Blackboard Supersite), Composition 2
* *Evening Activities*

**Day 9:** *Capítulo 5, Paso 1; Capítulo 5, Paso 2;*

* *Capítulo 5, Paso 1:*Los horarios, Las asignaturas, Las opiniones, Los verbos encantar e interesar, Las profesiones y los planes para el futuro
* *Capítulo 5, Paso 2:*Cómo hablar del pasado, El pretérito de los verbos regulares, El pretérito (cambios en la raíz).
* *Evening Activities*

**Day 10:** *Capítulo 5, Paso 3; Capítulo 5, Panorama Cultural; Quiz 3*

* *Capítulo 5, Paso 3:*Las excursiones académicas, Los verbos irregulares, El presente, el pasado, y el futuro
* *Capítulo 5, Panorama cultural:* Imágenes de Argentina (video)
* *Quiz 3*
* *Evening Activities*

**WEEK 3:**

**Day 11:** *Capítulo 6, Paso 1; Capítulo 6, Paso 2;*

* *Capítulo 6, Paso 1:* La ropa, Los pisos, Los adjectivos para comprar la ropa, Verbos como gustar
* *Capítulo 6, Paso 2:*Los recuerdos, Los circunloquios, Como regatear, Por y para
* *Evening Activities*

**Day 12:** *Capítulo 6, Panorama Cultural*, *Exam 3*, *Composition 3* (graded)

* Capítulo 6, Panorama Cultural: Imágenes de España (video)
* *Exam 3*: Capítulos 5 and 6
* *Composition 3:* Pre-writing activities in class (materials posted on the Blackboard Supersite), Composition
* *Evening Activities*

**Day 14:** *Capítulo 7, Paso 1*; Review for the Exit Exam; *Capítulo 7, Paso 2*

* *Capítulo 7, Paso 1:* Las invitaciones, El fin de semana pasado, El pretérito
* Complete the “Sample Speaking Test”
* *Capítulo 7, Paso 2:* El tiempo, Los días festivos y las celebraciones, El imperfecto
* *Evening Activities*

**Day 15:** *Capítulo 7, Paso 3*; *Capítulo 7, Panorama Cultural, Quiz 4*

* *Capítulo 7, Paso 3*: Como contar un cuento, El imperfecto y el pretérito
* *Capítulo 7, Panorama Cultural:* Imágenes de Costa Rica (video)
* *Quiz 4*
* *Evening Activities*

**WEEK 4:**

**Day 16:** *Capítulo 8, Paso 1*; Capítulo 8, Paso 2; *Composition 4* (graded)

* *Capítulo 8, Paso 1:* Las diligencias, El se pasivo/impersonal, Para pedir y dar instrucciones, Los mandatos formales.
* Capítulo 8, Paso 2: Partes del cuerpo, En el consultorio, El verbo “doler,” Presente del subjuntivo
* *Composition 4:* Pre-writing activities in class (materials posted on the Blackboard Supersite), Composition
* *Evening Activities*

**Day 17:** *Capítulo 8, Panorama Cultural*; Review and Practice for Exit Exam; *Exam 4*

* *Capítulo 8, Panorama Cultural:* Imágenes de Ecuador (video)
* Review for Exit Exam: Documents found on the Supersite on Blackboard
* *Exam 4*
* *Evening Activities*

**Day 18:** *Capítulo 9, Paso 1*; Review and Practice for Exit Exam

* *Capítulo 9, Paso 1:* Las vicisitudes del estudiante, El presente del subjuntivo
* Continuar con el repaso para el Exit Exam
* *Evening Activities*

**Day 19:** *Exit Exam* (Written and Oral Sections); Consultations for Exit Exam retakes.