

Publish in college catalog? Yes ☒ No ☐

Effective Quarter Spring 2010

Administrative Unit Code: DC  
Department: World Languages

Maximum Class Size 25

(H) Beginning sequence of courses to practice functional elements of Spanish pronunciation, grammar and culture in the context of practical conversational Spanish. Listening, speaking, reading and writing to communicate in a logical, natural and personalized way.

Beginning sequence of courses to practice functional elements of Spanish pronunciation, grammar and culture in the context of practical conversational Spanish.

Can course be repeated for credit? Yes ☐ No ☒

Number of repeats beyond initial enrollment:      One ☐      Two ☐

|       |      |
|-------|------|
| Total | .333 |
|-------|------|

1. Demonstrate listening comprehension skills at the most fundamental level of the Spanish language within the range of topic areas listed below.
2. Demonstrate spoken communication skills at the most fundamental level of the Spanish language, using typical conversational phrases, within the range of topic areas listed below.
3. Demonstrate reading and writing skills at the most fundamental level of the Spanish language within the range of topic areas listed below.
4. Identify cultural and social behaviors common to the Spanish-speaking countries.
5. Demonstrate an awareness of, and appreciation for, the richness and diversity of the Hispanic cultures.

- giving orders, making requests
- expressing emotion, desire, doubt and influence
- talking about actions in the present, past and future

| Which primary <b>Core Learning Outcomes</b> are assessed by this course? How are these outcomes being assessed by the program? |   |  |
|--|---|--|
| Core Learning Outcome  | Introduced (I) or Assessed (A)                                      | If assessed, how is outcome measured?  |
| CLO #1: Engage and take responsibility as active learners  | I <input type="checkbox"/><br>A <input checked="" type="checkbox"/> | Students will demonstrate engagement in active learning through a variety of assignments, including group participation, written and oral presentations.   |
| CLO #2: Think critically   | I <input type="checkbox"/><br>A <input type="checkbox"/>            |  |
| CLO #3: Communicate effectively  | I <input type="checkbox"/><br>A <input checked="" type="checkbox"/> | Students will demonstrate understanding of topics presented in oral and written sources in the Spanish language and give written and oral presentations.   |
| CLO #4: Participate in diverse environments  | I <input type="checkbox"/><br>A <input checked="" type="checkbox"/> | Students will interact with native speakers and participate in Spanish cultural events. Students will demonstrate an awareness of and appreciation for a culture other than their own, through written and oral presentations. |
| CLO #5: Utilize information literacy skills  | I <input type="checkbox"/><br>A <input type="checkbox"/>            |  |
| CLO #6: Demonstrate computer and technology proficiency  | I <input type="checkbox"/><br>A <input type="checkbox"/>            |  |
| CLO #7: Identify elements of a sustainable society   | I <input type="checkbox"/><br>A <input type="checkbox"/>            |  |

| Which <b>Program Specific Outcomes</b> are assessed by this course? How are these outcomes being assessed by the program? |  |                                       |
|---|--|---------------------------------------|
| Program Specific Outcome  | Introduced (I) or Assessed (A)                           | If assessed, how is outcome measured? |
| Goal 1: <b>Communication</b> (demonstrate listening, speaking reading and writing skills)                                 | I <input type="checkbox"/><br>A <input type="checkbox"/> |                                       |
| Goal 2: <b>Cultures</b> (demonstrate an understanding of traditions, customs and beliefs related to the target language)  | I <input type="checkbox"/><br>A <input type="checkbox"/> |                                       |
| Goal 3: <b>Connections</b> (link information about the target language and cultures to other disciplines)                 | I <input type="checkbox"/><br>A <input type="checkbox"/> |                                       |
| Goal 4: <b>Comparisons</b> (compare and contrast language and cultural concepts with one's own language and culture)      | I <input type="checkbox"/><br>A <input type="checkbox"/> |                                       |
| Goal 5: <b>Communities</b> (interact with native speakers both locally and globally and gain a world perspective)         | I <input type="checkbox"/><br>A <input type="checkbox"/> |                                       |
|   | I <input type="checkbox"/><br>A <input type="checkbox"/> |                                       |
|   | I <input type="checkbox"/><br>A <input type="checkbox"/> |                                       |