| **PROFESSOR:** |   |
| --- | --- |
| **OFFICE LOCATION:** |   |
| **OFFICE HOURS:** |   |
| **PHONE NUMBER:** |   |
| **E-MAIL:** |   |
| **SEMESTER:** |   |
| **DELIVERY METHOD:** |   |

# COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

## SPN 1120 Beginning Spanish I (I) (4 Credits)

This course is for beginners or those with one year of high school Spanish. This course is a study of the language and the culture with an emphasis on communication in the target language.

(I) International or diversity focus

## PREREQUISITES FOR THIS COURSE:

SB 1720 Testing Exemption or successful completion of Developmental courses in reading and writing; or permission of the instructor

### CO-REQUISITES FOR THIS COURSE:

None

## GENERAL COURSE INFORMATION:

Topic Outline

 Definite and indefinite articles

 Gender and number of nouns

 Adjectives

 Possessive adjectives

 Numbers, time, calendar

 Idiomatic expressions

 Present tense conjugation of ser and estar

 Present tense conjugation of regular –ar, -er, and –ir verbs

 Present tense conjugation of ir, tener, querer, ser, estar

 Present tense conjugation of irregular verbs yo form

 Present tense conjugation of verbs with stem-vowel change (eie), (oue) and (ei)

## ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: Communicate

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

 Students will acquire and demonstrate speaking competency in Spanish by asking and answering questions and expressing ideas in complete sentences primarily in the simple present tense and future.

 Students will acquire and demonstrate writing competency in Spanish by expressing their ideas using proper structure, context, and syntax in complete sentences using simple present tense and future

 Students will acquire and demonstrate reading comprehension competency in Spanish by interpreting, and analyzing short passages written in Spanish and by answering questions to evaluate their understanding.

 Students will acquire and demonstrate listening comprehension competency in Spanish by correctly responding orally and in writing.

2. Listed here are the course outcomes/objectives assessed in this course which play a supplemental role in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: Visualize

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

 Students will acquire cultural literacy through topical discussion of the respective cultures, including artifacts, videos, and readings from cultures where Spanish is spoken.

 Students will acquire and demonstrate competency in their knowledge about the Culture of the people and the countries where Spanish is spoken.

General Education Competency: Think

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

 Students will apply critical thinking to contrast the language structures with those of their native languages. Student will analyze the structures they are using to express their ideas and students will synthesize the language structures when they express their ideas in Spanish.

 Students will acquire and demonstrate reading comprehension competency in Spanish by interpreting, and analyzing short passages written in Spanish and by answering questions to evaluate their understanding.

## DISTRICT-WIDE POLICIES:

### PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <https://www.fsw.edu/adaptiveservices>.

### REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu. Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

## ATTENDANCE POLICY:

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog and defers to the professor.)

## GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)