

- Course Information -

<b>University:</b>	University of Nebraska at Omaha
<b>College:</b>	Arts and Sciences
<b>Curriculum:</b>	Spanish
<b>Number:</b>	1110
<b>Type:</b>	Lecture
<b>Title:</b>	Elementary Spanish I
<b>Short title:</b>	Elementary Spanish I
<b>Effective term:</b>	Spring 2014
<b>Graduate non-degree students:</b>	Allowed
<b>Can course be taken for credit multiple times?</b>	No

- Credit Hours Information -

<b>Type:</b>	Fixed
<b>Hours:</b>	5

- Cross-listing and/or Dual-listing (UG/G) Information -

<b>Courses:</b>	Not applicable
-----------------	----------------

- Duplication Information (not to be used for cross/dual-listings) - Use in ALL instances where there is potential that a course overlaps in content with another discipline. This feature allows the relevant chair(s)/directors(s) to review and approve early in the review process. Please use if there is potential for perceived duplication.

<b>Curriculum:</b>	Spanish
--------------------	---------

- 1.0 Course Description Information -

1.1 Catalog description:

Elementary Spanish I emphasizes the mastery of all four language skills (speaking, listening, reading, and writing) and introduces cultural topics from across the Spanish-speaking world.

1.2 Prerequisites of the course:

None

1.3 Overview of content and purpose of the course:

The course will provide beginning students with the basic tools for constructing a solid foundation of the Spanish language. Students will develop their conversational, reading and writing skills and will also concentrate on building vocabulary and mastering Spanish grammar.

Students are expected to develop and demonstrate knowledge of geography, politics, arts, history, and cultural aspects, both traditional and contemporary, of the countries and peoples that make up the Spanish-speaking world. Through cultural readings, realia, and various visual materials, students will gain an understanding of current political, social, and cultural issues in the Hispanic world. This knowledge will allow students to effectively position the target cultures and language within a global framework. Likewise, students are expected to develop greater cultural sensitivity as they learn about the diversity of peoples and cultures in the Spanish-speaking world.

1.4 Unusual circumstances of the course:

None

- 2.0 Course Justification Information -

2.1 Anticipated audience / demand:

The audience for this course is primarily freshman or sophomore students who wish to develop linguistic and cultural proficiency in Spanish. Students may also take this course as part of their foreign language requirement for the Bachelor of Arts degree.

As the United States is the fifth largest Spanish-speaking country, Spanish proficiency continues to be in high demand by a wide-range of employers across the nation. University students have responded and continue to take Spanish in increasing numbers.

2.2 Indicate how often this course will be offered and the anticipated enrollment:

To meet the current demand for Spanish 1110, the Department of Foreign Languages and Literature typically offers six to seven sections of Spanish 1110 every semester and one section during the summer sessions. Each of these sections enrolls approximately 26 students for a total of 364 students per academic year.

2.3 If it is a significant change to an existing course please explain why it is needed:

The course itself has not necessarily been significantly changed; however, some minor changes have been made so that the content better conforms to the Student Learning Objectives for both the Humanities and Fine Arts and Global Diversity General Education requirements.

- 3.0 Objective Information -

Is this course part of or being proposed for the General Education curriculum?

Yes, General Education area: Global Diversity & Humanities and Fine Arts

3.1 List of performance objectives stated as student learning outcomes:

Students who complete Spanish 1110 with a grade of C- or better will be able to do the following (with varying degrees of accuracy):

Speaking/listening:

- introduce themselves and others
- greet people appropriately
- carry on simple interactions in commercial settings (buying something, asking where something is, ordering food at a restaurant)
- use appropriate gestures for greetings, leave-taking etc.

- ask someone to repeat what they say or speak more slowly

#### Reading/writing:

- understand short, simple written texts or messages
- write simple sentences using connectors such as and, but, then, first, later.
- write simple letters or texts about experiences and events

#### Speaking/writing:

- express likes and dislikes
- describe familiar people, places and things
- describe daily activities
- express future events using verbal structures such as ir a + INF, pensar + INF, etc.
- make basic comparisons
- talk about events in the recent past
- describe past activities and personal experiences
- exchange basic personal information (name, address, phone number, age, etc.)
- express time
- using numbers, quantities, cost and time
- describe hobbies and interests in a simple way
- ask formulaic questions (¿Cómo te llamas? ¿De dónde eres?, etc.) and yes/no questions
- answer basic questions about familiar topics

#### Cultural awareness:

- identify all Spanish-speaking countries on a map
- identify several instances of the cultural diversity of the Spanish-speaking world:
  - o food vocabulary (different foods eaten in various countries; different names for some foods)
  - o different currencies
  - o forms of address (vosotros vs. Uds., vos vs. tú)
  - o recognize existence of variety of accents from Spanish-speaking countries
  - o identify differences between Spanish-speaking cultures and home culture

- o identify famous people, works of art, or works of literature that are from the Spanish-speaking world
- o current events that are relevant to the target cultures
- o cultural differences in conceptualization of time and space

### 3.2 General Education Student Learning Outcomes

After completing the course, successful students shall be able to do the following:

#### 3.2.1 Student Learning Outcome

(Describe how the course meets the SLO(s).)

**Humanities and Fine Arts:** demonstrate an understanding of the theories, methods, and concepts used to comprehend and respond to the human condition;

**Global Diversity:** recognize the cultural, historical, social, economic, and/or political circumstances that produce different social and cultural systems;

**Humanities and Fine Arts:** As language itself is a unique part of the human condition, the students in Spanish 1110 are constantly exploring the intersection of language, thought and culture. Through this exploration they specifically study methods through which they can more effectively comprehend and produce the Spanish language. These methods include skimming and scanning written and aural texts, searching for cognates, creating semantic maps, comparing and contrasting sounds, and repetition to name just a few. Through a better understanding of these language learning methods, students can become more effective language learners, and in turn use their second language to develop a broader understanding of the human condition.

**Global Diversity:** Students are exposed to both the environmental and historical circumstances of the Spanish language and cultures through listening, reading and speaking in and about the Spanish language and culture. The textbook includes readings on the historical and environmental circumstances that helped mold Spanish-speaking communities worldwide. Textbook materials are supplemented by lecture, class discussion and additional sources, such as music, film, documentaries, journalistic materials and online content, both in English and in Spanish.

#### 3.2.2 Student Learning Outcome

(Describe how the course meets the SLO(s).)

**Humanities and Fine Arts:** recognize, articulate, and explore how various humanists/artists have responded to the human condition;

**Global Diversity:** demonstrate specific knowledge of the cultural, historical, social, economic, and/or political aspects of one or more countries or nations other than the United States;

**Humanities and Fine Arts:** Students in Spanish 1110 view various artistic products in their study of cultural practices and products of Spanish-speaking cultures. They use these concepts to better understand the human condition, particularly through the lens of the specific cultural groups studied. For example, the Spanish 1110 instructors regularly bring music into the classroom that is representative of various cultural groups. One such song would be *El costo de la vida* by Dominican singer Juan Luis Guerra. This song has a strong merengue influence, but the lyrics speak of inflation, poverty and the negative effects of globalization. The juxtaposition of the infectious rhythm with the social commentary on the state of the Dominican economy provides a rich text for discussion. By analyzing this song in small groups, students can begin to tease apart some of the current and historical economic and social issues in the Dominican Republic and, thus, begin to better understand the Dominican perspective of our shared human experience.

**Global Diversity:** Students are asked to compare and contrast economic, political, environmental and social systems of the Spanish-speaking cultures with those of the U.S. and others. Textbooks and accompanying materials feature cross-cultural activities prompting students to develop an understanding of Hispanic cultures and countries within the global community.

#### 3.2.3 Student Learning Outcome

(Describe how the course meets the SLO(s).)

**Humanities and Fine Arts:** comprehend and evaluate how humanistic/artistic expression contributes to individual and/or socio-cultural understanding, growth, and well being;

**Global Diversity:** explain the interrelations among global economic, political, environmental and/or social systems;

Humanities and Fine Arts: Students read texts and discuss artistic products from a wide-range of time periods and cultures. Through this discussion they are encouraged to recognize the connections between these cultural products and the human condition they represent. For example, the vejigante masks of Puerto Rico are introduced briefly in the students' textbook. The students read the cultural text in class which describes the importance of the vejigante character, the variations of vejigante masks, and the masks as a representation of the fusion of African, Spanish and Caribbean cultures. Thus, the discussion of these masks encourages students' reflection on not only the artistic production of the masks, but also the unique historical and social circumstances that led to their production. It is this type of discussion that helps enrich students' socio-cultural understanding of the target cultures studied.

Global Diversity: In conversation and in writing, students demonstrate knowledge of the cultural, historical, and political aspects of the various Spanish-speaking cultures. Students are engaged in additional research on cultural, historical, social, economic and/or political aspects of various regions where the Spanish language is spoken. Student activities include writing blog entries, delivering in-class presentations, and sharing their findings with the class.

### 3.2.4 Student Learning Outcome

(Describe how the course meets the SLO(s).)

**Humanities and Fine Arts:** use relevant critical, analytic, creative, speculative and/or reflective methods to communicate ideas and explain concepts relevant to the discipline(s).

**Global Diversity:** explain ways in which identity is developed and how it is transmitted within and by members of the group or groups.

Humanities and Fine Arts: Students are encouraged to reflect on cultural differences and similarities through comparisons of their own culture and their study of the cultures of the Spanish-speaking world.

For example, the textbook presents a short description of the common characteristics of the Hispanic family. In class, the students must use this knowledge to compare and contrast typical characteristics of families in the United States and across the Spanish-speaking world using a Venn diagram. Finally, on their unit exam, they must write a description of their own family that would make sense to a fictitious host family in a Spanish-speaking country. Thus, through studying Hispanic cultures, students are encouraged to reflect critically on their own culture as well.

Global Diversity: Students are regularly exposed to a variety of readings and activities that address the diversity of peoples and the multiplicity of identities which are developed and transmitted within the cultures of the Spanish-speaking world. This allows students to develop greater cultural sensitivity. Likewise, by exploring various signifying practices (e.g. customs, rituals, holidays, popular practices, advertisements, media clips, paintings), students gain a better understanding of national, regional, ethnic and social identities. In sum, students discuss how identity is developed and expressed through culture and language.

## - 4.0 Content and Organization Information -

### 4.1 List the major topics central to this course:

- Greeting and getting acquainted
- Carrying on simple interactions in commercial settings (buying something, asking where something is, ordering food at a restaurant)
- Expressing ownership
- Talking about one's family
- Talking about one's home
- Telling where someone lives
- Discussing one's neighborhood
- Asking about someone's occupation
- Discussing future events or actions.

- Writing simple letters or texts about experiences and events using connectors such as and, but, then, first, later.
- Understanding different forms of address in Spanish (vosotros vs. Uds., vos vs. tú)
- Recognizing the existence of a variety of accents from Spanish-speaking countries
- Identifying some differences between Spanish-speaking cultures and home culture, such as gastronomy, university life, and familial relationships
- Identifying famous people, works of art, or works of literature that are from the Spanish-speaking world
- Understanding some current events that are relevant to the target cultures
- Recognizing cultural differences in conceptualization of time and space
- Identifying all Spanish-speaking countries on a map
- Recognizing the role of Latinos in the United States, the status of the U.S. territory of Puerto Rico, and the language and culture of Cuba and the Dominican Republic

## - 5.0 Teaching Methodology Information -

### 5.1 Methods:

Spanish 1110 follows a communicative approach to language teaching focusing on developing students' oral and written proficiency through practice focused on meaning-making. Presentation of grammatical concepts is either inductive or deductive, but emphasizes form-function connections. Cultural content is presented delicately encouraging students to reflect on their own culture while considering the cultural products, practices and/or perspectives of the Spanish-speaking world.

### 5.2 Student role:

Learning a foreign language requires active student participation and a positive attitude. Therefore, class participation is a mandatory part of Spanish 1110. Students are expected to practice reading and writing at home as part of their assigned homework. Thus, class time will be devoted mainly to speaking and listening activities as well as to cultural discussion. Demonstration of lack of respect for students' fellow classmates or their instructor along with aggressive behavior and/or ironic commentary is considered negative participation.

## - 6.0 Evaluation Information -

Students should be provided the actual list of projects, basis for determining the final grade, and grading scale at the beginning of each course.

### 6.1.1 Describe the typical types of student projects that will be the basis for evaluating student performance:

Student performance in Spanish 1110 is assessed in the following way:

- Participation in class
- Preparation for class (completing assigned readings, compositions, and/or blog posts)
- Online homework assignments
- Written exams
- Oral exams

6.1.2 In submitting this course for the general education curriculum, it is understood that the department will be responsible for providing a regular assessment report of how each of the student learning objectives shown in 3.2.1-3.2.4 are being met. The format for this report will be specified by the UNO Assessment Committee.

### 6.2 Describe the typical basis for determining the final grade (e.g., weighting of various student projects):

The weighting of the assessments in Spanish 1110 varies slightly from instructor to instructor. A typical weighting system is as follows:

- Exams (3 x 15%) 45%
- Online homework 20%

- Participation 10%
- Oral exams (2 x 5%) 10%
- Blog 15%

### 6.3 Grading type:

Letter grades

### - 7.0 Resource Material Information -

#### 7.1 Textbook(s) or other required readings used in course:

Potowski, K., Sobral, S., Dawson, L. M. (2012). *Dicho y hecho* (9th ed.). Hoboken, NJ: John Wiley & Sons.

Wiley Plus, online homework system and Dicho y hecho ebook.

#### 7.2 Other student suggested reading materials:

*HarperCollins Spanish Unabridged Dictionary* (9th ed). (2009).

#### 7.3 Current bibliography and other resources:

Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice*. Oxford, UK: Oxford University Press.

Ellis, R. (2008). *The study of second language acquisition*. Oxford, UK: Oxford University Press.

Galloway, V. (Ed.). (2001). *Teaching cultures of the Hispanic world: Products and practices in perspective*. Mason, OH: Thompson Learning Custom Publishing.

Kramsch, C. (1993). *Context and culture in language teaching*. Oxford, UK: Oxford University Press.

Lange, D. L., & Paige, R. M. (Eds.). (2003). *Culture as the core: Perspectives in second language learning*. Greenwich, CT: Information Age Publishing.

Lee, J. F., & VanPatten, B. (2003). *Making communicative language teaching happen* (3rd ed.). New York: McGraw-Hill.

Lightbown, P. M., & Spada, N. (2006). *How languages are learned*. Oxford, UK: Oxford University Press.

Omaggio Hadley, A. (2001). *Teaching language in context*. Boston, MA: Heinle & Heinle.

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.

Potowski, K., Sobral, S., Dawson, L. M. (2012). *Dicho y hecho* (9th ed.). Hoboken, NJ: John Wiley & Sons.

Salaberry, R., & Lafford, B. A. (Eds.). (2007). *The art of teaching Spanish: Second language acquisition from research to praxis*. Washington D.C.: Georgetown University Press.

### - 8.0 Other Information -

#### 8.1 Accommodations statement:

Appropriate accommodations are provided for students who are registered with the Accessibility Services Center and make their requests sufficiently in advance. For more information, contact Accessibility Services Center (MBC 126, Phone: 402-554-2872, [unodisability@unomaha.edu](mailto:unodisability@unomaha.edu)) or visit [unomaha.edu/disability](http://unomaha.edu/disability).

8.2 Other:

\* 8.3 Author(s):

Melanie Bloom