

**WASHTENAW COMMUNITY COLLEGE  
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

SPN 109

For help screens, select a field and press F1

**SECTION I. SUBMISSION INFORMATION**

**1. Course:** (Enter proposed discipline, number & title here.)  
**Discipline/No:** SPN 109    **Title:** Beginning Conversational Spanish I    **Start Term** Fall2002  
 Banner allows only 29 characters and spaces, for the title. Longer titles will have to be abbreviated.

**Division Code:** HSS    **Department Code:** FLGD    **Org #:** \_\_\_\_\_    Don't publish:  in College Catalog  
 in Time Schedule     on Web Page

**2. Type of Approval:** (applies to both new courses and changes)  
 Full Approval  
 Conditional Approval  
 This proposal previously received conditional approval for the term: \_\_\_\_\_

**3. Reason for Submission:** This Course is being submitted for: (check all that apply)  
 New Course Approval (Skip 4 and go directly to 5.)  
 Five-year Syllabus Review     No changes to course (Submit complete syllabus)  
 Major Change(s) (Submit complete syllabus)  
 Minor Change(s)\* (For fully approved courses, submit revised sections only.)  
 Reactivation of Inactive Course  
 Inactivation (Submit this page only.)  
 \*If requesting a change to a course that has conditional approval, please submit a complete syllabus.

**4. Change Information:** (Check all that apply. Make proposed changes in Section III, Course Syllabus.)

**Minor Changes**  
 Course Discipline/Number (was SPN 120 *begin #1205*)  
 Course Title (was Beginning Conversational Spanish I)  
 Course Description  
 Class Capacity (was: \_\_\_\_\_)  
 Pre or Co-requisites  
 Course Objectives (minor changes)  
 Distribution of Contact Hours (contact hours were: lect: \_\_\_\_\_ lab \_\_\_\_\_ clin \_\_\_\_\_ other \_\_\_\_\_)  
 Other Delete Text Information

**Major Changes** (will be reviewed by Curriculum Committee.)  
 Credit hours (credits were: \_\_\_\_\_)  
 Change in Grading Method  
 Total Contact Hours (total contact hours were: \_\_\_\_\_)  
 Approval for offering an Honors Section (Attach Approval Form.)  
 Approval for offering Distance Learning Sections (Attach Distance Learning Approval Form)  
 General Education Distribution Course: Add  Remove   
 (Attach General Education Course Approval Form)  
 Pre or Co-requisites (that affect other departments)

**5. Rationale:** (for new course or course change) Changes are being made in response to data from Assessment: yes  no   
 Integrity of sequencing; Delete last sentence of course description to avoid transfer confusion; Text/Materials at discretion of instructor.

**SECTION II. SIGNATURES**

**1. Department Review** (To be completed by department chair)  
 Will any new resources be required? No, none anticipated  Yes  (If yes, attach list with projected costs)  
 You must consult all departments that may be affected by this course. List departments contacted below and attach relevant documents.

Does the department support approval of this course?  yes     no (if no, initial and return to preparer with rationale.)

Print: Rosalyn Biederman    Faculty/Preparer    Signature R. Biederman    Date: 3-06-02

Print: Rosalyn Biederman    Department Chair    Signature R. Biederman    Date: 3.06.02

**2. Division Review** (To be completed by division dean; if recommendation is no, initial and return to department with rationale.)  
 Is this a curricular priority for your division?  yes     no (Comment \_\_\_\_\_)  
 What is the estimated enrollment? \_\_\_\_\_

Recommendation  Yes     No    B. Abernethy    MAR 06 2002  
 Dean's Signature    Date

**3. Curriculum Committee Review** (Attach additional comments if necessary and forward to Executive Vice President.)  
 Recommendation  Yes     No    \_\_\_\_\_  
 Curriculum Committee Chair's Signature    Date

**4. Vice President for Instruction and Student Services Approval** (Attach additional comments if necessary.)  
 Approval  Yes     No    Gregg Allison    3/8  
 Executive Vice President's Signature    Date

ACS Code \_\_\_\_\_ Entered in Banner 3/12/02 Entered in Access 3/12/02 Log File 3/12/02  
 Approved for General Education Area/Group \_\_\_\_\_ Entered in Banner 3/12/02 Syllabus Date 01/02/02

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**SECTION III. COURSE SYLLABUS**

For help screens press F1.

**A. COURSE DETAILS (Start with #1.)**

**Discipline & No.:** SPN 109 **Title:** Beginning Conversational Spanish

Course and title will automatically appear above upon saving or previewing

**1. Description:** (Please be brief. Explain acronyms if used.)

Conversational in approach, this course assumes no previous knowledge of the language. It is designed for students who want to practice the fundamentals of spoken Spanish to enhance their travel enjoyment in Spain and Latin America. The course also promotes an appreciation of the Hispanic world.  
*This course does not satisfy four year college language requirements.*

<b>2. Credit Hours:</b> <u>2</u> If Variable credit, Give Range: _____ to _____ credits  If repeatable for credit, how many times _____	<b>3. Contact Hours per Semester:</b> Lecture: <u>30</u> Lab: _____ Clinical: _____ Other: _____ Total Contact Hours: <u>30</u>	<b>4. Class Capacity:</b> _____ (If nonstandard, attach Class Capacity Exception form.)	<b>5. Course Options:</b> <input type="checkbox"/> Distance learning (Attach DL Form) <input type="checkbox"/> Honors (Attach Honors Addendum.) <input type="checkbox"/> P/NP Grading
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6. Prerequisite(s) and/or " Course	Min Grade	*Concurrent Enrollment	Test Name	Min. Score	**Level "I" II	Other Prerequisites
<input type="checkbox"/> _____	_____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/> I <input type="checkbox"/> II	None _____
<input type="checkbox"/> _____	_____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/> I <input type="checkbox"/> II	_____
<input type="checkbox"/> _____	_____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/> I <input type="checkbox"/> II	_____
<input type="checkbox"/> _____	_____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/> I <input type="checkbox"/> II	_____
<input type="checkbox"/> _____	_____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/> I <input type="checkbox"/> II	Consent Required <input type="checkbox"/>
<input type="checkbox"/> _____	_____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/> I <input type="checkbox"/> II	<b>7. Corequisites:</b> (limit of 2) NONE _____

\* Can take prerequisite before or concurrently with this course.  
 \*\*Level I is enforced in Banner; Level II is enforced by instructor on 1st day of class.

<b>8. Course Purpose:</b> <input type="checkbox"/> Program Requirement <input type="checkbox"/> General Education <input type="checkbox"/> Program Support <input type="checkbox"/> Basic Skills/Developmental <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> Industry/Professional Dev <input checked="" type="checkbox"/> Enrichment	<b>If a program requirement, specify the program(s)</b> <u>none</u>	<b>Please send syllabus for Transfer evaluation to:</b> <input checked="" type="checkbox"/> EMU <input checked="" type="checkbox"/> UM <input checked="" type="checkbox"/> MSU	<b>Accepted for transfer:</b> (attach documentation) <input type="checkbox"/> EMU _____ <input type="checkbox"/> UM _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
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<b>9. Terms Course will be offered:</b>				<b>Even years only</b>	<b>Odd years only</b>
<b>Terms</b>	<b>Session Length</b> (e.g. 15 weeks, 1 <sup>st</sup> 7½ weeks, etc.)	<b>Day</b>	<b>Eve</b>		
<input type="checkbox"/> Fall	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Winter	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Spr/Summer	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B. MAJOR INSTRUCTIONAL UNITS** A major instructional unit is a grouping of topics that naturally relate to one another. Add additional numbers as needed. (This section is unprotected so that you can cut and paste from other documents.)

1. Introductory Unit: Spanish pronunciation. Alphabet. Division of words into syllables. Syllable stress linking. Cognates.
2. The definite articles and gender of nouns. Subject pronouns. The infinitive. Present indicative of first conjugation (*ar*) regular verbs. Interrogative sentences. Negative sentences. Some adverbs.
3. Present indicative of second (*er*) and third (*ir*) conjugation regular verbs. The indefinite articles. Interrogative words: *¿Cómo?*, *¿Cuándo?*, *¿Cuánto(s)?*,

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¿(Cuánta(s)?, ¿Dónde, ¿Por qué? and ¿Quién(es)? Contractions: *al* and *del*, Possession with *de*. The personal *a*.

4. Present indicative of irregular verbs: *estar* and *ser*. Agreement of subject and predicate. Some uses of *estar*. Some uses of *ser*. Indefinite article used with modified predicate. Plural of nouns and adjectives. Present indicative of irregular verbs: *tener* and *venir*. Idioms with *tener*. *Muy* versus *mucho*. *Tener que* + infinitive. *Hay*. The possessive adjectives. Cardinal numbers: 0-1000.
5. Present indicative of irregular verb: *ir*. Idioms with *ir*. *Ir* + infinitive to indicate future time. Special uses of *Vamos*. Interrogative words: ¿Dónde? ¿Adónde? The suffixes: *-ero*, *-er*, and *-ería*. The indefinite pronouns: *algo*, *alguien*, *nada*, *nadie*. The days of the week.
6. Stem-changing verbs: *e -ie*. *Pensar* + infinitive. *Querer* + infinitive. Telling time. Demonstrative adjectives. Months of the year.

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**C. INSTRUCTIONAL OBJECTIVES**

DIRECTIONS: Use student outcomes-based language. (Example: Upon visiting a gravel pit students will observe, analyze and describe in one page the weathering processes.) Units should match those listed in Section B.

(This section is unprotected. You may cut and paste from other documents as needed.)

**Unit 1** Introductory Unit: Spanish pronunciation/Greetings

1. The student will learn the rules of Spanish pronunciation and practice the sounds of Spanish.
2. The student will learn how to state his/her name and request that information from his/her peers.
3. The student will learn how to introduce one person to another.
4. The student will learn the informal greetings and practice them with the instructor and his/her peers.
5. The student will learn new vocabulary including cognates and practice them in short conversations.
6. The student will learn the rules for stressing syllables and for dividing words into syllables and practice them.
7. The student will learn some expressions and customs related to social conversation.

**Unit 2** Present indicative of first (*ar*) conjugation regular verbs

1. The student will learn the concepts of "infinitive", "verb stem"; and "verb conjugation".
2. The student will learn the forms and use of subject pronouns with emphasis on the appropriate use of the *tú* (informal) and *usted* (formal) forms.
3. The student will learn the present tense endings of *ar* verbs and practice them in drills, conversations and readings.
4. The student will learn and practice definite articles and gender of nouns.
5. The student will learn how to form interrogative and negative sentences, how to respond to questions and will practice these skills with peers and the instructor.
6. The student will learn and practice using some common adverbs.
7. The student will read Spanish narratives, cultural commentaries, and dialogs.
8. The student will learn about the Spanish language and countries in which it is spoken.

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**Unit 3 Present indicative of second (*er*) and third (*ir*) conjugation regular verbs**

1. The student will learn the present tense endings of "*er*" and "*ir*" verbs and practice them in drills, conversations and readings.
2. The student will learn and practice the meaning of some common interrogative words.
3. The student will learn and practice indefinite articles.
4. The student will learn and practice the contractions: *al* and *del*.
5. The student will learn and practice possession with *de*.
6. The student will learn and practice the use of personal *a*.
7. The student will read Spanish narrative, cultural commentaries, and dialogs.
8. The student will learn historical and geographical facts about Spain.

**Unit 4 Present indicative of irregular verbs: *estar* and *ser*.**

1. The student will learn and practice the present tense endings of the irregular verbs; *estar* and *ser*.
2. The student will learn distinctions in use of the verbs *ser* and *estar* (to be) and practice their use in drills and conversations.
3. The student will learn and practice the indefinite article used with modified predicate.
4. The student will learn and practice the meanings of some adjectives and practice using them in sentences that demonstrate agreement adjectives and nouns and their respective positions in the syntax.
5. The student will learn and practice plural of nouns and adjectives.
6. The student will learn and practice the cardinal numbers: 0-100.
7. The student will be able to have short dialogs with teacher and with his/her peers.
8. The student will learn historical and geographical facts about *la Argentina*.

**Unit 5 Present indicative of irregular verbs: *tener* and *venir***

1. The student will learn and practice the present tense of irregular verbs: *tener* and *venir*, and *tener que* +infinitive.
2. The student will learn and practice idioms with *tener*.

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3. The student will learn and practice idioms with *hay*.
4. The student will learn and practice how to use *muy* and *mucho* appropriately.
5. The student will learn and practice the possessive adjectives.
6. The student will learn and practice the cardinal numbers: 100-1,000.
7. The student will be able to have short conversations with teacher and with his/her peers.
8. The student will learn historical and geographical facts about *Bolivia*.

**Unit 6 Present indicative of irregular verb: *ir***

1. The student will learn and practice the present indicative of the irregular verb: *ir*.
2. The student will learn and practice some idioms with *ir*, *ir* + infinitive to indicate future time and *vamos*.
3. The student will learn and practice the interrogative words: *¿Dónde?* *¿Adónde?*
4. The student will learn and practice the suffixes: *-ero*, *-era*, and *-ería*.
5. The student will learn and practice the indefinite pronouns: *algo*, *alguien*, *nada*, *nadie*.
6. The student will learn and practice the days of the week.
7. The student will practice speaking by talking about a picture.
8. The student will learn historical and geographical facts about *Chile*.

**Unit 7 Stem-changing verbs: *e -ie***

1. The student will learn and practice the stem-changing verbs: *e-ie*.
2. The student will learn and practice *pensar* + infinitive and *querer* + infinitive.
3. The student will learn and practice telling time.
4. The student will learn and practice the demonstrative adjectives.
5. The student will learn and practice the months of the year.
6. The student will be able to have short dialogs with teacher with his/her peers about going to the movies.
7. The student will be able to give a short speech about him/herself.

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8. The student will learn historical and geographical facts about *Colombia*.

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**D. INSTRUCTIONAL METHODS, EVALUATION CRITERIA, AND ASSESSMENT**

**1. Instructional Methods:** (Check the appropriate boxes and describe as needed.)

<input checked="" type="checkbox"/> Lecture/Discussion _____	<input type="checkbox"/> Performances _____
<input type="checkbox"/> Clinical Instruction _____	<input type="checkbox"/> Group Critiques _____
<input type="checkbox"/> Laboratory Assignments _____	<input type="checkbox"/> Field Trips _____
<input type="checkbox"/> Internet Assignments _____	<input type="checkbox"/> Telecourse _____
<input type="checkbox"/> Computer Simulations _____	<input type="checkbox"/> ITV Course _____
<input type="checkbox"/> On-Site Work Experience _____	<input type="checkbox"/> Self-Paced Instruction _____
<input type="checkbox"/> Team Assignments _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> Demonstrations _____	<input type="checkbox"/> Other _____

**2. Evaluation Criteria:**

<input checked="" type="checkbox"/> Attendance _____	<input checked="" type="checkbox"/> Quizzes _____
<input checked="" type="checkbox"/> Class Discussion _____	<input type="checkbox"/> Tests _____
<input type="checkbox"/> Papers _____	<input type="checkbox"/> Midterm _____
<input type="checkbox"/> Portfolios _____	<input checked="" type="checkbox"/> Final Exam _____
<input type="checkbox"/> Projects _____	<input type="checkbox"/> Presentations _____
<input type="checkbox"/> Reports _____	<input type="checkbox"/> Individual Performance _____
<input type="checkbox"/> Clinical Assignments _____	<input type="checkbox"/> Group/Team Performance _____
<input type="checkbox"/> Home Work _____	<input type="checkbox"/> Other _____

**3. Assessment of Student Achievement:** (Indicate methods that will be used for NCA mandated assessment of student academic achievement at the course and (if applicable) general education levels)

<input type="checkbox"/> Departmental Exam _____	<input type="checkbox"/> Pre-test/Post-test _____
<input type="checkbox"/> Follow-on Tracking _____	<input type="checkbox"/> Simulations _____
<input type="checkbox"/> Standardized Test _____	<input type="checkbox"/> Comprehensive Project _____
<input type="checkbox"/> Portfolio Assessment _____	<input type="checkbox"/> Other _____

**F. EQUIPMENT, FACILITIES, TEXTS, MATERIALS, AND SUPPLIES**

**1. Special Equipment/Facilities :** (Check the appropriate boxes and describe as needed.)

<input type="checkbox"/> Lab equipment _____	<input type="checkbox"/> ITV Classroom _____
<input type="checkbox"/> Computer Lab _____	<input type="checkbox"/> Off-Campus Sites _____
<input type="checkbox"/> CD ROM's _____	<input type="checkbox"/> Testing Center _____
<input type="checkbox"/> Data Projector/Screen _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> VCR _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> TV Monitor _____	<input type="checkbox"/> Other _____



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2. Texts: (Please indicate if no text is required.)

Title: None

Author: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_

Publisher: \_\_\_\_\_ Est. Cost: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_

Publisher: \_\_\_\_\_ Est. Cost: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_

Publisher: \_\_\_\_\_ Est. Cost: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_

Publisher: \_\_\_\_\_ Est. Cost: \_\_\_\_\_

Additional Texts:

3. Supplies and/or Uniforms students will have to Acquire: (e.g. calculators, uniforms, tools, etc.)

Descriptions	Cost Estimates
_____	_____
_____	_____
_____	_____

4. Reference Materials that will be used: (e.g. journals, books, manuals, maps, LRC reserves, etc.)

Title/Name	Location
_____	_____
_____	_____

5. Computer Software that will be used:

Title/Name	Location
_____	_____
_____	_____
_____	_____

6. Audio/Visual Materials that will be used: (e.g. films, video tapes, slides, audio tapes, CDs, etc.)

Title/Name	Location
_____	_____
_____	_____
_____	_____