SPA101: ELEMENTARY SPANISH I
SYLLABUS
LECTURE HOURS/CREDITS: 3/3

CATALOG DESCRIPTION
Prerequisite: RDG099 – Introduction to College Reading III
Introductory grammar and pronunciation form the basis of this course, designed to develop communicative skills in Spanish. Oral and written exercises and reading of easy prose and dictations are the points of departure.

TEXTBOOK AND COURSE MATERIALS
It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Please see current textbook prices at www.rcgc.bncollege.com

EVALUATION AND ASSESSMENT

Grading Distribution
Individual instructors may include the following assessment(s):
- Quizzes
- Exams
- Written Assignments
- Computer Assignment
- Oral Evaluation Rubric
- Class Discussion
- Class Participation

Grading to be determined by individual instructors

Grading Scale
The grading scale for each course and section will be determined by the instructor and distributed the first day of class.
This comprehensive list reflects the core competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

<table>
<thead>
<tr>
<th>RCGC Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Written and Oral Communication</td>
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<tr>
<td>Students will communicate effectively in both speech and writing.</td>
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<tr>
<td>2 Quantitative Knowledge and Skills</td>
</tr>
<tr>
<td>Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.</td>
</tr>
<tr>
<td>3 Scientific Knowledge and Reasoning</td>
</tr>
<tr>
<td>Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.</td>
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<tr>
<td>4 Technological Competency</td>
</tr>
<tr>
<td>Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.</td>
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<tr>
<td>5 Society and Human Behavior</td>
</tr>
<tr>
<td>Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.</td>
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<tr>
<td>6 Humanistic Perspective</td>
</tr>
<tr>
<td>Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.</td>
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<tr>
<td>7 Historical Perspective</td>
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<tr>
<td>Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.</td>
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<tr>
<td>8 Global and Cultural Awareness</td>
</tr>
<tr>
<td>Students will understand the importance of a global perspective and culturally diverse peoples.</td>
</tr>
<tr>
<td>9 Ethical Reasoning and Action</td>
</tr>
<tr>
<td>Students will understand ethical issues and situations.</td>
</tr>
<tr>
<td>10 Information Literacy</td>
</tr>
<tr>
<td>Students will address an information need by locating, evaluating, and effectively using information.</td>
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**SPA101 CORE COMPETENCIES**

This course focuses on four of RCGC’s Core Competencies:
- Written and Oral Communication
- Humanistic Perspective
- Global and Cultural Awareness
### STUDENT LEARNING OUTCOMES: ELEMENTARY SPANISH I
(Revised 2011)

Successful completion of SPA101 will help students:

<table>
<thead>
<tr>
<th>RCGC Core Competencies</th>
<th>Evaluation / Assessment</th>
</tr>
</thead>
</table>
| 1. Communicate at a basic literacy level, orally and in writing:  
  a. Recall what has been learned and reproduce the information in written form  
  b. Imitate the learned vocabulary and recite the information so that it is comprehensible to the sympathetic listener  
  c. Comprehend and interpret basic learned written information  
  d. Use correct grammar  
  e. Develop conversational skills and use basic idiomatic expressions  
  f. Read and translate level appropriate material | Quizzes  
  - Written and Oral Communication  
  - Humanistic Perspective |
| 2. Recognize and compare the customs of their own culture and Hispanic culture  
  a. Develop an awareness of Hispanic family life and customs  
  b. Develop a basic knowledge of relationships between the English and Spanish languages | Class Discussion  
  - Written and Oral Communication  
  - Humanistic Perspective  
  - Global and Cultural Awareness |
| 3. Apply technology to enhance language acquisition | Computer Assignment  
  - Written and Oral Communication |
TOPICAL OUTLINE

Ante Todo:
- Greet one another and ask each other how they are doing
- Ask someone their name and where they are from
- Name and identify the letters that make up the Spanish Alphabet
- Spell their names in Spanish
- Describe themselves using Spanish cognates as adjectives
- Count from 0-30 in Spanish and perform simple math equations
- Express likes and preferences using the verb “gustar”
- Tell time
- Identify countries where Spanish is spoken and recognize that each country is distinct and has its own unique culture

En La Universidad:
- Learn and use basic vocabulary words that are used in an university setting
- Understand that all nouns in Spanish have gender
- Make nouns and articles plural
- Revisit English subject pronouns
- Learn and use Spanish subject pronouns
- Conjugate “ar” verbs
- Make up simple sentences and ask each other questions using “ar” verbs

La Familia:
- Learn and use vocabulary words that relate to the family
- Count to 100 and perform math equation using numbers 0-100
- Ask someone how old they are
- Learn and use basic adjectives
- Learn how to change adjectives so they agree with the nouns/pronouns they are modifying
- Conjugate the verb “ser” and learn when to use it
  - To identify
  - To describe
  - To express origin
  - For generalizations
  - To express possession
- Revisit possessive adjectives in English
- Learn and use possessive adjectives in Spanish
- Learn some basic “er” and “ir” verbs and how to conjugate them
- Bring in a picture of a family member and tell the class the person’s name, their relation to the student, and use three adjectives to describe them
TOPICAL OUTLINE (CONTINUED)

De Compras:
- Learn and identify articles of clothing
- Learn and identify colors
- Learn that colors are adjectives and must agree in gender to the noun they are modifying
- Be able to describe what they are wearing and the color of their clothes
- Learn and identify numbers from 100 through 1 million and beyond, and be able to express quantities
- Revisit demonstrative adjectives in English
- Learn and use demonstrative adjectives in Spanish
- Learn that there are three distances in Spanish
- Learn to conjugate the irregular verbs of “tener”, “venir”, “preferir”, “querer”, and “poder”
- Learn and use idioms that use the verb “tener”
- Learn and conjugate the verb “ir”
- Learn and use “ir + a + infinitive” to describe a near future event

En Casa:
- Learn and use vocabulary that would be found in a house setting
- Identify rooms in a house and identify furniture and things you would find in a room
- Learn days of the week in Spanish
- Learn, conjugate and use “go” verbs “hacer”, “oir”, “poner”, “salir” and “traer”
- Learn, conjugate and use e-ie, o(u)-ue, and e-i stem changing verbs
- Revisit reflexive pronouns in English
- Learn and use reflexive pronouns in Spanish with reflexive verbs

Las Estaciones y El Tiempo:
- Learn and use weather expressions to describe the weather
- Learn and use months of the year and seasons
- Be able to ask someone their birth date and answer with the day, month and year
- Be able to ask and answer what today’s date is
- Revisit prepositions in English
- Learn and use prepositions in Spanish
- Revisit present progressive in English
- Learn present progressive and how to form present progressive in Spanish
- Learn to use present progressive to describe an action that is taking place right now
- Review the two verbs that mean “to be” in Spanish, “ser” and “estar” and when to use them
- Learn how to express equal and unequal comparisons of adjectives and nouns
# ORAL EVALUATION RUBRIC

**Student:** ___________________________  
**Date:** ___________________________

**Topic:** ___________________________

- [ ] Interview  
- [ ] Role Playing  
- [ ] Other format

<table>
<thead>
<tr>
<th><strong>Comprehension</strong></th>
<th>Ability to understand aural cues and respond appropriately</th>
<th>(poor)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>(excellent)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensibility</strong></td>
<td>Ability to communicate ideas and be understood</td>
<td>(poor)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>(excellent)</td>
</tr>
<tr>
<td><strong>Syntax</strong></td>
<td>Ability to use structures correctly</td>
<td>(poor)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>(excellent)</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Ability to communicate clearly and smoothly</td>
<td>(poor)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>(excellent)</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Ability to use learned vocabulary correctly</td>
<td>(poor)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>(excellent)</td>
</tr>
</tbody>
</table>

**TOTAL POINTS**

**NOTES:**

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March 2013 Revised Summer 2014
ORAL EVALUATION RUBRIC

COMPREHENSION:
□ 4: Speaker understands all of what is said to him or her.
□ 3: Speaker understands most of what is said to him or her.
□ 2: Speaker understands some of what is said to him or her.
□ 1: Speaker understands little of what is said to him or her.

COMPREHENSIBILITY:
□ 4: Listener understands all of what the speaker is trying to communicate, when language is spoken at a normal speed.
□ 3: Listener understands most of what the speaker is trying to communicate, when language is spoken at a normal speed.
□ 2: Listener understands less than half of what the speaker is trying to communicate. Errors make it difficult to understand.
□ 1: Listener understands little of what the speaker is communicating.

SYNTAX:
□ 4: Speaker demonstrates high degree of control of language, including grammar and work order. Errors are self-corrected.
□ 3: Demonstrates moderate degree of control of language. Minor grammatical errors, which do not interfere with comprehension.
□ 2: Demonstrates inaccuracies in the control of language. Many errors in agreement or verb forms; errors in basic grammar.
□ 1: Demonstrates little control of language. Serious errors hinder overall comprehensibility. Communication is inappropriate.

FLUENCY:
□ 4: Speaker speaks clearly; some self correcting; hesitates but communicates easily.
□ 3: Speaker has few problems; occasional halting and fragmentary delivery; is able to rephrase.
□ 2: Speaker has some problems; frequent halting; repeats the question word before responses.
□ 1: Speaker has severe problems; struggles with pronunciation and intonation; incomprehensible and inappropriate.

VOCABULARY:
□ 4: Uses full range of nouns, verbs and adjectives. Use of relevant words
□ 3: Uses a variety of appropriate vocabulary.
□ 2: Uses vocabulary that is sometimes not appropriate or relevant.
□ 1: Uses limited vocabulary, which is often incomprehensible and inappropriate.
**Affirmative Action Statement**

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or ajones@rcgc.edu.

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADAAA/504 Officer at 856-415-2265 or dcook@rcgc.edu.

**Department of Special Services**

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit RCGC.edu/SpecialServices.
To Register with Special Services

Students must follow these steps:

- Complete and submit the Student Profile form. Access the Student Profile Form.
- Submit documentation detailing the student’s disability. Support services will not be granted without documentation specifying the student’s disability. Documentation should include the following information:
  a. Diagnosis with written evaluation of current disability;
  b. Date the student was diagnosed;
  c. Tests used to reach diagnosis;
  d. Credentials of the medical professional conducting evaluation; and
  e. How the disability affects daily activities and/or academic performance.
- By clicking on the following links, students can download the Special Education Records Release Form and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.
  1. Students should schedule a meeting after submitting the Student Profile Form, proper documentation and completing the College’s placement test. (Click on Special Accommodations for Placement Testing to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
  2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

Accommodations

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the technology link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

Confidentiality

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student’s professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.