Spanish I

Course Text

Dorwick, Thalia, Ana Maria Perez Girones, Anne Becher, and Casilde Isabelli. Puntos De Partida, 9th Edition. McGraw-Hill Publishing, 2011. ISBN 9780073385419. [This text is available as an etextbook at purchase or students may find used, new, or rental copies at this link].

Students may wish to purchase a English/Spanish dictionary to help with their studying.

Also Rosetta Stone software will be used to enhance students’ oral and written understanding of the language (integrated into course interface).

Course Description

Introduction to the Spanish language. Spanish I prepares students for cross-cultural communication in the language study through auditory comprehension, basic speech production, reading comprehension, and composition.

Course Objectives

After completing this course, you will be able to:

- Greet others
- Request and give personal information (name, age, where they live, telephone number, etc.)
- Identify numbers 0-1000 out of sequence
- Describe immediate family
- Describe people (personality and physical characteristics) and animals in simple terms
- Tell time
- Tell dates and days of week for events
- Discuss their likes and dislikes
- Talk about feelings
- Describe their house and the town in which they live
- Describe their daily routine
- Describe life as a university student
- Describe the weather
- Describe eating, shopping, and travel experiences
- Address people formally and informally
- Talk on the telephone
- Comprehend simple texts in Spanish that relate to Unit topics
- Narrate in the present tense
- Narrate in the preterit tense
- Narrate in the imperfect tense

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● Describe future events and actions
● Identify some characteristics of Hispanic countries (history, food, geography, etc.)
● Describe some Hispanic customs and traditions and compare them to those of the United States

**Course Prerequisites**

There are no prerequisites to take Spanish I.

**Important Terms**

In this course, different terms are used to designate tasks:

- **Proctoring:** all final exams require proctoring which can be completed conveniently from your home. A webcam is required.
- **Tutoring:** memberships include online tutoring for students to access with any content/subject related questions in the place of faculty. If your tutor is not able to answer your questions please contact a student advisor.
- **Rosetta Stone Levels:** this course utilizes Rosetta Stone’s Course software which is organized by Levels, Units and Lessons. Lessons are interactive and should be used with a computer equipped with speakers and a microphone.
- **Review Activities:** A non-graded assignment to assist you in practicing the skills discussed in a topic.
- **Oral Assignment:** these will be recorded and submitted for evaluation using a webcam or cell phone.
- **Written Assignments:** essays in Spanish submitted for evaluation.
- **Graded Exam:** A graded online assessment.

**Course Evaluation Criteria**

StraighterLine provides a percentage score and letter grade for each course. See Academic Questions section in FAQ for further details on percentage scores and grading scale. A passing percentage is 70% or higher.

If you have chosen a Partner College to award credit for this course, your final grade will be based upon that college's grading scale. Only passing scores will be considered by Partner Colleges for an award of credit.

There are a total of 1000 points in the course:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assessment</th>
<th>Points Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Graded Exam #1</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>Sentence Completion Quiz</td>
<td>10*</td>
</tr>
<tr>
<td>3</td>
<td>Writing Assignment I: Mi familia</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>Graded Exam #2</td>
<td>75</td>
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<tr>
<td>4</td>
<td>Oral Assignment I</td>
<td>75</td>
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<tr>
<td>6</td>
<td>Graded Midterm Exam</td>
<td>150</td>
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<tr>
<td>9</td>
<td>Graded Exam #3</td>
<td>75</td>
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<tr>
<td>9</td>
<td>Graded Exam #4</td>
<td>75</td>
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<tr>
<td></td>
<td>Written Assignment II: Una celebración memorable</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>Oral Assignment II</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>3 Part Graded Final Exam: Written (75), Oral (75), Exam (100)</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1000*</td>
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</tbody>
</table>

*The sentence completion quiz points are counted as extra credit. Note that completion is required.

**Course Topics and Objectives**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Topic</th>
<th>Subtopics</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ante todo</td>
<td>● Greetings and courtesy</td>
<td>● To say hello and good-bye, meet others, and be polite</td>
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<td></td>
<td></td>
<td>● The Spanish alphabet</td>
<td>● To spell in Spanish and learn the basics of Spanish pronunciation</td>
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<td></td>
<td></td>
<td>● Describing yourself and others</td>
<td>● To tell what you and others are like</td>
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<td></td>
<td></td>
<td>● Numbers 0-30</td>
<td>● To count in Spanish</td>
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<td></td>
<td></td>
<td>● Likes and dislikes</td>
<td>● To express what you like and don’t like</td>
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<td></td>
<td></td>
<td>● Telling time</td>
<td>● To tell time in Spanish</td>
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<td></td>
<td></td>
<td>● La geografía del mundo hispano</td>
<td>● To learn about the global importance of Spanish and about the geography of Spanish-speaking areas</td>
</tr>
<tr>
<td>2</td>
<td>En la universidad</td>
<td>● Classroom vocabulary</td>
<td>● To talk about your academic environment and what you are studying</td>
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<tr>
<td></td>
<td></td>
<td>● Academic subjects</td>
<td>● To learn more about Spanish pronunciation</td>
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<td></td>
<td></td>
<td>● Diphthongs and linking</td>
<td>● To name people, places, things, and ideas</td>
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<td></td>
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<td>● Singular and plural nouns, gender and articles</td>
<td>● To express actions</td>
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<td></td>
<td></td>
<td>● Verbs that end in -ar, subject pronouns</td>
<td>● To form questions in several ways</td>
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<td></td>
<td>● Questions</td>
<td>● To learn about the important Hispanic presence in the United States</td>
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<td></td>
<td></td>
<td>● Los Estados Unidos de América</td>
<td></td>
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</tbody>
</table>

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| 3 | La familia | • Family vocabulary  
• Adjectives  
• Numbers 31-100  
• Adjective endings  
• The verb **ser**  
• Possessive adjectives  
• Verbs that end in **-er** and **-ir**, subject pronouns  
• México | • To talk about the members of your family and tell what they are like  
• To count in Spanish  
• To describe people, places, things, and ideas  
• To express **to be** in many contexts  
• To express possession (what someone has)  
• To express actions  
• To learn about Mexico and Mexican culture |
| 4 | De compras | • Clothing  
• Colors  
• Numbers 100 and up to 1000  
• Demonstratives (**this**, **that**, and so on)  
• The verbs **tener**, **venir**, **poder**, **preferir**, **querer**  
• The verb **ir** and **ir + a + infinitive**  
• Guatemala and Honduras | • To talk about clothing items and shopping  
• To count in Spanish  
• To point out things at different distances  
• To express actions  
• To express **to go** and to talk about future actions  
• To learn about two Central American countries that have large indigenous populations |
| 5 | En clase | • Parts of a house and furniture  
• Days of the week  
• Prepositions of time  
• The verbs **hacer**, **oír**, **poner**, **salir**, **traer**, **ver**  
Present tense of stem-changing verbs  
• El Salvador and Nicaragua | • To talk about where you live  
• To talk about your routine  
• To express actions  
• To express reflexive actions (**self/oneselves**) and to talk about your daily routine  
• To learn about two Central American countries that are rich in natural diversity |
| 6 | Las estaciones y el tiempo | • The weather  
• Months and seasons  
• Prepositions of place  
• Present progressive (**-ing**)  
• **Ser** and **estar**  
• Comparisons  
• Costa Rica | • To talk about the weather and the yearly calendar  
• To locate things in relation to other things  
• To express actions that are happening right now.  
• To summarize everything you know about two Spanish verbs that express **to be**  
• To compare people, things, and actions  
• To learn about a Central American country that has a long and peaceful |
| 7 | ¡A comer! | • Foods and meals  
• **Saber** and **conocer**  
• Direct object pronouns and the personal **a**  
• Indefinite and negative words  
• Formal commands  
• Panamá | • To talk about food and eating habits  
• To express *to know* in Spanish  
• To express what and whom and to avoid repetition  
• To express undefined concepts like *some* or *anyone* and to express negative concepts like *none*  
• To give directions and orders  
• To learn about the Central American country that connects the Atlantic and Pacific Oceans by means of a canal |
| --- | --- | --- |
| 8 | De viaje | • Traveling  
• Vacations  
• Indirect object pronouns  
• **Gustar**  
• The preterite  
• La República Dominicana | • To talk about travel to places you would like to visit and to those you do  
• To express *to and for who(m)*  
• To express likes and dislikes  
• To start talking about the past  
• To learn about a Caribbean island nation that loves **merengue**, beaches, and baseball |
| 9 | Los días festivos | • Celebrations  
• Emotions  
• Irregular preterites  
• The preterite of stem-changing verbs  
• Direct and indirect object pronouns together  
• Cuba | • To talk about holidays and other special events  
• To talk about feelings  
• To continue talking about the past  
• To avoid repetition  
• To learn about a Caribbean island nation with an interesting political history |
| 10 | Review Topic | • Review |