

**NORMANDEALE COMMUNITY COLLEGE
COMMON COURSE OUTLINE
SPAN 1120 / EDUC 1120**

I. EFFECTIVE DATE OF OUTLINE

Fall Semester 2006. To be reviewed by the department annually.

II. CATALOG DESCRIPTION

- A. SPAN 1120 / EDUC 1120
- B. Spanish for Educators 1
- C. 3 Credits
- D. Offered: Summer Session, Fall, Spring
- E. Prerequisite: None
- F. Course Description: Spanish for Educators 1 is the first of two courses designed for English-speaking educators who need to acquire vocabulary and develop basic Spanish skills in order to communicate with Spanish-speaking students and their parents on a variety of school-related topics. The course seeks to empower educators to bridge linguistic and cultural barriers by providing them with occupation-specific language skills and an understanding of key concepts about Hispanic culture which influence interactions in educational settings. Although the primary skill focus of this course is speaking, attention is also given to development of reading, writing and listening skills essential for successful communication with Spanish-speaking students and their parents.

III. RECOMMENDED ENTRY SKILLS / KNOWLEDGE

None

IV. OUTLINE OF MAJOR CONTENT AREAS (TOPICS)

- A. Essential Words and Phrases for Classroom Management
- B. Essential Questions and Answers for Starting Conversations
- C. Addressing Parents and Students: Formal vs. Informal Speech
- D. Inquiring About Feelings
- E. Spanish Alphabet and Sound System: Asking for Spellings
- F. Geography of Hispanic Countries and Nationalities
- G. Communicating about Classroom Supplies and Items
- H. Numbers and Questions Requiring Numbers in the Answers
- I. Communicating Time in Spanish
- J. Expressing Days, Dates, Months and Expressions of Time in Spanish
- K. Subjects, Grade Levels and Levels of Education in Spanish
- L. Communicating Times of Events in Spanish
- M. Talking About Others Using Subject Pronouns
- N. Titles of People and Jobs Found in Schools
- O. Describing People and Things in School
- P. Identifying Buildings, Places and Rooms in Schools
- Q. Giving Directions Within the School Environment
- R. Family Vocabulary and Asking About Families
- S. Asking Students About Physical States
- T. Communicating About Drills and Emergencies
- U. Addressing Simple Health Issues in the Classroom
- V. Making Phone Calls Home to Parents
- W. Key Concepts about Hispanic Culture Relevant to Educational Settings

V. LEARNING OUTCOMES:

In SPAN 1120 / EDUC 1120, Spanish for Educators 1, students will:

1. Communicate in Spanish using basic conversational functions which include:
 - a. initiating simple conversations with Spanish-speaking students and their parents demonstrating an awareness of protocol (informal versus formal speech).
 - b. asking and answering questions specific to educational environments.
 - c. making simple declarative statements relevant to classroom settings and situations.
2. Communicate effectively using the basic fundamentals of Spanish grammar acquired during the course through paired, small group, and teacher-led activities.
3. Develop beginning listening skills in order to “screen” for specific-information from Spanish-speaking students and their parents.
4. Develop beginning skills in order to read and write basic information needed to communicate effectively in educational settings.
5. Demonstrate an understanding of key concepts of Hispanic culture which are relevant to successful communication and intercultural understanding in an educational setting.

VI. METHODS USED FOR EVALUATION OF STUDENT LEARNING

- A. Oral Interviews (Learner Outcomes 1, 2, 3)
- B. Assessment in Paired, Small Group and Class Speaking Activities (1, 2, 3, 4)
- C. Written Quizzes (1, 2, 3, 4, 5)
- D. Homework (1, 2, 3, 4, 5)
- E. Class Participation (1, 2, 3, 4, 5)

VII. SPECIAL INFORMATION

None