

COMMON COURSE OUTLINE FOR SPAN 1120 / EDUC 1120: SPANISH FOR EDUCATORS I**A. COURSE DESCRIPTION**

1. Number of credits: 3
2. Lecture hours per week: 3
Lab hours per week: None
3. Prerequisites: None
Recommended: None
4. Co-requisites: None
5. MnTC Goals: None

Catalogue Description:

Spanish for Educators I 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 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 the development of reading, writing, and listening skills essential for successful communication with Spanish-speaking students and their parents.

B. DATE LAST REVISED: February 2021**C. OUTLINE OF MAJOR CONTENT AREAS**

1. Essential words and phrases for classroom management
2. Essential questions and answers for starting conversations.
3. Addressing parents and students: formal and informal speech
4. Inquiring about feelings
5. Spanish alphabet and sound system: asking for spellings
6. Geography of Hispanic countries and nationalities
7. Communicating about classroom supplies and items
8. Numbers and questions requiring numbers in the answers
9. Communicating time in Spanish
10. Expressing days, dates, months, and expressions of time in Spanish
11. Subjects, grade levels, and levels of education in Spanish
12. Communicating times of events in Spanish
13. Talking about others using subject pronouns
14. Titles of people and jobs found in schools
15. Describing people and things in schools
16. Identifying buildings, places, and rooms in schools
17. Giving directions within the school environment
18. Family vocabulary and asking about families

19. Asking students about physical states
20. Communicating about drills and emergencies
21. Addressing simple health issues in the classroom
22. Making phone calls home to parents
23. Key concepts about Hispanic culture relevant to educational settings

D. COURSE LEARNING OUTCOMES

Upon successful completion of SPAN 1120, students will be able to write short compositions on familiar topics.

1. Communicate in Spanish using basic conversational functions, which include initiating simple conversations with Spanish-speaking students and their parents demonstrating an awareness of protocol (informal vs. formal speech), asking and answering questions specific to educational environments, and 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.

E. METHODS USED FOR ASSESSING STUDENT LEARNING

1. Oral interviews
2. Assessment in paired, small group, and class speaking activities.
3. Written quizzes
4. Homework
5. Class participation

F. SPECIAL INFORMATION

None