

**WLSP 101**  
**Introductory Spanish I**  
3 credit hours

Community College of Baltimore County  
Common Course Outline

**Description**

**WLSP 101 – Introductory Spanish I:** develops cross-cultural communication and global citizenship through the acquisition of reading, writing, listening, and speaking skills in Spanish at a novice level. It provides connections to other disciplines and cultures through the study of Spanish and develops an awareness of the cultural contributions and socio-political contexts of diverse, often underrepresented groups throughout the Spanish-speaking world. Topics related to local and global diversity provide the context through which language skills are taught and learned. Communicative competence at a novice level is emphasized, and learning is supported by instructional technologies.

**Co-requisites:** ACLT 053 or ESOL 052 and ESOL 054

**Overall Course Objectives**

Upon completion of this course, students will be able to:

1. apply novice-level grammatical structures in Spanish;
2. recognize short sentences with familiar words and phrases in spoken Spanish;
3. use novice-level vocabulary from familiar material to perform basic routine tasks in simple social situations;
4. derive meaning from short, predictable written texts that convey basic information about familiar topics or contexts;
5. write short sentences about familiar, well-practiced topics that accurately use novice-level grammatical structures;
6. communicate orally using simple, high-frequency words and phrases related to predictable topics in Spanish;
7. engage in ongoing, simple conversations in class to obtain basic information, exchange simple greetings, and name and describe concrete objects;
8. deliver a short oral presentation on a culture-related topic using multimedia technology in Spanish at a novice level;
9. identify the major countries where Spanish is spoken, both by dominant and underrepresented groups;
10. compare and contrast the histories, traditions, practices, and perspectives of diverse Spanish-speaking groups throughout the world;
11. explore the experiences of diverse Spanish-speaking groups in relation to speakers of other languages, including English, in historical and contemporary contexts;
12. describe social and ethical issues related to cultural differences in Spanish-speaking contexts;
13. convey knowledge of other disciplines through the study of the Spanish language;

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14. demonstrate proficiency in the use of instructional technology for the study of the Spanish language at a novice level and the cultures of Spanish-speaking groups; and
15. locate, evaluate, use and cite research sources when completing written assignments.

### **Major Topics**

- I. Listening
- II. Speaking
- III. Pronunciation including sound system
- IV. Reading
- V. Vocabulary
  - a. Routines
  - b. Descriptions of places and objects
  - c. Daily activities
- VI. Grammar
  - a. Present tense
- VII. Writing and information literacy
- VIII. Language as a fundamental category of diversity
  - a. Language variation
  - b. Language and ethnicity
  - c. Spanish as a dominant and minority language
- IX. Immigration
  - a. Stereotypes and discrimination faced by immigrants
  - b. The role of immigration in multicultural societies where Spanish is spoken.
- X. Relationships between language and culture
  - a. Cultural sensitivity, awareness of one's own culture in the process of studying another culture, and cultural relativism
- XI. Identities, values, traditions and experiences of diverse Spanish-speaking groups in multiple geographic cultural, political, and historical contexts
  - a. The Spanish-speaking diaspora
  - b. Conquest and colonization in the Spanish-speaking world
- XII. Significant elements of the societies and cultures of Spanish-speaking groups (to include the arts, histories, politics, religions and other achievements)
  - a. Multi-disciplinary contributions

### **Course Requirements**

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- Assessments: All faculty members will administer a minimum of four assessments, which could include a midterm and a final assessment. These assessments will include reading, writing, listening, speaking and awareness of topics related to culture and diversity.
- Oral Communication: Oral proficiency in Spanish will be developed daily through communicative activities. Students will be required to develop and deliver at least one oral presentation on a cultural-diversity related topic using multimedia technology in Spanish at a novice level.

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- Writing: At least two specific writing assignments related to culture and diversity are required. The approved GREATs project, which must assess at least 5 of the 7 general education outcomes, is worth at least 10% of the total course grade. This writing assignment is a research project that emphasizes culture and diversity as they relate to the experiences of underrepresented groups in Spanish-speaking contexts. It will be written in English, and it must be 3 pages. At least one other writing assignment must be written in Spanish, using vocabulary and grammar at a novice level on a topic related to culture and diversity, and must be 1-2 pages. This writing assignment must demonstrate clear communication at a novice level in Spanish.
- Language Learning Software: This course is technologically enhanced by language learning software.

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

### **Other Course Information**

This course is an approved 3–credit General Education course in the Arts and Humanities. One or more assignments will infuse CCBC General Education Program outcomes and will account for a minimum of 10% of the total course grade. The assignment(s) will allow students to demonstrate at least 5 of the 7 General Education program outcomes. This course is approved for General Education Diversity and Global Education programs.

World Language Common Course Outlines are developed with guidance from the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines:  
<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

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