

SPAN 2 Course Outline as of Fall 1981**CATALOG INFORMATION**

Dept and Nbr: SPAN 2 Title: ELEMENTARY SPAN-II
 Full Title: Elementary Spanish-Part II
 Last Reviewed: 11/25/2019

| Units | Course Hours per Week | | Nbr of Weeks | | Course Hours Total | |
|---------|-----------------------|-------------------|--------------|------|--------------------|--------|
| Maximum | 4.00 | Lecture Scheduled | 4.00 | 17.5 | Lecture Scheduled | 70.00 |
| Minimum | 4.00 | Lab Scheduled | 0 | 6 | Lab Scheduled | 0 |
| | | Contact DHR | 2.00 | | Contact DHR | 35.00 |
| | | Contact Total | 6.00 | | Contact Total | 105.00 |
| | | Non-contact DHR | 0 | | Non-contact DHR | 0 |

Total Out of Class Hours: 140.00

Total Student Learning Hours: 245.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 05 - May Be Taken for a Total of 4 Units

Also Listed As:

Formerly:

Catalog Description:

Continuation of Spanish 1. Listening, speaking, reading and writing in Spanish. Introduction to Spanish and Spanish-American culture. Not recommended to students with three years of high school Spanish with at least "B" average or equivalent within past three years.

Prerequisites/Corequisites:

Two years of high school Spanish or Span 1.

Recommended Preparation:

Completion of ENGL 100B or ENGL 100.

Limits on Enrollment:**Schedule of Classes Information:**

Description: Continuation of Spanish 1. Listening, speaking, reading and writing in Spanish. Introduction to Spanish and Spanish-American culture. (Grade or P/NP)

Prerequisites/Corequisites: Two years of high school Spanish or Span 1.

Recommended: Completion of ENGL 100B or ENGL 100.

Limits on Enrollment:

Transfer Credit: CSU;UC. (CAN SPAN4)(SPAN 2+SPAN 1=SPAN SEQ A)

Repeatability: May Be Taken for a Total of 4 Units

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

| | | | | |
|----------------------|----------------------|-----------------------------|------------|-----------|
| AS Degree: | Area | | Effective: | Inactive: |
| | E | Humanities | Fall 1981 | |
| CSU GE: | Transfer Area | | Effective: | Inactive: |
| | C2 | Humanities | Fall 1990 | |
| IGETC: | Transfer Area | | Effective: | Inactive: |
| | 3B | Humanities | Fall 1981 | |
| | 6A | Language Other Than English | | |
| CSU Transfer: | Transferable | Effective: | Fall 1981 | Inactive: |
| UC Transfer: | Transferable | Effective: | Fall 1981 | Inactive: |

CID:

CID Descriptor: SPAN 110 Elementary Spanish II
SRJC Equivalent Course(s): SPAN2 OR SPAN40

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

SPEAKING:

Students should be able to sustain a logical dialogue with one another or with a native speaker for 1 to 3 minutes or more on topics dealing with the most practical aspects of everyday experience. In addition, they should achieve a clear pronunciation, proper intonation, and correct grammatical perspective so they may be able to summarize in general terms the meaning they wish to convey.

LISTENING:

The student should develop this skill so he can understand, apply, analyze, synthesize, and evaluate what is said to him, as well as the assignments, and most of the materials read aloud at normal speed (such as newspaper articles, magazine features, letters, etc.)

READING:

Students should be able to read with some ease and understand and judge selections from topics of general interest, with only occasional reference to a dictionary.

WRITING:

The students should be encouraged to apply their active Spanish vocabulary and over-all critical thinking skills of the language to produce short compositions and descriptive paragraphs consisting of biographical sketches, travel accounts, job interviews, and the like.

MINIMUM MATERIALS TO BE STUDIED:

Particular attention is given to increase the acquisition of vocabulary in order to provide material for communication. Idiomatic

expressions of cultural traits of Spanish speaking countries shall be presented and discussed in order to enhance the student's linguistic and cultural awareness. Of major concern is the presentation of the basic grammatical aspects of the language through the active usage and assimilation of structural patterns in situations as similar to normal speaking situations as possible.

SPECIFIC GRAMMATICAL POINTS TO BE COVERED THOROUGHLY IN SPANISH 2:

1. direct/indirect object pronouns.
2. commands.
3. present subjunctive.
4. preterite of regular verbs.
5. preterite of high frequency irregular verbs.
6. preterite of stem changing verbs.
7. imperfect of regular and irregular verbs.
8. preterite vs. imperfect.
9. infinitive as a verb complement.
10. reflexive pronouns.
11. reflexive for unplanned occurrences.
12. reciprocal action pronouns.
13. adjectives - superlative vs. comparative.
14. ordinal adjectives.
15. nominalization of adjective.
16. nominalization; lo plus adjective.
17. diminutives.
18. use and omission of the definite article.
19. prepositions; para vs. por.

Topics and Scope:

SCOPE:

Scope of what is covered in Spanish 2 is at a significantly accelerated pace to a course teaching the same materials as in high school (This course covers in a semester what is covered in four semesters at the high school level). This range also corresponds to completing our college level representative text.

CONTENT (Listening):

Social situations such as greetings, introductions, invitations, and appointments polite formulaic expressions; everyday topics such as: personal information, restaurants and foods, lodging, transportation, custom agents and travel, telephone conversations, directions, instructions, correspondence, leisure, hobbies, customs, sports, money matters, bank, health, shopping, numbers (ordinal and cardinal), boys and girls, urban and rural life, cars and maintenance, office equipment and use, social and civil responsibilities, tragedies common to men, immigration.

(Speaking):

Personal, biographical information; numbers (computational), restaurants and foods; asking and giving directions; leisure, hobbies, and customs; transportation; telephone conversations; lodging; money matters; health; post office; shopping; social situations such as invitations, greetings, introductions, appointments, polite formulaic expressions, urban and rural life,

cars and maintenance, office equipment and use, social and civil responsibilities, tragedies common to men, and immigration.

(Reading):

Authentic text such as school schedules and timetables; TV and radio program schedules; bank, travel, and postal forms; menus, messages, and memos; simple letters and post cards; ads and labels; simple instructions; newspaper headlines; maps; tables of contents. Personal, biographical information; restaurant, food, and lodging; asking and giving directions; activities and hobbies; transportation; post office and customs; numbers 1-1000+; shopping and making purchases; invitations; adapted readings; occasional unadapted readings of academic relevance or on cross-cultural and current issues; money and health matters; short stories and poetry; urban and rural life; cars and maintenance; office equipment and use; social and civil responsibilities; tragedies common to men; and immigration.

(Composition)

Broadens to include: personal biographical information; activities and hobbies; preferences; daily routine; travel and transportation; school and work experience; everyday events; elementary literary schemes such as poetry, drama, and short story; urban and rural life; cars and maintenance; office equipment and use; social and civil responsibilities; tragedies common to men; and immigration.

(Grammar)

In addition to reviewing and expanding on Beginning Grammar points, students will be expected to recognize and use: various clause markers; various conditionals: present and future possible, present and past unreal; passive: present, past, present perfect; gerunds and infinitives; reflexive pronouns; modal auxiliaries; present perfect, present perfect continuous, past perfect; adverbials: frequency, time, manner, place, cause, and sequence; quantifiers; so...that; too and enough; indirect and direct objects; quoted speech, reported speech; two-work verbs: separable and non-separable; noun clauses; adjective clauses; reflexive and relative pronouns; formal and informal commands; past participle used as an adjective; contrasting of moods, the subjunctive, and the indicative.

Assignment:

In preparation for 50 minute lecture class, student is expected to have:

1. intensively studied from 5-10 pages from class text.
2. completed from 5-10 pages from workbook, and prepared 5-10 pages or written tasks from class text, and reviewed 5-20 pages of class text for projected exams.
3. listened and completed 30-50 minutes of language lab material.
4. spent 25-30 minutes practicing and memorizing vocabulary and phrases.
5. written required short essay illustrating control of linguistical and cultural principles.

In preparation for lecture class, students are recommended to have:

1. worked 10-15 minutes cooperatively with a fellow Spanish student or a Spanish speaking friend.
2. worked 10-50 minutes with a Spanish tutor or other Spanish language specialist.
3. listened or viewed 10-50 minutes of Spanish language media (videos, radio, TV, slides, magazines, newspapers, dictionaries, etc.)
4. kept a private journal in Spanish.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Lab reports, Essay exams

Writing
30 - 70%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Performance exams

Skill Demonstrations
20 - 30%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion

Exams
10 - 20%

Other: Includes any assessment tools that do not logically fit into the above categories.

COMPLETION OF SEMESTER'S LANGUAGE LAB HOURS.

Other Category
1 - 10%

Representative Textbooks and Materials:

DICHO Y HECHO, Dawson & Dawson, 4th ed., John Wiley & Sons, 1993.

DICHO Y HECHO LAB MANUAL/WORKBOOK, Dawson & Dawson, 4th ed., John Wiley & Sons, 1993.

These are college level texts where material covered is about twice as much as High School.

Recomm: Spanish-English Dictionary.