

SPAN 2S Course Outline as of Summer 2011**CATALOG INFORMATION**

Dept and Nbr: SPAN 2S Title: ELEMENTARY SPAN-2
 Full Title: Elementary Spanish
 Last Reviewed: 10/19/1998

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	17.5	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: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

Spanish for Spanish-speaking student. The purpose of the class is to bring native speakers' reading and writing abilities and culture awareness up to standard. Basic Spanish grammar, written essays with literature components & structure are reviewed & evaluated.

Prerequisites/Corequisites:**Recommended Preparation:**

Completion of ENGL 100 or ESL 100. Recommended for students with native or native-like speaking skills and an interest in Humanities.

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

Description: Spanish for Spanish speaking student. Basic Spanish grammar, written essays & structure reviewed & evaluated. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Completion of ENGL 100 or ESL 100. Recommended for students with native or native-like speaking skills and an interest in Humanities.

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area		Effective:	Inactive:
	E	Humanities	Fall 1981	Summer 2011
CSU GE:	Transfer Area		Effective:	Inactive:
	C2	Humanities	Fall 1998	Summer 2011
IGETC:	Transfer Area		Effective:	Inactive:
	6A	Language Other Than English	Fall 1981	Summer 2011
CSU Transfer:			Effective:	Inactive:
UC Transfer:			Effective:	Inactive:

CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:

By the end of the course, a Spanish 2S student will demonstrate by means of a comprehensive exam the ability to read & write in Spanish.

READING STANDARD: Student will be able to read paragraphs from a variety of disciplines with some ease and understand and judge selections from topics of general interest, with only occasional reference to a dictionary.

WRITING STANDARD: Student will be able to apply standard grammar principles, active Spanish vocabulary, and over-all critical thinking skills of the language to produce short compositions & descriptive paragraphs consisting of biographical sketches, job interviews, and the like.

COURSE CONTENT: At a minimum, content will give particular attention to increasing vocabulary and expression in order to provide material for communication. Written assignments will provide opportunities for a student to understand, apply, analyze, synthesize, and evaluate cultural themes that can be discussed in class: history, culture traditions and literature. Of major concern will be the presentation of the basic grammatical aspects of the language and the enhancement of student's linguistic and cultural awareness. **SPECIFIC GRAMMATICAL POINTS TO BE COVERED THOROUGHLY IN SPANISH 2S:** Be able to identify, contrast and use the following: standard pronunciation, standard spelling & accentuation, nouns & pronouns, articles & adjectives, prepositions, regular & high frequency irregular verbs, commands, present & past subjunctive verb forms, indicative verb forms, varied uses of infinitives, and diminutives.

Topics and Scope:

SCOPE:

Scope of what is covered in Spanish 2S 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 4 semesters at the high school level.). This range also corresponds to completing our college level representative text.

CONTENT (Listening and Speaking):

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, 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 content; personal, biographical information; restaurant, foods 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; urban and rural life; elementary literary schemes such as poetry, drama, and short story; 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 post unreal; passive: present, past, present perfect, gerunds and infinitives; reflexive pronouns; modal auxiliaries; 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; 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 25-50 minutes practicing and memorizing vocabulary and phrases.
5. written required short essay illustrating control of linguistical and cultural principles.

In preparation for 50 minute 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.).

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 - 40%

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
0 - 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 and can be adapted to accommodate the needs of Spanish-speaking students.)

Recommend: a standard Spanish to Spanish dictionary