

SPAN 41 Course Outline as of Fall 2017**CATALOG INFORMATION**

Dept and Nbr: SPAN 41 Title: INTER SPANISH SPEAKERS

Full Title: Intermediate Spanish for Spanish Speakers

Last Reviewed: 5/9/2022

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	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 210.00

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:

This course is a continuation of Spanish 40 and is especially designed for students who are fluent in Spanish and who want to reinforce formal oral and written expression and comprehension. This course will provide strategies for speaking, listening, reading and writing to develop essays and guided compositions with emphasis on grammar and syntax. This course will include the study of Latino and Chicano culture through short stories, poetry, music, movies, and literature to develop an understanding and appreciation for their linguistic and cultural heritage.

Prerequisites/Corequisites:

Course Completion of SPAN 40 OR Course Completion of SPAN 2

Recommended Preparation:

Eligibility for ENGL 1A or equivalent

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

Description: This course is a continuation of Spanish 40 and is especially designed for students who are fluent in Spanish and who want to reinforce formal oral and written expression and comprehension. This course will provide strategies for speaking, listening, reading and writing to

develop essays and guided compositions. Students will develop skills to distinguish between English and Spanish translations. This course will include the study of Latino and Chicano culture through short stories, poetry music, movies, and literature to develop an understanding and appreciation for their linguistic and cultural heritage. (Grade or P/NP)

Prerequisites/Corequisites: Course Completion of SPAN 40 OR Course Completion of SPAN 2

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

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

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area		Effective:	Inactive:
	E	Humanities	Fall 2017	
CSU GE:	Transfer Area		Effective:	Inactive:
	C2	Humanities	Fall 2017	
IGETC:	Transfer Area		Effective:	Inactive:
	3B	Humanities	Fall 2017	
	6A	Language Other Than English		
CSU Transfer:	Transferable	Effective:	Fall 2017	Inactive:
UC Transfer:	Transferable	Effective:	Fall 2017	Inactive:

CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:

1. Write analytical essays with clear, complex theses; adequate development and organization; and effective points of view and style.
2. Write essays using an appropriate combination of rhetorical strategies, including but not limited to exposition and persuasion/argumentation.
3. Organize essays and paragraphs with concrete, appropriate, and relevant details.
4. Revise prose for clarity, precision, sentence variety, correct diction, and appropriate voice.
5. Proofread, with particular attention to syntax, sentence structure, grammar, punctuation, accentuation, mechanics, and other persistent heritage speakers' errors.
6. Produce and use more complex Spanish verb structures, tenses, and moods.
7. Identify, contrast, and use the following: standard pronunciation, basic spelling and accentuation, negative and affirmative expressions, gerund, participle, future and conditional, present and past perfect tenses, subjunctive forms, uses of se, formal and informal commands, passive and active voices, and si clauses.

Topics and Scope:

I. Reading

A. Original source texts in a variety of genres

1. Newspaper articles on current events

2. Short fiction
3. Myths, legends and folktales
4. Poetry
5. Biographical narratives
6. Lyrics

B. Organization and content analysis

1. Mapping texts' structure
2. Outlining and summarizing content
3. Identifying and evaluating principal ideas in the text
4. Distinguishing facts vs. opinions in cultural readings
5. Interpreting socio-cultural information

C. Language styles

1. Use of formal vs. informal language
2. Transitional phrases
3. Lexical variations and idiomatic expressions
4. Poetic and literary devices

II. Writing

A. Composition structure

1. Identifying topic, purpose, and audience
2. Mapping topic development
3. Linking ideas with appropriate transitions

B. Revision and proofreading

1. Identifying and correcting sentence fragments and fused sentences
2. Identifying and correcting common grammatical errors
3. Identifying and correcting spelling and accentuation problems
4. Revising for effective use of vocabulary and sentence structure

C. Journals and free writing

1. Free written expression as platform for class discussion
2. Incorporating specialized vocabulary or grammar in focus

D. Information Competency and Research

1. Working with primary and secondary source material and research findings
2. Organizing research findings
3. Integrating source material and research findings effectively into original writings
4. Avoiding plagiarism

E. Mechanics

1. Punctuation rules
2. Spelling
3. Accents
4. Homophones
5. Suffixes and prefixes

III. Grammar and Vocabulary

A. Grammar

1. Present perfect
2. Present perfect used as an adjective
3. Subjunctive in noun clauses
4. Subjunctive in adjective clauses
5. Subjunctive in adverbial clauses
6. Past subjunctive
7. Past perfect
8. Present perfect subjunctive
9. Future
10. Conditional

11. Future perfect
 12. Conditional perfect
 13. Past perfect subjunctive
 14. Comparatives and superlatives
 15. Si clauses
 16. Passive voice
 17. Uses of the infinitive
- B. Vocabulary
1. False cognates
 2. Lexical variations
 3. Idiomatic expressions
 4. Specialized and technical vocabulary
 5. Homophones
 6. Contextual clues to infer meaning
 7. High frequency affixes and roots
- C. Register
1. Formal vs. informal
 2. Use of the formal usted vs. the informal tú
 3. Situational discourse for professional and academic contexts
 4. Standard vs. non-standard Spanish
- D. Orthography
1. Punctuation
 2. LL & Y
 3. Upper and lower case
 4. Prepositions
 5. Conjunctions
 6. Interjections
 7. Cardinal, ordinal and roman numbers
 8. Prefixes and suffixes
 9. Transition phrases and words

Assignment:

1. Read assigned 10-15 pages per week in textbook
2. Complete and self-correct textbook exercises weekly
3. Read and answer questions on 10-12 assigned readings
4. Write 10-20 original sentences per week using new vocabulary
5. Write weekly approximately 100-word entries in journal
6. 3-4 compositions of approximately 300 words each
7. Individual oral presentation on a cultural topic
8. Team oral presentation on a researched cultural topic
9. Mid-term and final exams, 5 chapter exams, and weekly dictations

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.

Compositions, textbook and other exercises, and journals
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Writing 40 - 60%

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.

None

Skill Demonstrations
0 - 0%

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

Mid-term, chapter exam, final exam: sentence completion, short answer, essay questions, and dictation.

Exams
30 - 50%

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

Oral presentations, attendance, and participation

Other Category
10 - 20%

Representative Textbooks and Materials:

Osorio, A. Spanish for Spanish Speakers. Kendall Hunt Publishing Co.: 2015.

Marqués, S. La lengua que heredamos. 7th Ed. John Wiley & Sons. Inc.: 2012.

Garcia, N., Carney, C., & Sandoval, T. Nuestro idioma, nuestra herencia. Español para hispanohablantes. McGraw Hill: 2011.

Roca, A. Nuevos Mundos. Curso para bilingües. John Wiley & Sons, Inc.: 2012.

Francés, M. & Benítez, R. Manual de gramática y ortografía para hispanos. Pearson Education, Inc.: 2013

Instructor's prepared handouts.