

CATALOG INFORMATION

Dept and Nbr: SPAN 40                      Title: SP SPANISH SPEAKERS  
Full Title: Introductory Spanish for Spanish Speakers  
Last Reviewed: 1/22/2018

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	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:**  
Introductory Spanish for Spanish speakers who have had little or no formal training in the language. Building upon students’ existing skills, this course will provide strategies for reading, writing and speaking incorporating usage of standard academic Spanish. Special emphasis will be given to vocabulary expansion, accurate use of grammar, accentuation, punctuation, and orthography. The course will present topics related to Latino culture, literature and history to deepen students’ appreciation of their linguistic and cultural heritage.

**Prerequisites/Corequisites:**

**Recommended Preparation:**  
Eligibility for ENGL 1A or equivalent

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Introductory Spanish for Spanish speakers who have had little or no formal training in the language. Building upon students’ existing skills, this course will provide strategies for reading, writing and speaking incorporating usage of standard academic Spanish. Special

emphasis will be given to vocabulary expansion, accurate use of grammar, accentuation, punctuation, and orthography. The course will present topics related to Latino culture, literature and history to deepen students' appreciation of their linguistic and cultural heritage. (Grade or P/NP)

Prerequisites/Corequisites:

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:**

<b>AS Degree:</b>	<b>Area</b>		Effective:	Inactive:
	E	Humanities	Fall 2016	
<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	C2	Humanities	Fall 2016	
<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	3B	Humanities	Fall 2018	
	6A	Language Other Than English		
	6A	Language Other Than English	Fall 2016	Fall 2018
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 2016	Inactive:
<b>UC Transfer:</b>	Transferable	Effective:	Fall 2016	Inactive:
<b>CID:</b>				
CID Descriptor:	SPAN 110	Elementary Spanish II		
SRJC Equivalent Course(s):		SPAN2 OR SPAN40		

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

1. Compose well organized paragraphs and compositions applying conventional norms of writing (spelling, punctuation, written accents and transition phrases).
2. Incorporate discipline specific vocabulary and standard discourse to communicate ideas in Spanish both orally and in writing on topics of personal and public interest.
3. Examine basic grammatical patterns in verb usage, pluralization, gender and morphology in order to recognize common grammatical and lexical mistakes.
4. Distinguish between formal vs. informal language usage, and utilize the appropriate register required in academic and professional contexts.
5. Examine Spanish/English hybridization patterns and develop alternative locutions in standard Spanish.
6. Communicate in Spanish using discipline specific vocabulary and context-appropriate language register.
7. Read original source writings in a variety of genres identifying and interpreting main ideas.
8. Analyze and describe the socio-cultural information contained in historical narratives, articles and short fiction written by Latin American, Spanish and Chicano authors.
9. Develop an appreciation for one's cultural and linguistic heritage by retrieving oral histories

and creating presentations on family legacies and immigration experience.

## **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

#### **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. Transition phrases
3. Lexical variations and idiomatic expressions
4. Poetic and literary devices

### **II. WRITING**

#### **A. Compositions on a variety of topics**

1. Appropriate use of punctuation, accentuation, grammar, vocabulary and transition phrases
2. Identifying topic, purpose and audience
3. Mapping topic development

#### **B. First draft 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

#### **C. Journal writing**

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

#### **D. Mechanics**

1. Punctuation rules
2. Spelling
3. Accents
4. Homophones

### **III. GRAMMAR AND VOCABULARY**

#### **A. Grammar**

1. Present and past tense irregular verbs
2. Reflexive pronouns
3. Syllable division
4. Contractions
5. Comparatives and superlatives
6. Gender and number of nouns
7. Direct and Indirect object pronouns
8. Gustar and similar verbs
9. Uses of the Preterite and Imperfect tenses

#### **B. Vocabulary**

1. Use of soler
  2. False cognates
  3. Lexical variations
  4. Idiomatic expressions
  5. Specialized vocabulary
  6. Homophones
- 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. Use of diéresis
  2. B / V
  3. C / S / Z
  4. G / J
  5. R / RR
  6. Prosodic accents
  7. Diacritical accents

### 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 8-10 assigned readings
4. Write 10-20 original sentences per week using new vocabulary
5. Write weekly 100-word entries in journal
6. 3-4 compositions of 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, 4-6 quizzes, 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, reading comprehension, and journals

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.

Sentence completion, short answer, essay questions, dictation, and vocabulary quizzes

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:**

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

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

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

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