

**SPAN 40 Course Outline as of Fall 2018****CATALOG INFORMATION**

Dept and Nbr: SPAN 40 Title: INTRO SPAN 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:**

Course Completion of Spanish 1; or 2 years high school Spanish or equivalent

**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: Course Completion of Spanish 1; or 2 years high school Spanish or equivalent

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:

### **CID:**

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

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

Major Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

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

1. Write a variety of texts in Spanish using the appropriate norms of grammar, spelling, punctuation and formal language usage.
2. Read and interpret meaning from original source texts written in Spanish in a variety of genres.
3. Incorporate in their oral and written expression formal linguistic discourse suitable for academic, professional, and personal situations.
4. Recognize lexical and syntactic patterns stemming from English/Spanish hybridization and adapt them to standard discourse.
5. Increase knowledge of the cultural and historical experience of Spanish speaking communities worldwide and in the United States.

### **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 - Original Source Texts in a Variety of Genres**

- A. Newspaper articles on current events
- B. Short fiction
- C. Myths, legends and folktales
- D. Poetry
- E. Biographical narratives

#### **II. Written Communication**

- A. Rules of punctuation
- B. Rules of spelling
  1. Dieresis
  2. B/V
  3. Use of H
  4. C/S/Z
  5. G/J
- C. The written accent
  1. Prosodic accent
  2. Diacritical accent
  3. Interrogative and emphatic accent
- D. Homophones
- E. Transition phrases

#### **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
  10. Compound verb tenses
  11. Regular and irregular participles
  12. Use of the formal Usted vs. the informal Tú

## B. Vocabulary

1. Synonyms and antonyms
2. False cognates
3. Standard vs. colloquial vocabulary
4. Idiomatic expressions
5. Specialized vocabulary for professional and academic contexts
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

## IV. Culture

- A. Historical topics on Spain and Latin American countries
- B. The history of the Spanish language
- C. The Latino experience in the United States
- D. The Chicano movement
- E. The evolution of Spanglish
- F. Contributions by prominent Spanish, Latin American and Latino(a) artists and writers

## V. Geography

- A. Spanish speaking countries and their capitals
- B. Nationalities

### **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. Three to four 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.

Mid-term and final exams, quizzes, and weekly dictations

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:**

Manual de gramática y lecturas para hispanohablantes. Ackerman, Susana. Arbor Crest. 2016

Manual de gramática y ortografía para hispanos. 2nd ed. Francés, Maria and Benítez, Ruben.

Pearson. 2012 (classic)

La lengua que heredamos. 7th ed. Marqués, Sarah. Willey. 2012 (classic)

Nuevos mundos. Curso para bilingües. 3rd ed. Roca, Ana. Wiley. 2012 (classic)

Nuestro idioma, nuestra herencia. Español para hispanohablantes. Garcia, Heidi and Carney,

Carmen and Sandoval, Trino. McGraw Hill. 2010 (classic)

Instructor prepared materials