

**SPAN 2 Course Outline as of Fall 2020****CATALOG INFORMATION**

Dept and Nbr: SPAN 2 Title: ELEMENTARY SPANISH-2  
 Full Title: Elementary Spanish-Part 2  
 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	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:**

Part Two of Elementary Spanish, continued introduction to Spanish grammar and development of language skills in a cultural context with special emphasis on communication.

**Prerequisites/Corequisites:**

Two years of high school Spanish or SPAN 1

**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

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

Description: Part Two of Elementary Spanish, continued introduction to Spanish grammar and development of language skills in a cultural context with special emphasis on communication.  
 (Grade or P/NP)

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

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 1981	
<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	C2	Humanities	Fall 1990	
<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	3B	Humanities	Fall 1981	
	6A	Language Other Than English		
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:
<b>UC Transfer:</b>	Transferable	Effective:	Fall 1981	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**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Initiate and maintain simple conversations about past, present and future activities with some degree of spontaneity.
2. Express preferences, simple facts, and requests and provide information using appropriate language structures, verb tenses, vocabulary and Spanish pronunciation.
3. Comprehend basic ideas, questions, instructions and requests in Spanish at natural speed.
4. Identify and interpret the main ideas presented in articles, short narratives and poems written in elementary to intermediate Spanish.
5. Construct and organize comprehensible written sentences, paragraphs and brief compositions using accurate Spanish spelling, accentuation, syntax and cohesive elements.
6. Correctly identify and produce the present, preterite, imperfect and subjunctive forms of regular and irregular verbs
7. Compare and contrast key similarities and differences among the cultures of the Spanish-speaking world.

### **Objectives:**

At the conclusion of this course, the student should be able to:

1. Formulate sentences and questions and interpret responses to other speakers using the most common vocabulary related to personal and general interest topics.
2. Generate longer statements and connected discourse with some degree of spontaneity, referring to past, present and future activities.
3. Initiate and maintain face to face conversations in Spanish dealing with concrete, everyday topics.
4. Use appropriate Spanish vocabulary to convey information related to food, health, daily routine, celebrations, life events, technology, home, auto and domestic chores.

5. Interpret and analyze passages in Spanish on a range of cultural topics and interpret general meaning of authentic Spanish texts.
6. Develop and organize sentences, paragraphs and page-length texts with minimum errors in spelling, accentuation and grammar in Spanish.
7. Pronounce Spanish words with increased phonetic accuracy and less interference from first language.
8. Construct comprehensible sentences and distinguish accurately between subject, object and reflexive pronouns, present, preterite, and imperfect tenses of all regular and most common irregular verbs, familiar and formal commands.
9. Identify and correctly produce the subjunctive of regular and most irregular verbs.
10. Generate compound and complex sentences by using the most common conjunctions and cohesive elements.
11. Accurately identify and evaluate the main ideas of a conversation in Spanish spoken at a natural speed.
12. Compare and contrast key similarities and differences among the cultures of the Spanish-speaking world.

### **Topics and Scope:**

- I. Introduction to Ancillary Materials (such as)
  - A. Accessing online activities
  - B. Accessing other digital resources
- II. Vocabulary, Idioms, Written Discourse Conventions, and Other Linguistic Elements of Spanish
  - A. Daily routine and habits - personal hygiene items
  - B. Food, meals and cooking
    1. Most common food items and dishes
    2. Ordering at restaurants
    3. Buying food at markets
  - C. Health
    1. The human body
    2. Symptoms and medical conditions
    3. Medical treatments
  - D. Urban life
    1. Places in the city
    2. Urban issues
    3. Car-related terminology
  - E. Household
    1. Rooms, furniture and appliances
    2. Household chores
  - F. Cultural traditions and personal celebrations
- III. Spanish Grammar and Sentence Structure
  - A. Reflexive verbs
    1. No-fault "se"
    2. Reciprocal reflexives
  - B. Negative words and their placement
  - C. Gustar and verbs like gustar
  - D. The preterite tense
    1. Regular preterite forms
    2. Stem-changing preterite forms
    3. Unstressed preterite forms
  - E. Pronouns

1. Direct and indirect object pronouns
  2. Double object pronouns used together
  3. Prepositional pronouns
- F. Comparisons and superlatives
- G. The imperfect tense
- H. Contrastive uses of the preterite vs the imperfect
- I. Adverbs of space, time and mode
- J. Formal and informal commands
- K. Por and Para
- L. Demonstrative adjectives and pronouns
- M. Introduction to the present subjunctive - Subjunctive of will and influence
- IV. Listening Comprehension Skills - Listening to and Summarizing Ideas
- A. Videos
  - B. Spanish podcasts
  - C. Songs
- V. Reading Comprehension Skills - Interpreting Short Stories and Poetry in Original Spanish
- A. Latin American authors
  - B. Spanish authors
- VI. Cultural Skills
- A. Conducting interviews of Spanish native speakers
  - B. Researching demographics, customs, general history, geography and current events pertaining to the Spanish-speaking world and Latino communities in the U.S.

**Assignment:**

1. Reviewing lesson(s) from the textbook (averaging 15 pages per week)
2. Memorizing vocabulary and verb conjugations (averaging 75 words per week)
3. Working on computer-based exercises (17 hours per semester)
4. Reviewing for quizzes and tests (one hour per week)
5. Quizzes, exams and final
6. Engaging in group activities and project(s)
7. Oral presentation(s) and report(s)
8. Dictation and written translation
9. Participation
10. Viewing and interpreting text-integrated video programs in Spanish
11. Reading short elementary-level paragraphs and dialogues on cultural topics featuring target grammar and vocabulary
12. Written homework, such as:
  - A. Writing short compositions; simple narrative and descriptive tasks.
  - B. Written exercises from the text
  - C. Completing exercises in textbook and workbook (averaging 10 exercises per week)
  - D. Writing two to four 100-200 word compositions
13. Class performance(s)
14. Researching cultural and literary topics
15. Viewing and extracting information from cultural videos or films

**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

Writing  
20 - 30%

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

Homework problems, group activities, project(s)

Problem solving  
10 - 20%

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

Class performances, oral participation

Skill Demonstrations  
20 - 30%

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

Quizzes, exams and final

Exams  
30 - 40%

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

Completion of computer-based exercises

Other Category  
5 - 20%

**Representative Textbooks and Materials:**

Español en Contexto. Nivel 2. Osorio, Araceli (online component in Canvas). Arbor Crest Publishing. 2018

Vistas. 6th ed. Blanco, Jose and Donley, Philip. Vista Higher Learning. 2020

Con brio! (textbook, WileyPlus access). 5th ed. Murillo, Lucas. John Wiley & Sons. 2019