

SPAN A185: ELEMENTARY SPANISH 2

Item	Value
Curriculum Committee Approval Date	10/06/2021
Top Code	110500 - Spanish
Units	5 Total Units
Hours	90 Total Hours (Lecture Hours 90)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	Yes
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	• OC Humanities - AA (OC1)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 3B Humanities (3B) • Cal-GETC 6A Language Other Than English (6A)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B) • IGETC 6A Lang other than Engl (6A)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2)

Course Description

Continuation of SPAN A180, with further development of listening, speaking, reading, and writing proficiency, and additional exploration of cultures related to the Spanish language. This course is equivalent to three years of high school Spanish. Enrollment Limitation: SPAN A185H; students who complete SPAN A185 may not enroll in or receive credit for SPAN A185H. PREREQUISITE: SPAN A180 or SPAN A180H or completion of two years of high school Spanish with a grade of 'C' or better. Transfer Credit: CSU; UC. C-ID: SPAN 110. C-ID: SPAN 110.

Course Level Student Learning Outcome(s)

1. Recognize and produce the Spanish language at the high-beginning level in the four primary areas of communication: listening, speaking, reading and writing.
2. Demonstrate an understanding and appreciation of the cultures related to the Spanish language by comparing and contrasting them with the students' own culture(s).
3. Use current technologies to further develop their language and cultural competencies.

Course Objectives

- 1. Compare and contrast the nuances of everyday life in the Hispanic world with those of the English speaking in the U.S
- 2. Communicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate high level of proficiency

on the national ACTFL scale (American Council on the Teaching of Foreign Languages)

- 3. Narrate and describe past real-life events from several perspectives
- 4. Use and apply acquired culturally appropriate communicative skills
- 5. Prepare and extend invitations
- 6. Ask for and give directions
- 7. Compare and contrast common Hispanic hobbies and favorite pastimes with U.S.
- 8. Talk about health issues, including accidents and stressful events using culturally and linguistically appropriate inflections
- 9. Talk about relationships (marriage/divorce/family/friendships) by comparing and contrasting personal relationships in the U.S. and the Hispanic world
- 10. Influence friends and others
- 11. Use of subjunctive to influence others by understanding cultural aspects when using commands
- 12. Express some personal attitudes towards events using the subjunctive

Lecture Content

The content for this course will be taught within a cultural context. Nuances of everyday life in the Hispanic world Review Elementary Spanish I course material Characteristics of Spanish speaking countries such as, but not limited to: Geography Population Languages Foods Historical dates and sites Traditions and customs Current events Daily life Music Vocabulary appropriate to additional meaningful or other real life activities such as: Holidays Hobbies Health Personal relationships specific to the Hispanic world The preterite and the imperfect and their differences Double object pronouns Relative pronouns Reciprocal actions Hacer expressions Informal commands Introduction to the Subjunctive Past participles Uses of "se" Adverbs Comparisons and superlatives

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

Comprehend high-beginning-level spoken Spanish. Produce high-beginning-level spoken Spanish. Read and understand high-beginning-level Spanish. Express basic ideas and opinions in high-beginning-level written Spanish. Acquire high-beginning-level Spanish vocabulary. Understand and use high-beginning-level Spanish grammatical structures. Recognize the more important cultural aspects of living in the Spanish-speaking worlds. Use technologies such as the Internet, online workbooks and multimedia to enhance learning. Value the process of language learning.

Reading Assignments

Reading assignments are used at every step through the semester to reinforce the vocabulary, grammatical structures, and communicative-oriented language skills being studied. In addition to helping the students develop linguistic proficiency, many of the reading selections provide practical insights into the culture(s) in which the language is used. Students will spend approximately two (2) hours weekly reading: Preparatory material in the textbook and their class notes; Literary and cultural reading selections from the textbook, online components of the

textbook, and other materials, such as books, websites, and (physical and/or online) magazines and newspapers.

Writing Assignments

Writing assignments are used at every step through the semester to further develop structural, vocabulary, and communicative-oriented language skills. The textbook and other online or offline supplementary materials contain numerous writing activities in both short response and essay formats. Students will spend approximately two (2) hours weekly writing: Homework assignments in the textbook and their class notes; Compositions of appropriate length on topics related to themselves and/or the world around them; Other formats, such as: skits; poems; stories; advertisements; emails; letters; recipes; etc.

Out-of-class Assignments

In order to develop linguistic proficiency, students must spend time outside of the classroom with the material, completing speaking, listening, reading, and writing assignments in the textbook, workbook, and other online or offline supplementary materials. Students will spend approximately seven and a quarter (7.25) hours weekly completing work outside of the classroom such as: short response type exercises; reading comprehension; essay writing; story and/or skit creation; online language laboratory activities; oral presentation preparation; various culture-related exercises; listening to music or podcasts in the target language or related to the culture(s) in which the language is used; watching cultural videos and/or shows or movies in the target language or related to the culture(s) in which the language is used; etc.

Demonstration of Critical Thinking

- Chapter Exams and Final Exam (topics of exam sections include listening comprehension, reading comprehension, vocabulary, grammar, writing proficiency; formats of exam sections include true/false, multiple-choice, fill-in, answering questions, essays)• Written and Aural Homework (textbook, workbook, CD-ROM and/or Internet activities)• Oral Performance• Class Participation

Required Writing, Problem Solving, Skills Demonstration

Writing assignments are used at every step through the semester to exercise the structural, vocabulary and expressive skills being learned.

The textbook, workbook and CD-ROM contain numerous writing activities in both short response and essay formats. In addition, there are teacher-guided web activities. In all of these writing activities, the student must not only apply knowledge of Spanish orthography and new vocabulary and grammatical constructions, but also utilize these linguistic elements in order to produce a coherent, organized written creation. Typical topics include the relation of information about the students immediate environment, as well as comparisons and contrasts of that information with information about other people in the students immediate environment.

Textbooks Resources

1. Required Andrade, M., Egasse, J., Muñoz, E., Cabrera-Puche, M.. Tu Mundo, 2nd ed. McGraw Hill, 2019

Other Resources

1. Plus corresponding electronic workbook/lab manual.