

College of San Mateo
Official Course Outline

1. COURSE ID: SPAN 112 **TITLE:** Elementary Spanish II

Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours

Method of Grading: Grade Option (Letter Grade or P/NP)

Prerequisite: SPAN 111

2. COURSE DESIGNATION:

Degree Credit

Transfer credit: UC

AA/AS Degree Requirements:

CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities

CSU GE:

CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)

3. COURSE DESCRIPTIONS:

Catalog Description:

Continuation of Spanish 111 that provides students with limited prior knowledge of Spanish the opportunity to develop proficiency in all language skills; speaking, reading, listening and writing. Students communicate about themselves, families, education, professions, pastimes and hobbies, etc. Cultural aspects of the Spanish-speaking world are emphasized; students develop knowledge and understanding through comparing these cultures to their own. (Completion of SPAN 111 and 112 IS equivalent to completing SPAN 110.)

4. STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Communicate in Spanish in everyday situations.
2. Compare and contrast his/her own values behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.
3. Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

1. Communicate in Spanish in everyday situations that include: talking about daily routines; discussing the weather and seasons; sports, pastimes, hobbies and leisure activities; making plans; expressing preferences; describing a sequence of events that occurred in the past.
2. Generate own language applying the grammatical structures presented in the course.
3. Interpret written and spoken Spanish within the structures and vocabulary covered in the course, which may include unfamiliar vocabulary. Make guesses to help in understanding by recognizing cognates and using prior knowledge or contextual cues.
4. Write a composition on any topic covered in the course.
5. Communicate in Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).
6. Describe and illustrate aspects of the culture of Spanish-speaking cultures covered in the course, comparing and contrasting the similarities and differences among them.
7. Examine his/her own values, behaviors and worldviews on the cultural topics presented in the course, compare and contrast them with those of Spanish-speakers, recognize generalizations and stereotypes.

6. COURSE CONTENT:

Lecture Content:

1. Spanish 112 is equivalent to the second half of Spanish 110, or to the second half of a first semester Spanish course at a four-year institution.
2. Spanish 112 reflects in its approach, content and implementation the National Standards for Foreign Language Learning:
 - A. Students use the language for communications: they interpret written and oral language, they present information and they engage in oral/written exchanges.

- B. There is a strong emphasis on the culture of Spanish speakers, and students learn about the products, practices and perspectives of the target culture.
 - C. Students constantly engage in cross cultural comparisons
 - D. Students are encouraged to make connections between this course and other disciplines
 - E. Students participate in different communities through their study of Spanish beyond the classroom setting, taking advantage of the on- and off-campus resources and the rich multicultural environment in which they live.
3. The Spanish language is taught using a communicative approach, thereby emphasizing the use of Spanish in natural situations, in a realistic context and with a functional goal (i.e., the language is used to accomplish certain functions). Class activities are student-centered, so students are active participants who take responsibility for their learning and apply what they are learning as it is relevant to them. In-class activities place an emphasis on oral communication and interaction among the students and with the instructor. Out-of-class activities focus on reading and writing skills, and provide additional opportunities for listening practice.
4. Students learn vocabulary that allows them to communicate about every-day topic, such as:
- A. Daily routines (at home, work and school)
 - B. Transportation
 - C. Vacations and travel
 - D. Weather and seasons
 - E. Food and eating
5. The main structures and grammatical items learned in this class are:
- A. Contrast between the verbs ser and estar
 - B. Present Progressive
 - C. Comparatives and superlatives
 - D. Direct and indirect object pronouns
 - E. indefinite and negative expressions
 - F. Verbs like "gustar"
 - G. Describe the past in the preterit tense
6. Aspects of the culture of Spanish-speaking countries are presented and crosscultural comparisons between the students' and the target culture are made. Cultural topics studied in Spanish 112 include:
- A. Families and relationships
 - B. Music and Dance
 - C. Sports, pastimes and hobbies

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Discussion
- E. Guest Speakers
- F. Observation and Demonstration

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- A. Fill-in-the-blanks exercises from online workbook/assignments
- B. Question/answer
- C. Short paragraphs
- D. One to two page compositions

Reading Assignments:

In preparation for each class meeting, students must read 2-6 pages from the textbook. Students must study the vocabulary, grammar and cultural topics in the textbook in order to be ready to use newly presented concepts in class activities.

Other Outside Assignments:

Prepare an oral presentation for the class.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Homework
- E. Oral Presentation
- F. Papers
- G. Quizzes

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. López-Burton, Norma et. al. *Pura Vida: Beginning Spanish*, 1st ed. Wiley, 2014
- B. Dorwic, Thalia et. al. *Puntos de partida*, 9th ed. McGraw Hill, 2011
- C. Goodall, Grant et. al. *Conéctate: Introductory Spanish*, 1st ed. Houghton McGraw Hill, 2015
- D. Blanco, Jose A.. *Vistas: Introducción a la lengua española*, 5th ed. Vistas Higher Learning, 2016

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Course Originator: Colby Nixon