

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** SPAN 120    **TITLE:** Advanced Elementary Spanish  
**Units:** 5.0 units    **Hours/Semester:** 80.0-90.0 Lecture hours  
**Method of Grading:** Grade Option (Letter Grade or P/NP)  
**Prerequisite:** SPAN 110, or SPAN 112
  
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU; 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)  
**IGETC:**  
    IGETC Area 6: LANGUAGES OTHER THAN ENGLISH (UC requirement only): A: Languages other than English
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
    Continuation of SPAN 110 or 112, for students who can communicate in Spanish to discuss present events and narrate a simple story in the past. Students further develop and practice oral and written communication skills in many contexts (health, the arts, the environment, social life, the workplace, government and civic responsibilities and travel). Cultural aspects of the Spanish-speaking world are emphasized; students develop knowledge and understanding through comparing these cultures to their own.
  
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 that require one to: use the present indicative tenses; describe past events using the preterit; and use the subjunctive mood.
  2. Compare and contrast his/her own values behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and the text.
  3. Produce and interpret oral and written Spanish at approximately an Intermediate High 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 about a variety of topics, such as: health; the arts; leisure activities; the environment; social life and personal relationships; the workplace; society, government and civic responsibilities; travel and accommodations.
  2. Interpret written and spoken Spanish (including authentic texts) within the scope of the structures and vocabulary covered in the course, which may include unfamiliar vocabulary.
  3. Communicate in Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).
  4. Narrate stories in the past, including background information, description and sequence of events.
  5. Use the subjunctive mood to express emotion, opinion, advice, doubt, requests, uncertainty, etc.
  6. Discuss hypothetical situations as well as pending and future actions.
  
6. **COURSE CONTENT:**  
**Lecture Content:**
  1. Spanish 120 is equivalent to a second semester Spanish course at a four-year institution.
  2. Spanish 120 reflects in its approach, content and implementation the National Standards for Foreign Language Learning.
  3. The course is conducted primarily in Spanish. 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 and 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 the following topics: health; arts and entertainment; the environment; social life and personal relationships; the workplace; personal finances; society, government and civic responsibilities; travel and accommodations.

5. The main structures and grammatical items that students learn in this course are: descriptions of the past using the preterit and the imperfect tenses; the subjunctive mood to make requests, give advice, express emotion, opinion, doubt, contingency, purpose, non-existence; hypothetical, conditional and future events.

6. Aspects of the culture of Spanish-speaking cultures are presented and cross-cultural comparisons between the students' and the target culture are made.

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Discussion
- E. Guest Speakers

## 8. REPRESENTATIVE ASSIGNMENTS

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

### Writing Assignments:

- 1. Fill-in-the blank exercises from the text and workbook
- 2. Question and short answer
- 3. Short paragraphs
- 4. Compositions of one to two pages

### 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 prepared to use newly presented concepts in class activities.

### Other Outside Assignments:

Prepare an oral presentation for the class and record weekly assigned conversations.

## 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. 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. McGraw Hill, 2015
- D. Blanco, Jose A.. *Vistas: Introducción a la lengua española*, 6th ed. Vistas Higher Learning, 2016

**Origination Date:** November 2015

**Curriculum Committee Approval Date:** May 2016

**Effective Term:** Fall 2016

**Course Originator:** Colby Nixon