

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 1/30/07

Department: SPAN

Number: 121

Course Title: Advanced Elementary Spanish I Units: 3

Hours/Week: Lecture: 3 Lab: 0 By Arrangement: 1

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Credit/No Credit
 Grade Option (letter or Credit/No Credit)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

SPAN 110 or 112 or equivalent with Credit or a grade of C or higher

2. Corequisite (Attach Enrollment Limitation Validation Form.)

None

3. Recommended Preparation (Attach Enrollment Validation Form.)

None

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

(3)(Credit/No Credit or letter grade option.)Three lecture hours plus one lab hour by arrangement per week. Prerequisite: SPAN 110 or 112 or equivalent with Credit or a grade of C or higher. Continuation of Spanish 112. Includes short readings that serve as a basis for classroom conversation. (CSU/UC)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

(3)(Credit/No Credit or letter grade option.)Three lecture hours plus one lab hour by arrangement per week. Prerequisite: SPAN 110 or 112 or equivalent with Credit or a grade of C or higher. Continuation of Spanish 112. Includes short readings that serve as a basis for classroom conversation. (CSU/UC)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

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

- Produce conversations related to daily tasks, work, school, the news, social and personal needs, social graces, greetings, travel, professions and how to interview for a job, historical facts about the Spanish-speaking-world. (Speaking)

- Use all the tenses in the indicative (to communicate one-clause thoughts), imperative (to make commands) and subjunctive moods (to communicate ideas that take two or three clauses). (Speaking and writing)
- Read and understand simple yet connected texts dealing with a variety of basic and social needs. (Reading and listening)
- Write creative phrases with familiar words from memory.
- Create questions and answer simple questions related to content on videos and CDs and cassette tapes. (Speaking and writing)

7. Course Objectives (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

- Produce conversations related to daily tasks, work, school, the news, social and personal needs, social graces, greetings, travel, professions and how to interview for a job, historical facts about the Spanish-speaking-world.
- Compare scenarios in regards to socio-political-economic issues between the student's culture, the life-style in the United States and in the Spanish-speaking-world.
- Use all the tenses in the indicative (to communicate one-clause thoughts), imperative (to make commands) and subjunctive moods (to communicate ideas that take two or three clauses).
- Read and understand simple, yet connected texts dealing with a variety of basic and social needs.
- Write creating phrases with familiar words using their statement based on some reproduction from memory.
- Evaluate their listening comprehension capacity by creating questions and answering simple questions about what they hear and see on videos and CDs and cassette tapes.

8. Course Content (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

Health and medical terms
 Parts of the body
 Symptoms and medical conditions
 The imperfect tense
 Constructions with se
 Adverbs
 Time expressions with hacer
 The car and its accessories
 Electronic products
 Computers and peripherals
 The preterite and the imperfect
 Por and para
 Reciprocal reflexives
 Stressed possessive adjectives and pronouns
 Parts of a house
 Household chores
 Table settings
 Relative pronouns
 Formal commands
 The present subjunctive
 Subjunctive with verbs of will and influence
 Nature and the environment

Recycling and conservation

The subjunctive with verbs of emotion
The subjunctive with doubt, disbelief, and denial
Conjunctions that require the subjunctive
Familiar (tú) commands
City life
Daily chores
Money and banking
At a post office
The subjunctive in adjective clauses
Conjunctions followed by the subjunctive
First person plural commands
Past participles used as adjectives

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

Instructional methods include the following:

1. Instructor modeling of target language forms, e.g. pronunciation, conjugations, etc.
2. Instructor lecture supported by presentations on the whiteboard and/or the overhead projector.
3. Use of recorded dialogues and conversations with native Spanish speakers.
4. Instructor generated questions requiring individual oral/written responses applying studied material and structures.
5. Entire class, small group or paired partner practice work both oral and written.
6. Video and audio presentations corresponding to situations and Spanish grammatical/vocabulary structures previously presented/or to be studied.
7. Student production of short dialogues, paragraphs, oral and written that reflect and reinforce grammatical structures and vocabulary, both individual in-class/out of class, and in pairs/small groups that can later be presented in class.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

1. Evaluation of students' class participation, e.g. regular attendance, preparation to fully participate in class activities, active involvement in paired and small group activities.
2. Evaluation of written work, e.g. written homework, online activities/or hardcopy workbook/lab manual, including assigned exercises, short paragraphs, prepared dialogues/dictation, etc.
3. Evaluation of verbal/oral work, e.g. regular assessment of oral proficiency in response to instructor generated questions and other in-class exercises, oral questions on lesson exams/final exam.
4. Evaluation of listening/comprehension skill by periodic assessment during in-class activities, a listening section for each lesson test and the final exam.
5. Evaluation of reading skill by assessment of responses to reading homework exercises and responses both verbal and written in each lesson test and final exam.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

This course is designed to cover approximately the first half of any standard college-level second-year Spanish text, provided that it includes an audio lab component (obligatory), a supplementary written exercises component (highly desirable), and a video and/or computer instruction/online component (helpful).

The following are examples of current texts that meet the above requirements.

Blanco et. al. VISTAS, Introducción a la lengua española, Text, Workbook/Lab Manual 2nd ed. 2004 Vistas Higher Learning

Zayas-Bazan et. al. ¡ARRIBA! Comunicación y cultura, Text, Workbook/Lab Manual 4th ed. 2004 Prentice Hall

Jarvis et. al. ¿Cómo se dice? Text, Workbook/Lab Manual 8th ed. 2005 Houghton Mifflin

Terrell et. al. Dos mundos. Text, Workbook/Lab Manual 6th ed. 2006 Mc Graw Hill

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