

# SPAN M110: ELEMENTARY SPANISH II

**Originator**

hwinkler

**Co-Contributor(s)**
**Name(s)**

PBennett

**College**

Moorpark College

**Discipline (CB01A)**

SPAN - Spanish

**Course Number (CB01B)**

M110

**Course Title (CB02)**

Elementary Spanish II

**Banner/Short Title**

Elementary Spanish II

**Credit Type**

Credit

**Start Term**

Fall 2021

**Formerly**

SPAN M02 - Elementary Spanish II

SPAN M02A - Elementary Spanish

SPAN M02B - Elementary Spanish

**Catalog Course Description**

Continues beginning Spanish language acquisition in a cultural context through listening, speaking, reading and writing at the second semester level. Emphasizes student interaction with authentic language in cultural context.

**Additional Catalog Notes**

Provider approved by the California Board of Registered Nursing, provider number CEP2811 for 60 contact hours.

Course Credit Limitations: Credit will not be awarded for both SPAN M110 and SPAN M110S. Credit will be awarded only for the first course completed with a grade of "C" or better or "P".

**Taxonomy of Programs (TOP) Code (CB03)**

1105.00 - Spanish

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Museum, gallery, exhibit, restaurant, [movie]theatre.

**Grading method**

Letter Graded

**Alternate grading methods**

Student Option- Letter/Pass

Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

87.5

**Maximum Contact/In-Class Lecture Hours**

87.5

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

87.5

**Total Maximum Contact/In-Class Hours**

87.5

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

175

**Maximum Outside-of-Class Hours**

175

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

262.5

**Total Maximum Student Learning Hours**

262.5

**Minimum Units (CB07)**

5

**Maximum Units (CB06)**

5

**Prerequisites**

SPAN M01, two years of high school Spanish with a grade of C or better, or equivalent.

**Entrance Skills****Entrance Skills**

SPAN M01, two years of high school Spanish with a grade of C or better, or equivalent.

**Prerequisite Course Objectives**

SPAN M01-describe self, family and friends and understand the value of family in the Hispanic world.

SPAN M01-understand selected cultural aspects of everyday life in the Spanish-speaking countries.

SPAN M01-communicate orally and in writing a variety of meaningful real life activities moving toward the Novice High/Intermediate level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages).

SPAN M01-greet and express leave-taking phrases by comparing and contrasting appropriate phrases used in Spanish-speaking countries.

SPAN M01-express likes and dislikes/wishes and preferences.

SPAN M01-obtain information about people, places and things.

SPAN M01-express feelings.

SPAN M01-state future plans.

SPAN M01-talk about daily routines.

SPAN M01-order in a restaurant in a culturally appropriate way.

SPAN M01-recognize the use of the past tense and talk about some events in the past using the most frequently used verbs in the preterite.  
 SPAN M01-apply technology to the language-learning process and cultural research projects.

**Requisite Justification**

**Requisite Type**

Prerequisite

**Requisite**

SPAN M100

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Required by 4 year institution

**Requisite Type**

Prerequisite

**Requisite**

Two years of high school Spanish with a grade of C or better or equivalent.

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Required by 4 year institution

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- 1 demonstrate some knowledge and understanding of the cultures of the Spanish-speaking regions studied. [Intercultural Communication]
- 2 conduct simple, short interpersonal communications in the language, such as practical dialogues, in both oral and written form in the present and past tenses. [Interpersonal Communication]
- 3 demonstrates comprehension of intermediate-advanced level authentic texts [reading, listening, and viewing] on day to day activities, such as advertisements, applications, instructions, articles, and schedules. [Interpretive Reading/Listening]
- 4 describe familiar events and present personal information about daily life topics (family, school, activities, likes/dislikes) in both oral and written form in the present and past tenses. [Presentational Communication]
- 5 apply technology to the language-learning process and cultural research projects.

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- 1 compare and contrast the aspects of everyday life in Spanish-speaking countries and the U.S.
- 2 communicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate low/mid and high level of proficiency on the national American Council on the Teaching of Foreign Languages (ACTFL) scale.
- 3 narrate and describe past real-life events.
- 4 ask for and give directions.
- 5 compare and contrast common Hispanic hobbies and favorite pastimes with U.S.
- 6 discuss health issues, including accidents, using culturally and linguistically appropriate skills.
- 7 engage in conversations about relationships (marriage/divorce/family/friendships) by comparing and contrasting personal relationships in the U.S. and some Spanish-speaking regions.

- |   |   |
|---|---|
| 8 | apply the concept of subjunctive to express personal attitudes.                   |
| 9 | apply technology to the language-learning process and cultural research projects. |

## Course Content

### Lecture/Course Content

- **Culture (60%):**
  - Aspects of everyday life in Spanish-speaking countries
  - Review of 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
- **Culturally relevant vocabulary (10%)** appropriate to additional meaningful or other real life activities such as:
  - holidays
  - hobbies
  - health
  - Personal relationships specific to the Spanish-speaking countries.
- **Grammatical structures (30%):**
  - the preterite and the imperfect and their differences
  - past narration and description
  - indirect object pronouns
  - verbs like "gustar"
  - double object pronouns
  - reflexive verbs
  - hacer expressions
  - uses of "se"
  - comparisons and superlatives
  - adverbs
  - qué/cuál
  - introduction to the subjunctive

### Laboratory or Activity Content

Not applicable

## Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Problem solving exercises  
 Skills demonstrations  
 Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Classroom Discussion  
 Essay exams  
 Group projects  
 Individual projects  
 Journals  
 Oral analysis/critiques  
 Objective exams  
 Oral presentations  
 Projects

Problem-solving exams  
Participation  
Portfolios  
Quizzes  
Role playing  
Reports/Papers/Journals  
Reports/papers  
Research papers  
Skills demonstrations

## Instructional Methodology

### Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
Computer-aided presentations  
Collaborative group work  
Class activities  
Class discussions  
Distance Education  
Demonstrations  
Field trips  
Group discussions  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Internet research  
Lecture  
Small group activities

### Describe specific examples of the methods the instructor will use:

- The instructor will use PPT presentations, audiovisual internet resources (e.g. youtube videos), group activities, class demonstrations.

## Representative Course Assignments

### Writing Assignments

- Research relevant health issues in Costa Rica—write an essay comparing and contrasting with relevant health issues in the US.
- Research a traditional celebration in Chile—describe the place, the venue, the tradition.

### Critical Thinking Assignments

- Debate the importance of traditional celebrations in Chile. Compare and contrast with celebrations in the US.
- Research traditional foods from Guatemala. Debate the purchase and consumption of traditional foods vs. fast food.

### Reading Assignments

- Reading and understanding simple and brief authentic newspaper articles.
- Reading and understanding an authentic article about the Fiestas Patrias in Santiago de Chile.

### Skills Demonstrations

- Describe a US Hospital. Compare that hospital to the Hospital Compare that description to the San Rafael Hospital in Costa Rica.
- Converse about a typical hospital visit in a Spanish-speaking country.

### Other assignments (if applicable)

- Research San Rafael Hospital in Costa Rica.
- Visit the Kwan Fong Gallery at CLU.

## Outside Assignments

### Representative Outside Assignments

- View and discuss art exhibits, dance, films and/or plays from Spanish-speaking cultures.
- Research the traditional foods in Guatemala. Compare the traditional foods to US foods.

**Articulation****C-ID Descriptor Number**

SPAN 110

**Status**

Approved

**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
CSU Channel Islands	SPAN 102	Elementary Spanish II	4
CSU Northridge	SPAN 102	Elementary Spanish II	4
UC Davis	SPA 002	Elementary Spanish	5

**Comparable Courses within the VCCCD**

SPAN R102 - Elementary Spanish 2

SPAN V02 - Elementary Spanish II

**Equivalent Courses at other CCCs**

College	Course ID	Course Title	Units
Santa Barbara City College	SPAN 102	Beginning Spanish II	5
Pierce College	SPAN 002	Elementary Spanish II	5
Pasadena City College	SPAN 002	Elementary Spanish II	5

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C2. Humanities**

Approved

**D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

F1995

**CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****C2 Humanities: Literature, Philosophy, Languages Other than English**

Approved

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**UC TCA**

UC TCA  
Approved

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 3B: Humanities**  
Approved

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Area 6: Languages Other than English (LOTE)**  
Approved

**Textbooks and Lab Manuals**

**Resource Type**  
Textbook

**Description**  
Guzmán, Elizabeth E., et al. *Mosaicos*. 7th ed., Pearson, 2019.

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**Resource Type**  
Textbook

**Description**  
Blanco, Jose. *Portales: Introductory Spanish*. Vista Higher Learning, 2017.

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**Resource Type**  
Textbook

**Classic Textbook**  
No

**Description**  
Dorwick, Thalia and Ana María Pérez-Gironés. *Puntos de Partida*. 11th ed., McGrawHill, 2021.

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**Resource Type**  
Software



**Description**

Portales, Supersite [code available] Vista Higher Learning.

**Library Resources****Assignments requiring library resources**

Possible research, using the Library's print and online resources, for individual or collaborative projects and analytical essays.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Research traditional foods in Guatemala.

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

**Faculty Certifications**

**Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.**

Yes

**Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.**

Yes

**Regular Effective/Substantive Contact****Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Describe your favorite outdoor market in Havana, Cuba.
E-mail	Write emails to communicate with instructor and peers.
Other DE (e.g., recorded lectures)	Lecture on Antigua in Guatemala. Lecture on verbs like "gustar."
Synchronous Dialog (e.g., online chat)	Students talk about their last shopping excursion using the preterit tense. Students compare stores and markets in Cuba and the US.
Video Conferencing	Informal group conversation with 1-4 students about different food items in Guatemala.

**Hybrid (51%–99% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Describe your favorite outdoor market in Havana, Cuba.
E-mail	Write emails to communicate with instructor and peers.

Other DE (e.g., recorded lectures)	Lecture on Antigua in Guatemala. Lecture on verbs like "gustar."
Synchronous Dialog (e.g., online chat)	Students talk about their last shopping excursion using the preterit tense. Students compare stores and markets in Cuba and the US.
Video Conferencing	Informal group conversation with 1-4 students about different food items in Guatemala.

**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Describe your favorite outdoor market in Havana, Cuba.
E-mail	Write emails to communicate with instructor and peers.
Other DE (e.g., recorded lectures)	Lecture on Antigua in Guatemala. Lecture on verbs like "gustar."
Synchronous Dialog (e.g., online chat)	Students talk about their last shopping excursion using the preterit tense.
Video Conferencing	Informal group conversation with 1-4 students about different food items in Guatemala.

**Examinations**

**Hybrid (1%–50% online) Modality**

- Online
- On campus

**Hybrid (51%–99% online) Modality**

- Online
- On campus

**Primary Minimum Qualification**

FOREIGN LANGUAGES

**Review and Approval Dates**

**Department Chair**

1/20/2021

**Dean**

2/25/2021

**Technical Review**

02/05/2021

**Curriculum Committee**

2/16/2021

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

03/29/2021

**Control Number**

CCC000427951

**DOE/accreditation approval date**

MM/DD/YYYY