

SPAN M200: INTERMEDIATE SPANISH I

Originator

hwinkler

Co-Contributor(s)
Name(s)

PBennett

College

Moorpark College

Discipline (CB01A)

SPAN - Spanish

Course Number (CB01B)

M200

Course Title (CB02)

Intermediate Spanish I

Banner/Short Title

Intermediate Spanish I

Credit Type

Credit

Start Term

Fall 2021

Formerly

SPAN M03 - Intermediate Spanish I

Catalog Course Description

Emphasizes further practical competence and communicative skills, listening, speaking, reading and writing, through the study of Spanish-speaking cultures and literary readings. Introduces structures and strategies to express opinions and discuss some abstract topics. Furthers an increased awareness of cultural norms, values, and culturally relevant appropriate customs and events.

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 M200 and SPAN M200S. 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

Field trip to museum, restaurant, gallery, 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 M02, three years of high school Spanish with a grade of C or better, or equivalent.

Entrance Skills**Entrance Skills**

SPAN M02, three years of high school Spanish with a grade of C or better, or equivalent.

Prerequisite Course Objectives

SPAN M02-compare and contrast the aspects of everyday life in Spanish-speaking countries and the U.S.

SPAN M02-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.

SPAN M02-narrate and describe past real-life events.

SPAN M02-ask for and give directions.

SPAN M02-compare and contrast common Hispanic hobbies and favorite pastimes with U.S.

SPAN M02-talk about health issues, including accidents, using culturally and linguistically appropriate skills.

SPAN M02-talk about relationships (marriage/divorce/family/friendships) by comparing and contrasting personal relationships in the U.S. and some Spanish-speaking regions.

SPAN M02-begin to understand the concept of subjunctive to express personal attitudes.

SPAN M02-apply technology to the language-learning process and cultural research projects.

Requisite Justification**Requisite Type**

Prerequisite

Requisite

SPAN M02

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Required by 4 year institution

Requisite Type

Prerequisite

Requisite

Three 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 interpersonal communications in the language, such as practical dialogues, in both oral and written form in all major time frames. [Interpersonal Communication] |
| 3 | demonstrates comprehension of 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 events and present information about some topics of general interest in both oral and written form in all major time frames. [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 | speak, write, read and listen at the intermediate level. |
| 2 | describe and narrate (speaking and writing) more complex sequences of events with foregrounding and backgrounding. |
| 3 | demonstrate comprehension of increasingly more complex authentic texts. |
| 4 | discuss, compare, and contrast historical, political, social, and creative aspects of Spanish-language cultures and civilizations. |
| 5 | apply technology to the language-learning process and cultural research projects. |

Course Content**Lecture/Course Content****Culture (60%):**

- Exploration of cultures of Spanish-speaking regions.
- Characteristics of Spanish speaking countries such as, but not limited to:

- Values
- Lifestyles
- Geography
- Art
- History
- Literature
- **Review of Elementary Spanish M02 course material (2%)**
- **Refinement of grammatical concepts and structures (38%):**
 - Vocabulary
 - Perfect tenses
 - Subjunctive
 - Relative pronouns

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
 Reports/Papers/Journals
 Reports/papers
 Research papers
 Skills demonstrations
 Skill tests or practical examinations

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
 Guest speakers
 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 and then write about one of the regions in Argentina. Then recommend to your reader some activities in your region (use informal commands).
- Write an essay discussing the dilemma of the books in the short story "*La desesperación de las letras*." Explain what happens to the books in detail and discuss why this keeps happening.

Critical Thinking Assignments

- Discuss the dilemma between technology and books in the story "*La desesperación de las letras*"
- Contrast and compare the proyecto Barro Blanco and the indigenous people from Panama with a similar controversial project or enterprise in the US.

Reading Assignments

- Read the poem *¿Cuarentena?* by Jimena González and then describe in your own words the poet's wishes.
- Read the poem *Si Dios hubiese nacido aquí* by Mary Grueso Romero. Then describe in your own words Romero's vision of God.

Skills Demonstrations

- Recommend to your friends activities in your region in Panama using the subjunctive.
- Debate with your peers in small groups whether industrialized nations should continue promoting the purchase and consumption of quinoa.

Other assignments (if applicable)

- Visit a museum.
- Make a video about the natural campus environment, interview some students, and find out whether Moorpark College contributes to keeping the planet green. Post the video on Canvas.

Outside Assignments**Representative Outside Assignments**

- Describe the life of Raimunda in the movie *Volver*.
- Participate in individual and collaborative research projects.

Articulation**C-ID Descriptor Number**

SPAN 200

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
San Diego State	SPAN 201	Intermediate Spanish I	4
CSU Channel Islands	SPAN 201	Intermediate Spanish I	4
UC Berkeley	SPANISH 3	Intermediate Spanish	5
UC Irvine	SPANISH 2A	Intermediate Spanish	4
UC Davis	SPA 003	Intermediate Spanish	5

Comparable Courses within the VCCCD

SPAN R103 - Intermediate Spanish I

SPAN V03 - Intermediate Spanish I

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Barbara City College	SPAN 103	Intermediate Spanish I	5
Pierce College	SPAN 003	Intermediate Spanish I	5
Pasadena City College	SPAN 003	Intermediate Spanish I	5

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C1. Fine/Performing Arts**

Approved

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.

Resource Type

Textbook

Description

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

Resource Type

Textbook

Description

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

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 and then write about one of the regions in Argentina. Then recommend to your reader some activities in your region

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 the use of technology in Argentina.
E-mail	Write emails to communicate with instructor and peers.
Other DE (e.g., recorded lectures)	Lecture on race and ethnicity in Panama. Lecture on the use of the subjunctive.
Synchronous Dialog (e.g., online chat)	Students give recommendations on where and how to study best in Panama. Students discuss their activities using the present perfect.
Video Conferencing	1-4 students meet with instructor and discuss the reading: "¿Cuarentena?"

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 the use of technology in Argentina.
E-mail	Write emails to communicate with instructor and peers.
Other DE (e.g., recorded lectures)	Lecture on race and ethnicity in Panama. Lecture on the use of the subjunctive.
Synchronous Dialog (e.g., online chat)	Students give recommendations on where and how to study best in Panama. Students discuss their activities using the present perfect.
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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Describe the use of technology in Argentina.
E-mail	Write emails to communicate with instructor and peers.
Other DE (e.g., recorded lectures)	Lecture on race and ethnicity in Panama. Lecture on the use of the subjunctive.

Synchronous Dialog (e.g., online chat)

Students give recommendations on where and how to study best in Panama.

Video Conferencing

Students discuss their activities using the present perfect.
1-4 students meet with instructor and discuss the reading: "¿Cuarentena?"

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

1/25/2021

Technical Review

02/04/2021

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

CCC000433564

DOE/accreditation approval date

MM/DD/YYYY