

SPAN M110S: ELEMENTARY SPANISH FOR SPANISH SPEAKERS II

Originator

hwinkler

College

Moorpark College

Attach Support Documentation (as needed)

SPAN M110S_state approval letter_CCC000624301.pdf

Discipline (CB01A)

SPAN - Spanish

Course Number (CB01B)

M110S

Course Title (CB02)

Elementary Spanish for Spanish Speakers II

Banner/Short Title

Elementary Spanish for Spanish

Credit Type

Credit

Start Term

Fall 2023

Catalog Course Description

Provides instruction of Spanish at the elementary level that builds upon the existing reading, writing, speaking and listening skills and the cultural heritage and knowledge of heritage speakers. Increases awareness of linguistic registers, discuss items beyond the familiar routine and develop an appreciation for Spanish-speaking cultures. Studies further the history, culture, and current events of Spanish-speaking countries in order to develop comprehension and speaking skills.

This course is entirely conducted in Spanish. The course is equivalent to SPAN M110. This course is designed for heritage speakers of Spanish or other linguistically qualified students.

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

Visit to exhibits, museums, galleries, restaurants, libraries, events, theatres.

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) 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 M100, or two years of high school Spanish with a grade of C or better, or equivalent

Entrance Skills**Entrance Skills**

SPAN M100 or two years of high school Spanish with a grade of C or better, or equivalent.

Prerequisite Course Objectives

SPAN M01-apply technology to the language-learning process and cultural research projects.

SPAN M01-describe self, family and friends and understand aspects of the value of family in Spanish-speaking countries.

SPAN M01-greet and express leave-taking phrases by comparing and contrasting appropriate phrases used in 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-understand selected cultural aspects of everyday life in the 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.

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) |

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 | discuss relationships (marriage/divorce/family/friendships) by comparing and contrasting personal relationships in the U.S. and some Spanish-speaking regions |
| 8 | recognize the concept of subjunctive to express personal attitudes. |

9	describe historical, geographical, and cultural aspects in Spanish-speaking countries.
10	demonstrate an improvement in application of grammar, orthography and register in writing and speaking.
11	describe and analyze brief literary works.

Course Content

Lecture/Course Content

- **Culture (60%):**
 - Aspects Culture: Nuances of everyday life in Spanish-speaking the Hispanic world Characteristics of Spanish speaking countries
 - Review of Elementary Spanish I course material.
 - Characteristics of Spanish speaking countries such as, but not limited to:
 - Geography
 - Population
 - Reading and viewing of short authentic literary works and short film
 - 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%):**
 - Spanish syntax and morphology
 - accents, spelling, and punctuation
 - grammatical terminology
 - 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):

Written expression
 Problem solving exercises
 Skills demonstrations

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):

Essay exams

Group projects
Individual projects
Journals
Objective exams
Oral analysis/critiques
Oral presentations
Portfolios
Quizzes
Reports/papers
Research papers
Role playing
Skills demonstrations
Skills tests or practical examinations

Instructional Methodology

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

Audio-visual presentations
Class activities
Class discussions
Collaborative group work
Computer-aided presentations
Demonstrations
Distance Education
Field experience/internship
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 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.
- Summarize, describe, and analyze the Guatemalan poem by Humberto Ak'bal.
- Analyze the economic conditions in Cuba in 2022.

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

Problem-Solving and 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 the 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
Cal Poly Pomona	SPN 2120	Spanish for Spanish Speakers II	3
CSU Chico	SPAN 202N	Spanish for Spanish Speakers	4
San Jose State Univ.	SPAN 20B	Spanish for Spanish Speakers	4

Comparable Courses within the VCCCD

SPAN M110 - Elementary Spanish II

SPAN R102 - Elementary Spanish 2

SPAN V01S - Spanish for Spanish Speaking

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities

Proposed

Denied

Date Proposed:

2/2021

Date Denied:

6/13/2022

Effective term:

Fall 2022

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:

F2023

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

Proposed
Denied

Date Proposed:

12/2021

Date Denied:

6/13/2022

Effective term:

Fall 2022

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

Proposed
Approved

Date Proposed:

6/2021

Effective term:

Fall 2022

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities

Proposed

Date Proposed:

12/2021

Date Denied:

6/13/2022

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)**

Proposed
Approved

Date Proposed:

12/2021

Effective term:

Fall 2022

Textbooks and Lab Manuals**Resource Type**

Textbook

Classic Textbook

No

Description

Guzmán, Elizabeth E., et al. *Mosaicos: Spanish as a World Language*. 7th ed., Pearson, 2019.

Resource Type

Textbook

Classic Textbook

No

Description

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

Resource Type

Textbook

Classic Textbook

No

Description

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

Resource Type

Websites

Description

YouTube videos

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. Compare the traditional foods to US foods.

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

Hybrid (1%–50% online)
Hybrid (51%–99% 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)	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)	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:

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)	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.

Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

FOREIGN LANGUAGES

Review and Approval Dates

Department Chair

09/27/2022

Dean

09/27/2022

Technical Review

10/20/2022

Curriculum Committee

11/01/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000624301

DOE/accreditation approval date

MM/DD/YYYY