SPAN M200S: INTERMEDIATE SPANISH FOR SPANISH SPEAKERS I

Originator
hwinkler

College
Moorpark College

Attach Support Documentation (as needed)
SPAN M200S_state approval letter_CCC000624302.pdf

Discipline (CB01A)
SPAN - Spanish

Course Number (CB01B)
M200S

Course Title (CB02)
Intermediate Spanish for Spanish Speakers I

Banner/Short Title
Intermediate Spanish for Spani

Credit Type
Credit

Start Term
Fall 2023

Catalog Course Description
Provides instruction of intermediate level Spanish 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, discussing items beyond the familiar routine. Develops an appreciation for Spanish-speaking cultures. Includes 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 and is designed for heritage speakers of Spanish or other linguistically qualified students.
The course is equivalent to SPAN M03.
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".
Provider approved by the California Board of Registered Nursing. Provider number CEP2811 for 60 contact hours.

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, cultural event.

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 M110, SPAN M110S, 3 years of high school Spanish, or equivalent.

Entrance Skills
Entrance Skills
SPAN M110, SPAN M110S, three years of high school Spanish, or equivalent

Prerequisite Course Objectives
SPAN M110-compare and contrast the aspects of everyday life in Spanish-speaking countries and the U.S.
SPAN M110-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 M110-narrate and describe past real-life events.
SPAN M110-ask for and give directions.
SPAN M110-compare and contrast common Hispanic hobbies and favorite pastimes with U.S.
SPAN M110-discuss health issues, including accidents, using culturally and linguistically appropriate skills.
SPAN M110-engage in conversations about relationships (marriage/divorce/family/friendships) by comparing and contrasting personal relationships in the U.S. and some Spanish-speaking regions.
SPAN M110-apply the concept of subjunctive to express personal attitudes.
SPAN M110-apply technology to the language-learning process and cultural research projects.
SPAN M110S-apply technology to the language-learning process and the acquisition of cultural research projects.

SPAN M110S-compare and contrast the aspects of everyday life in Spanish-speaking countries and the U.S.
SPAN M110S-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 M110S-narrate and describe past real-life events.
SPAN M110S-ask for and give directions.
SPAN M110S-compare and contrast common Hispanic hobbies and favorite pastimes with U.S.
SPAN M110S-discuss health issues, including accidents, using culturally and linguistically appropriate skills.
SPAN M110S-discuss relationships (marriage/divorce/family/friendships) by comparing and contrasting personal relationships in the U.S. and some Spanish-speaking regions
SPAN M110S-recognize the concept of subjunctive to express personal attitudes.

Requisite Justification

Requisite Type
Prerequisite

Requisite
SPAN M110

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Required by 4 year institution

Requisite Type
Prerequisite

Requisite
3 years of high school or equivalent

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Required by 4 year institution

Requisite Type
Prerequisite

Requisite
SPAN M110S

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	demonstrate 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)

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 more complex authentic texts.
4	discuss, compare, and contrast historical, political, social, and creative aspects of Spanish-language cultures and civilizations.
5	demonstrate an understanding of different Spanish language registers.
6	adapt written and spoken language to various settings and contexts.
7	apply the rules of punctuation, spelling, capitalization, syllabification, and written accents.
8	interpret readings by relating the content to knowledge of Hispanic culture, history, and literary works.

Course Content

Lecture/Course Content

- **Culture (60%):**
  - Exploration of cultures of Spanish-speaking regions.
  - Exploration of Latin American native civilizations and languages.
  - Authentic texts in a variety of genres.
    - Summary, description, and analysis of authentic short works of literature and films from the Spanish-speaking world.
  - Characteristics of Spanish speaking countries such as, but not limited to:
    - Values
    - Lifestyles
    - Geography
    - Art
    - History
    - Literature
- **Refinement of grammatical concepts and structures (40%):**
  - Register
    - Lexical variations
      - Idiomatic expressions
      - Vocabulary expansion
      - Formal and Informal
      - Standard vs non-standard
      - Situational discourse
  - Grammar
    - Moods [Subjunctive vs Indicative]
    - Verb tenses
    - Structure
    - Syntax
    - Punctuation
  - Speaking
    - Phonology
    - Conversation
  - Orthography
    - Spelling
    - Accents
    - Homophones

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
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 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.

Problem-Solving and Other Assignments (if applicable)
- Visit a museum with an exhibit from a Spanish speaking factory.
- 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*.
- Conduct individual and/or collaborative research projects.

Articulation

C-ID Descriptor Number
SPAN 220

Status
Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
UC Davis	SPA 032	Intermediate Spanish for Native Speakers II	5
UCLA	SPAN 7A	Intermediate Spanish for Heritage Speakers	4
CSU Long Beach	SPAN 250	Spanish for Bilinguals	4
CSU Bakersfield	SPAN 2020	Spanish I for Fluent Speakers	3
CSU CI	SPAN 211	Spanish for Heritage Speakers	4
CSU Fresno	SPAN 4A	Spanish for Spanish Speakers	4
CSU LA	SPAN 2050	Intermediate Spanish for Heritage Speakers	4
CSU Stanislaus	SPAN 2011	Spanish for Native Speakers I	3
Cal Poly Pomona	SPN 1130	Spanish for Spanish Speakers I	3

Comparable Courses within the VCCCD

SPAN V03S - Spanish Heritage Language I
SPAN R140 - Spanish Heritage Speakers 1

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Barbara City College	SPAN 146	Intermediate Spanish for Native Speakers I	5
Pierce College	SPAN 035	Spanish for Spanish Speakers I	5
Orange Coast College	SPAN C160	Spanish for Spanish Speakers 1	5

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities
Proposed
Denied

Date Proposed:
10/06/2022

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:
F 2023

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:
12/15/2021

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:
6/15/2021

Effective term:
Fall 2022

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities
Proposed
Denied

Date Denied:
6/13/2022

Effective term:
Fall 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

Effective term:
Fall 2022

Textbooks and Lab Manuals
Resource Type
Textbook

Classic Textbook
No

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

Resource Type
Textbook

Classic Textbook
No

Description
Francés, Maria Elena and Rubén Benitez. *Manual de Gramática y Ortografía para Hispanos*. 3rd ed., Pearson, 2019.

Resource Type
Textbook

Classic Textbook
Yes

Description
Andrian, Gustave. *Modern Spanish Prose.* 7th ed., Pearson, 2006.

Resource Type
Textbook

Classic Textbook
Yes

Description
Marques, Sara. *La lengua que heredamos: Curso de español para bilingües.* 7th ed., Wiley, 2011.

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
Contrast and compare the proyecto Barro Blanco and the indigenous people from Panama with a similar controversial project or enterprise in the US.

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

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

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
10/06/2022

Curriculum Committee
10/18/2022

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000624302

DOE/accreditation approval date
MM/DD/YYYY