



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input checked="" type="checkbox"/>	COR Revision 2/25/2010
<input checked="" type="checkbox"/>	Pre Req/Advisories 201130
<input checked="" type="checkbox"/>	Other Changes Title
<input checked="" type="checkbox"/>	SLOs 3/20/2008

COURSE SUBJECT & NUMBER: SPAN 102

COURSE NAME: *Elementary Spanish 2

COURSE UNITS: 5 **COURSE HOURS:** 5 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of SPAN 101 or SPAN 101HL

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

Course continues the work of SPAN 101 on understanding, speaking, reading, and writing Spanish. Emphasis is on the vocabulary, grammar and cultural knowledge necessary to communicate in everyday situations. Course will include work in pairs and small groups so that students will be active learners. A more in-depth knowledge of geography and history of Spanish-speaking countries will also be covered. The course will be conducted entirely in Spanish. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

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

1. Read and comprehend beginning Spanish texts such as graded readers, and to extract relevant material from authentic Spanish texts such as newspapers, magazines, menus from restaurants, schedules of trains and other means of transportation, and other common documents.
2. Students should be able to speak and understand Spanish well enough to communicate with native speakers on familiar, everyday topics although difficulties may exist. Students should feel at ease in an exclusively Spanish-speaking environment.
3. Demonstrate written mastery of basic grammatical structures by writing short essays (1-2 paragraphs) in response to readings and discussion topics.
4. Demonstrate more in-depth knowledge of the history, geography, and culture of Spanish-speaking countries.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

SPAN 102 is a continuation of SPAN 101. Stress will be placed on more complex verb structures, constructing original compositions, and more grammar. Students will be introduced to elementary short stories. Elements of history and culture will be covered throughout.

In a second language course, grammar, vocabulary, and pronunciation are integrated in the lessons and oral practice. Note that different skills and topics are presented in meaningful context as a unit. It is not possible to isolate each topic.

I. VOCABULARY

- A. Personal relationships
- B. Professions, the office and work
- C. Rural and urban geography, and the conservation and exploitation of the environment
- D. Clothing and shopping
- E. Parties and celebrations
- F. The beach and the countryside and activities done there

II. PRONUNCIATION

- A. c and qu
- B. l, ll and y
- C. x
- D. Intonation changes
- E. j and g
- F. Review of accents
- G. Review of pronunciation of vowels

III. STRUCTURES

- A. Talking about actions the past
 - 1. Preterit of regular and irregular verbs
 - 2. Saying what you used to do: Imperfect of the regular and irregular verbs
 - 3. Saying what you were going to do: The Imperfect tense of ir + a + Infinitive
 - 4. Describing the past: The Imperfect and Preterit of "State" Verbs
 - 5. Narrating past experiences: The Present Perfect, Imperfect and Preterit
 - 6. Say what you have done: The Present Perfect
- B. Referring to objects and persons already mentioned: Direct and Indirect Object pronouns
- C. Using Reciprocal Reflexive verbs like *llevarse bien*.
- D. Expressing by, through, destination, time, purpose, price, beneficiary, etc. using *por* or *para*
- E. Describing Actions: Adverbs (-mente)
- F. Using the Subjunctive Mood
 - 1. To express reaction and opinions
 - 2. To give Polite Commands and Negative Tú Commands

IV. CULTURAL INFORMATION

- A. Culture, geography and history of Latin-American countries
- B. El tango
- C. Chichicastenango
- D. Arzobispo Óscar Arnulfo Romero
- E. Sentimental relationships and weddings
- F. Foods and restaurants
- G. The Panama Canal
- H. The business world
- I. Ecology and Ecological Issues
- J. Regional arts and crafts

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

This course requires that each student reads all the grammatical explanations before coming to class (daily). Other specific reading assignments will be given from the textbook and hand-outs provided by the instructor (weekly).

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Before coming to class, students will complete exercises in the workbook and/or textbook.
On a weekly basis, students will listen to the audio materials and complete the assignments in the lab manual.
At least five times during the semester, students will write short paragraphs using the vocabulary and grammar learned.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

- Students will:
- express their opinions applying basic vocabulary and syntax learned in class.
 - compare and contrast diverse hispanic cultures.
 - examine and analyze different types of literature in order to ask and answer simple questions.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 5 hours

Computational Assignments: N/A

Other Assignments: 3 hours (aural assignments)

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Students will engage in TPR (total physical response) activities and will frequently work in pairs and small groups. Curricular material (vocabulary, grammar, culture etc.) will be introduced directly whenever possible through objects, pictures, current technology and mime. The instructor will use question/answer techniques of direct method language teaching to introduce some points of grammar. Choral repetition and some drill will be used of pronunciation practice. Aural exercises will be used to develop listening comprehension skills.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Periodical tests (covering one to three chapters) and quizzes testing aural comprehension, reading, writing and culture (Objectives 1-4)

Homework exercises and lab work will be handed in and evaluated (Objectives 1-4)

The instructor will evaluate the speaking ability and daily participation of each student during conversation and group activities or pair work (Objective 2)

A comprehensive department-adopted final exam testing oral and aural comprehension, reading, writing and culture will evaluate students mastery of the material covered (objectives 1-4)

Other written or oral assignments (Objectives 1, 2, 3 or 4)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Plazas: Lugar de encuentro para la hispanidad, Robert Herhberger, et al., Heinle, 2008, Third Edition

Dos Mundos, Tracy D. Terrell et al., MacGraw-Hill, 2010, Seventh Edition