



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 5/28/2009
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input checked="" type="checkbox"/>	SLOs 4/10/2008

COURSE SUBJECT & NUMBER: SPAN 120 B

COURSE NAME: Elementary Spanish for Teachers 2

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

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

Prerequisite: Completion of SPAN 120 A

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#).*

SPAN 120 B is equivalent, in scope, to the second half of SPAN 101. Students who have completed SPAN 101 (5 units) will not get credit for this course. This is a continuation course for non-native Spanish speakers. The main emphasis will be on the vocabulary, grammar and cultural knowledge necessary to communicate in everyday situations in a school setting. Additional basic geography and history of Spanish-speaking countries will also be covered. Students will be active learners working in pairs and small groups. This course will be conducted 90 % in Spanish. (CSU, 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. Employ additional vocabulary words more accurately and apply more complex phonetic rules.
2. Use a variety of grammatical structures and idiomatic expressions and sayings.
3. Demonstrate ability to express ideas more fluently and answer more complex questions in Spanish on everyday topics such as school issues, careers and family relationships.
4. Read and comprehend beginning Spanish texts, graded readers, and notes and letters written and sent by parents.
5. Demonstrate basic grammatical structures by writing notes to the parents, short paragraphs in response to readings and discussion topics.
6. Employ the new grammar and vocabulary when giving personal information about themselves, the school personnel and the school where they work.
7. Use additional vocabulary and more complex grammatical structures when giving and asking for directions in Spanish.
8. Apply grammatical structures and vocabulary learned to ask more complex questions and to better understand the answers given.
9. Demonstrate more in-depth knowledge of geography and history of Spanish-speaking countries.
10. Compare and contrast cultural differences among Spanish-speaking countries, and between Spanish-speaking countries and the United States.

Course Subject & Number: SPAN 120 B
Course Name: Elementary Spanish for Teachers 2

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.*

Spanish is used 90% of the time. Both oral and written forms are stressed equally. In a second language course, grammar, vocabulary and pronunciation are integrated in the lessons and oral practice. By allowing more time to learn and practice Spanish, this course will provide beginning learners an opportunity to develop a more communicative competence.

By the end of the semester, the student should be able to:

- A. Know and practice grammatical structures
 - 1. Verbs with stem-vowel changes (ie, ue) and irregular verbs in the present tense
 - 2. Reflexive verbs
 - 3. Infinitive after prepositions
 - 4. Describing states: estar + adjective, tener + noun
 - 5. Expressing obligation and duty: tener que, deber, necesitar, hay que, es necesario que.
 - 6. Expressing plans and desires: pensar y tener ganas de
 - 7. Talking about past actions: The preterit of regular and irregular verbs.
 - 8. Pointing out people and objects: Demonstrative adjectives.
 - 9. Making comparisons of equality and inequality.
 - 10. Expressing Age: The verb tener + numbers.
 - 11. Knowing people, places and facts: conocer and saber.
 - 12. Expressing abilities: saber and poder + infinitive
 - 13. Making negative statements and questions: no, never.
- B. Express likes and dislikes: Using the verb gustar.
- C. Commands: Respond to instructions
- D. Present progressive
- E. Discuss and contrast more in-depth geography, history and cultural differences
 - 1. Among all the Spanish speaking countries
 - 2. Between the Spanish speaking countries and the United States.
- F. Discuss similarities and differences of the different school systems
 - 1. Among all the Spanish speaking countries
 - 2. Between the Spanish speaking countries and the United States.

Course Subject & Number: SPAN 120 B
Course Name: Elementary Spanish for Teachers 2

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:

Weekly and biweekly reading assignments will be given from the textbook, workbook and handouts provided by the instructor. Among the reading assignments are segments on Hispanic culture and history, first-person accounts of life and culture in Spanish-speaking countries, and magazine and newspaper articles on high-interest topics such as music, history, language and art.

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

Students will complete exercises in the workbook and Lab Manual as well as supplementary reading materials. Students and instructor are going to bring to class literature used in the local school district such as forms, pamphlets and letters. If the literature is written in Spanish the assignment will include filling in the forms or answering the letters; but if the literature is in English students will translate them. Students will also write notes on school related topics to Spanish speaking students and parents and short dialogues to be presented later in class. Students will write a short paper about the country/ region or city where one of their Hispanic students or his/her parents lived.

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:

1. Watch videos and answer specific questions about what they saw.
2. Practice the dialogue written as homework and present it to the class.
3. Interviewing Spanish speaking students and parents.

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

Writing Assignments: 3

Computational Assignments: 0

Other Assignments: 1

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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.)*

Three hours per week are spent in the classroom. The instructor will give short lectures, using Spanish 90% of the time, followed by discussion of the material being presented. Students will engage in TPR (total physical response) activities and will frequently work in pairs and small groups. New vocabulary will be presented using visual aids, slides, videos, computer programs, and CD's.

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 or more chapters) will test listening comprehension, reading and writing (Objectives: (2, 3, 4, 5, 6, 7, 9, and 10)
- The instructor will evaluate the speaking ability and participation of each student during conversation, group activities or pair work (Objectives: 1, 2, 3, 6, 7, and 8)
- Homework exercises and written assignments will be handed in and evaluated. (Objectives: 2, 3, 4, 5, 6, 7, 8, 9 and 10)
- An oral and written final exam will test the material covered during the semester. (Objectives 1-10)
- A classroom related oral and/or written project (Objectives 1, 2, 3, 7, and 8)

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 Encuentros, third edition, Cengage Learning 2008

Hershberger/Navey-Davis/Borrás A.

Basic Spanish for Teachers , Houghton Mifflin 2006

Jarvis/ Lebrede

Atajo 4.0, Merriam-Webster's Spanish- English Dictionary, Thomson/ Heinle 2006