

SPAN C185A: ELEMENTARY SPANISH 2A

Item	Value
Top Code	110500 - Spanish
Units	2.5 Total Units
Hours	45 Total Hours (Lecture Hours 45)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Local General Education (GE)	• Area 3B Humanities (CC2)
Global Society Requirement (CGLB)	Yes
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 6A Language Other Than English (6A)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 6A Lang other than Engl (6A)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2)

Course Description

This course is designed to further the student's ability to comprehend and converse in daily spoken Spanish at the second-semester level. Reading and writing skills are expanded. Introduction to various cultural and philosophical aspects of the Spanish-speaking world will continue with authentic reading materials and selected literary works. SPAN C185A is equal to the first half of SPAN C185. SPAN C185A and C185B are equivalent to SPAN C185. PREREQUISITE: SPAN C180 or SPAN C180B or equivalent competency. Transfer Credit: CSU; UC: Credit Limitation: SPAN C185A and SPAN C185B are equivalent to SPAN C185. C-ID: SPAN 110.C-ID: SPAN 110.

Course Level Student Learning Outcome(s)

1. Given oral or written input by a native or near-native speaker of Spanish, demonstrate oral/aural or written competency at the advanced elementary level by communicating in comprehensible language to a (native/near-native) speaker on topics related to self, immediate environment, courtesy requirements and personal needs, past experiences, and future plans.
2. Demonstrate an emerging awareness of significant differences in culture-specific behaviors between the cultures of the Spanish-speaking world and the United States by identifying the culture in which the variant is practiced (personal space, non-verbal behavior, treatment of opposite sex, treatment of elders, etc.)

Course Objectives

- 1. Demonstrate understanding of usage of ser vs estar.
- 2. Manage direct and indirect object pronouns in writing and speaking at the intermediate beginning level.
- 3. Conjugate regular, irregular, reflexive, and stem-changing verbs in the present, present progressive, informal future and preterite tenses.
- 4. Use possessive, demonstrative, and ordinal adjectives at the intermediate beginning level.

Lecture Content

Vocabulary Home and neighborhood Experiences Personal data and activities Food, beverages and nutrition Verbs Present tense of regular, irregular, reflexive and stem-changing verbs. Present and imperfect progressive tenses Informal future Preterite, regular and irregular Pronouns Indirect and direct object Objects of prepositions Unplanned occurrences with se Reflexive Adjectives Gender and number agreement Possessive Demonstrative Ordinal Miscellaneous Negation Time expressions with hacer Comparisons Exclamations Diminutives Contrast: conocer and saber ser and estar

Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)
- Video one-way (ITV, video) (63)

Instructional Techniques

A variety of activities, (including lecture employing current technology and/or handouts, video and/or audio presentations, pair and group work) will be employed. Intensive and extensive listening and reading in the target language is directed toward raising learners' awareness of the lexical nature of language. Activities will be structured to enable the learners to comprehend lexical phrases as unanalyzed "chunks" and to use whole phrases without necessarily having to analyze their constituent parts.

Reading Assignments

Reading assignments from text and workbook regarding various Spanish-speaking countries, their customs, similarities and differences from each other and linguistic differences.

Writing Assignments

Write an essay on a Spanish-speaking country including information on agriculture, geography, population, ethnic groups, history, local celebrations, celebrities, native species, languages spoken and wars/conflicts.

Out-of-class Assignments

Choose a Spanish-speaking country to research with the end of writing an essay on all aspects of its geography, culture and history.

Demonstration of Critical Thinking

Activities which require learners to become more active and questioning critical thinkers such as group work, project-based work and presentations which involve comparing and contrasting; classifying; evaluating; cause and effect; ranking; identifying right from wrong and facts from opinion; and summarizing will be employed.

Required Writing, Problem Solving, Skills Demonstration

Oral presentations in pairs or small group Aural workbook/text assignments with CD Project-based work

Eligible Disciplines

Foreign languages: Master's degree in the language being taught OR bachelor's degree in the language being taught AND master's degree in another language or linguistics OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Andrade, Magdalena, et al. Tu Mundo, espa ol sin fronteras, 1ST ed. McGraw-Hill, 2014 Rationale: - Legacy Textbook Transfer Data: Legacy text 2. Required Van Patten, B. Destinos, Alt Ed (w/7 Audio CDs), ed. McGraw-Hill, 2002 Rationale: Textbook and Workbook/Lab Manual used in telecourses serving special categories of students where internet and/or onsite classes are not available. Legacy Textbook Transfer Data: Legacy text 3. Required Van Patten, B. Destinos Workbook/Study Guide Vol. 1, 2nd ed. McGraw-Hill, 2002 Rationale: Textbook and Workbook/ Lab Manual used in telecourses serving special categories of students where internet and/or onsite classes are not available. Legacy Textbook Transfer Data: Legacy text 4. Required Blanco, J. Portales 2.0, 2023 ed. Vista Higher Learning, 2023

Other Resources

1. Coastline Library