

SPAN G185: ELEMENTARY SPANISH 2

Item	Value
Curriculum Committee Approval Date	12/01/2020
Top Code	110500 - Spanish
Units	5 Total Units
Hours	108 Total Hours (Lecture Hours 90; Lab Hours 18)
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 3 Arts and Humanities (GC)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 3B Humanities (3B) • Cal-GETC 6A Language Other Than English (6A)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B) • IGETC 6A Lang other than Engl (6A)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2)

Course Description

Formerly: Elementary Spanish. This course is a continuation of SPAN G180. Students will focus on mastery of advanced grammar while enhancing further the four language skills: listening, speaking, reading, and writing. This course is equivalent to three years of high school Spanish. PREREQUISITE: SPAN G160 or SPAN G180 or completed 2 years of High School Spanish. Transfer Credit: CSU; UC: Credit Limitation: SPAN G165 and SPAN G185 combined: maximum credit, 1 course. C-ID: SPAN 110. C-ID: SPAN 110.

Course Level Student Learning Outcome(s)

1. Course Outcomes
2. Practice vocabulary and grammar to communicate in Spanish using appropriate pronunciation at the advanced-beginning level.
3. Apply vocabulary and grammar to interpret spoken messages in Spanish at the advanced-beginning level.
4. Interpret vocabulary and grammar to derive meaning of written material at the advanced-beginning level.
5. Demonstrate grammar and vocabulary through writing at the advanced-beginning level.

Course Objectives

- 1. Translate Spanish audio at an advanced-beginning level.
- 2. Produce spoken Spanish at an advanced-beginning level.
- 3. Interpret literature in Spanish at an advanced-beginning level.
- 4. Compose writing samples in Spanish at an advanced-beginning level.

Lecture Content

Vocabulary Shopping and clothing Stores and personal items Body parts Health and fitness Professions and job qualifications Job hunting and interviewing At the airport Travel and vacation experience Technology The environment and environmental challenges Means of communication Movies, Theater, Television, and other entertainment Music and dance Fashion Verbs Imperfect tense of Regular -AR, -ER, and -IR verbs Imperfect tense of Irregular Verbs: IR, SER, and VER Present Subjunctive of Regular -AR, ER, and IR verbs Present Subjunctive of Irregular YO verbs such as TENER, DECIR, HACER, PONER, and TRAER Present Subjunctive of -CAR, -GAR, and -ZAR ending verbs Present Subjunctive of Irregular verbs such as DAR, ESTAR, IR, SABER, and SER Present Perfect Indicative tense Future tense of Regular -AR, -ER, and -IR verbs Future tense of Irregular verbs such as DECIR, HACER, HABER, QUERER, SALIR, and VENIR Conditional tense of Regular -AR, -ER, -IR verbs Conditional tense of Irregular verbs such as DECIR, HACER, HABER, QUERER, SALIR, and VENIR Imperfect Subjunctive tense of Regular -AR, -ER, and -IR verbs Imperfect Subjunctive tense of Irregular verbs such as CREER, ESTAR, IR, PODER, SER, and VENIR Pluperfect Indicative tense Grammar The Imperfect tense Ordinal numbers Preterit versus Imperfect Impersonal and passive SE Por or Para Adverbs ending in -mente Formal Commands Introduction to the Present Subjunctive The Subjunctive to express feelings and emotions The Subjunctive to express doubt and denial The Subjunctive to express influence The Subjunctive and the Indicative with Adverbial Conjunctions T Commands The Past Participle The Present Perfect Indicative The Future tense The Conditional tense The Imperfect Subjunctive Long-form Possessive Adjectives and Pronouns SI clauses HACER in time expressions Nosotros Commands The Pluperfect Indicative The Relative Pronouns que, quien, and lo que SE for unplanned occurrences Hispanic Culture in countries such as: Argentina Bolivia Chile Columbia Costa Rica Cuba Dominican Republic Ecuador El Salvador Equatorial Guinea Guatemala Honduras Mexico Nicaragua Panama Paraguay Peru Puerto Rico Spain Uruguay Venezuela

Lab Content

Laboratory work with an emphasis on the following skills: Listening Dialogues Short stories Short narratives Songs Cultural videos Speaking Virtual Chats Partner Chats Skits Dialogues Roll play Reading Sentences Paragraphs Short stories Short narratives Articles Writing Fill-in the blanks Sentences Paragraphs Dialogues Journal entries

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Lab (04)
- DE Live Online Lab (04S)
- DE Online Lab (04X)

Reading Assignments

Textbook, Workbook, and Lab Manual

Writing Assignments

Homework assignments from the textbook and other assignments such as writing sentences or short paragraphs in Spanish. Writing short paragraphs and compositions such as descriptions of places, occupations, and travel in Spanish using present and past tenses of AR, ER, and IR verbs.

Out-of-class Assignments

Textbook and Lab Workbook Manual

Demonstration of Critical Thinking

Students will be able to compare and contrast grammar, structure, and syntax of the English language to that of the Spanish language.

Required Writing, Problem Solving, Skills Demonstration

Writing short paragraphs and compositions such as descriptions of places, occupations, and travel in Spanish using present and past tenses of AR, ER, and IR verbs.

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 Zayas-Bazan; Bacon; Nibert.. Arriba! Comunicaci n y cultura, 7th ed. Pearson, 2019