



## SPAN 121 - Elementary Spanish II Course Outline

Approval Date: 02/13/2020

Effective Date: 06/08/2020

### SECTION A

**Unique ID Number** CCC000303101

**Discipline(s)** Foreign Languages

**Division** Language and Developmental Studies

**Subject Area** Spanish

**Subject Code** SPAN

**Course Number** 121

**Course Title** Elementary Spanish II

**TOP Code/SAM Code** 1105.00 - Spanish Language and Literature / E -  
Non-Occupational

**Rationale for adding this course to the curriculum** Adding distance education and updating textbooks.

**Units** 5

**Cross List** N/A

**Typical Course Weeks** 18

### Total Instructional Hours

#### Contact Hours

**Lecture** 90.00

**Lab** 0.00

**Activity** 0.00

**Work Experience** 0.00

**Outside of Class Hours** 180.00

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**Total Contact Hours** 90

**Total Student Hours** 270

**Open Entry/Open Exit** No

**Maximum Enrollment**

**Grading Option** Letter Grade or P/NP

**Distance Education Mode of** On-Campus

**Instruction** Hybrid

Entirely Online

### SECTION B

**General Education Information:**

### SECTION C

**Course Description**

**Repeatability** May be repeated 0 times

**Catalog Description** The second semester part of a four-semester sequence of transfer level Spanish courses. Continued work on language communication integrating listening, speaking, reading, and writing skills in real world and cultural contexts. Ongoing development of cultural awareness and understanding continues to be emphasized.

**Schedule Description**

## SECTION D

### Condition on Enrollment

#### 1a. Prerequisite(s)

- SPAN 120 with a minimum grade of C or better or
- SPAN 111 with a minimum grade of C or better

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

## SECTION E

### Course Outline Information

#### 1. Student Learning Outcomes:

- Engage in more complex oral and written exchanges.
- Read, comprehend, and write more complex Spanish.
- Recognize and distinguish the various Hispanic Cultures.

#### 2. Course Objectives: Upon completion of this course, the student will be able to:

- Note: The objectives for this course will be emphasized in a cultural context.
- communicate orally and in writing in a variety of meaningful real life activities moving toward the Novice High or Intermediate Low level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages);
- order food in a restaurant;
- talk about and describe food;
- express congratulations;
- express gratitude;
- ask for and pay the bill at a restaurant;
- describe how one feels physically;
- talk about health and medical conditions;
- talk about technology and electronics;
- use common expressions on the telephone;
- talk about car troubles;
- welcome people to one's home;
- describe one's house or apartment;
- talk about household chores;
- give instructions;
- talk about and discuss the environment;
- express beliefs and opinions about issues;
- give advice to others;
- give and receive directions;
- discuss daily errands and city life;
- narrate or describe real-life past events from several perspectives (preterite vs. imperfect);
- talk about personal relationships (marriage, divorce, family, friends);

- X. apply other communicative skills as appropriate;
- Y. and begin to express some personal attitudes towards events using the subjunctive.
- Z.

### 3. Course Content

\*The content for this course will be taught within a ***cultural context***.

- A. Review Elementary Spanish I course material
- B. Characteristics of Spanish speaking countries (geography, population, official languages, foods, historical sites, etc.)
- C. Preterite of stem-changing verbs-formation and use of
- D. Double object pronouns
- E. Comparisons
- F. Superlatives
- G. Irregular preterite-formation and use of
- H. Verbs that change meaning in the preterite
- I. **¿Qué?** and **¿Cuál?**
- J. Pronouns after prepositions
- K. Imperfect tense-formation and use
- L. Preterite versus imperfect tenses
- M. Constructions with **se**
- N. Adverbs
- O. **Por** and **para**
- P. Stressed possessive adjectives and pronouns
- Q. Relative pronouns
- R. Reciprocal actions
- S. **Hacer** with time expressions
- T. Introduction to Spanish commands
- U. Introduction to the Present subjunctive-formation and use
- V. Subjunctive with verbs of will and influence, emotions, doubt, disbelief, and denial
- W. Introduction to the Subjunctive with conjunctions
- X. Introduction to the Subjunctive in adjective clauses
- Y. Past participles used as adjectives
- Z.

### 4. Methods of Instruction:

**Activity:** Students actively engage in interactive and personalized activities to practice the material.

**Lecture:** Active presentation of key course concepts

**Other:** ?Students actively participate in pairs and/or groups to complete classroom activities.

?Practical: Students apply the learned material in a variety of personal and cultural contexts.

**Online Adaptation:** Directed Study, Discussion, Group Work, Individualized Instruction

**4. Methods of Evaluation:** Describe the general types of evaluations for this course and provide at least two, specific examples.

#### Typical classroom assessment techniques

Exams/Tests --

Quizzes --

Oral Presentation --

Class Participation --

Class Work --

Home Work --

Lab Activities --

Final Exam --

Letter Grade or P/NP

**5. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

- Simple supplemental cultural or literary readings from text in context of lesson themes
- Simple readings on the geography, history, economy, places, and other aspects of everyday life in a variety of Spanish-speaking countries

B. Writing Assignments

- Simple journal writing
- Writing a brief letter or article
- Write about events in the past using the simple past tense, for example, describing a medical problem
- Giving written instructions
- Writing an email

C. Other Assignments

- Final oral presentation
- Online Student Activities Manual assignments to accompany textbook

**6. Required Materials**

**A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.**

Book #1:

Author: Blanco & Donley

Title: Vistas: Introducción a la Lengua Española

Publisher: Vista Higher Learning

Date of Publication: 2016

Edition: 5

Book #2:

Author: Andrade, Cabrera Puche, Egasse, Muñoz

Title: Tu mundo

Publisher: McGraw Hill

Date of Publication: 2019

Edition: 2nd

**B. Other required materials/supplies.**

- Online Student Activities Manual that accompanies textbook (access code required)
- English-Spanish dictionary (recommended)
- Video program to accompany textbook
- PowerPoints, both instructor and textbook company generated, to reinforce key concepts.