

Skyline College

Official Course Outline

Date: June 2007

1. TITLE:

SPAN 121 – Advanced Elementary Spanish I

3 units. Three lecture hours plus one lab hour per week.

Prerequisite: SPAN 110, 112 or equivalent college-level course.

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog description

Three lecture hours and one lab hour per week. Prerequisite: SPAN 110, 112 or equivalent. A course covering approximately the same material as the first half of SPAN 120. For students who can use Spanish to communicate about the “here and now” and relate a simple story in the past. Students practice and develop further communicative competence in written and spoken Spanish for use in a variety of social contexts and settings. Readings are used as the basis of classroom discussions. Cultural aspects of the Spanish-speaking-world are emphasized. The course is conducted primarily in Spanish. Transfer credit: UC; CSU (C2).

Schedule of classes description

Prerequisite: SPAN 110, 112 or equivalent. Continuation of SPAN 110 or SPAN 112. The first half of a two-part-course. Practice and development of greater competence in spoken and written Spanish for use in a variety of social contexts and settings. Focus on readings for classroom discussions and cultural aspects of the Spanish-speaking world. Course conducted primarily in Spanish. Plus one hr/wk by arrangement. Transfer: UC; CSU (C2).

4. COURSE JUSTIFICATION:

This course is designed to meet G. E. requirements in the Humanities for the A.A. degree, and for transfer to the CSU and UC. The Advanced Elementary Spanish I course is the first half of a two-part course required to complete the one year study of Spanish and to prepare students for continuation to Advanced Elementary Spanish II (SPAN 122). Transfer credit: UC; CSU (C2).

5. STUDENT LEARNING OUTCOMES (SLO'S):

After successfully completing SPAN 121, students will be able to:

- Carry on simple conversation related to daily tasks, work, school, the news, their identity, social and personal needs, social graces, greetings, illustrate anecdotes and make descriptions.
- Use all tenses in the Indicative and Imperative.
- Write, read and comprehend simple, yet connected texts dealing with a variety of basic and social needs with an increasing understanding of them.
- Contrast different accents of the diverse Spanish-speaking-world.
- Compare different values, customs and life styles in the Spanish-speaking-world.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- Strengthen students' foundation in all aspects of language acquisition: speaking, listening, reading and writing.

- Build oral and written proficiency based upon correctness in rhetorical modes such as narration, description, comparison, explanation, and direction giving.
- Develop proficiency in producing statements in Spanish and translating them through vocabulary learned in every chapter.
- Dramatize small dialogues and real-life situation simulations.
- Prepare students to make oral in-class- presentations.

7. **COURSE CONTENT:**

- Study of the Spanish language and its basic aspects and tenses in the four basic skills.
- Acquisition of a clear pronunciation.
- Acquisition of a basic vocabulary.
- Acquisition of the advanced principles of grammar including the use of tenses in the Indicative and Imperative, personal reflexive and objective pronouns.
- Development of basic oral communication skills in Spanish.
- Exposure to various elements of many cultures within the Spanish-speaking world.

8. **REPRESENTATIVE METHODS OF INSTRUCTION:**

Methods of instruction include:

- Lecture presentation.
- Reading and interpretation of written materials and in-class exercises, including discussion using the materials.
- Oral repetition to refine pronunciation.
- Listening comprehension with tapes and DVDs.
- In-class writing and translation drills.
- Speech presentation, pair and group work.
- Film viewings and discussions.
- Presentation evaluations.

9. **ASSIGNMENTS:**

Typical assignments:

- I. Listening, practicing and creating oral and written statements and questions regarding basic needs in Spanish.

- II. Speaking:
 - A. Role-playing in pairs or groups.
 - B. Describe in Spanish an illustration or a picture.
 - C. Interview the instructor and other classmates in Spanish.
 - D. Oral exercises with a partner and also the teacher.
 - E. Two-minute oral presentations.

- III. Reading comprehension
 - A. Read sentences.
 - B. Read sentences the instructor provides; answer questions.
 - C. Translate statements.

- IV. Writing
 - A. Writing or reading basic dialogues.
 - B. Practice conversations orally and in writing.
 - C. Write statements based on information given in class by the instructor or induced by videos.

- D. Vocabulary quizzes.
- E. Writing dialogues with a partner.
- F. Demonstrate correct usage of grammar in paragraph writing and written exercises.

10. EVALUATION OF STUDENT PERFORMANCE:

- Students will be required to read, write, pronounce words, speak in public and form sentences in a basic level so that they are able to communicate basic elementary ideas of their own using tenses in Indicative and Imperative.
- Oral and written quizzes, dictations, oral presentations and small paragraphs interpreting passages and interviews on culture.
- A mid-term exam may be given and a final is required.
- Translation exercises and small dialogue writing exercises will also be assigned to evaluate students' critical thinking.
- Two-minute oral presentations.

11. RECOMMENDED or REQUIRED TEXT(S):

The texts are periodically changed based on Spanish instructors' evaluation of the texts presented at the time. Presently the following are used:

Davis, Ramos and Siskin. ENTREVISTAS Textbook and "Manual de Practica Segunda Parte", McGraw Hill Publishers, 2nd edition, San Francisco, 2004.

501 SPANISH VERBS Kendris Barron Educational Series
Bradley, D., de Carlos, Rodrigues, L., Parrondo, Jose Ramon

Harper-Collins Basic Spanish Dictionary, 5th edition, Harper Collins Publishers, 2000.