

SPAN R110: ELEMENTARY SPANISH II

Originator

cmilan

College

Oxnard College

Discipline (CB01A)

SPAN - Spanish

Course Number (CB01B)

R110

Course Title (CB02)

Elementary Spanish II

Banner/Short Title

Elementary Spanish II

Credit Type

Credit

Start Term

Fall 2023

Formerly

SPAN R102 - Elementary Spanish 2

Catalog Course Description

This elementary level course continues to teach language acquisition in a cultural context through listening, speaking, reading and writing at the second semester level. It emphasizes oral communication in real-life settings by means of authentic, culturally sensitive materials. This course is taught primarily in Spanish.

Taxonomy of Programs (TOP) Code (CB03)

1105.00 - Spanish

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

70

Maximum Contact/In-Class Lecture Hours

70

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

70

Total Maximum Contact/In-Class Hours

70

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

140

Maximum Outside-of-Class Hours

140

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

210

Total Maximum Student Learning Hours

210

Minimum Units (CB07)

4

Maximum Units (CB06)

4

Prerequisites

SPAN R100

Entrance Skills

Entrance Skills

Students must be able to use elementary level vocabulary to discuss daily life in the present tense in Spanish.

Prerequisite Course Objectives

SPAN R100-Use Spanish vocabulary to discuss topics related to family, daily life, pastimes, sports, celebrations, the weather, telling time, geography and population from Spanish-speaking countries.

SPAN R100-Recognize and use the present tense of regular and irregular verbs.

SPAN R100-Write 75 to 100 word-paragraphs in Spanish in the present tense on topics related to Spanish-speaking cultures.

SPAN R100-Write and deliver short oral presentations on current events and cultural topics related to Hispanic cultures.

Entrance Skills

Students must be able to read short selections (up to 200 words) in Spanish.

Prerequisite Course Objectives

SPAN R100-Use Spanish vocabulary to discuss topics related to family, daily life, pastimes, sports, celebrations, the weather, telling time, geography and population from Spanish-speaking countries.

SPAN R100-Recognize and use the present tense of regular and irregular verbs.

SPAN R100-Read short selections in Spanish (blogs, announcements, online profiles, movie and television guides) on topics covered in class.

Entrance Skills

Students must be able to write a 75 to 100-word paragraph in Spanish.

Prerequisite Course Objectives

SPAN R100-Use Spanish vocabulary to discuss topics related to family, daily life, pastimes, sports, celebrations, the weather, telling time, geography and population from Spanish-speaking countries.

SPAN R100-Recognize and use the present tense of regular and irregular verbs.

SPAN R100-Use verbal phrases to express future plans, likes, dislikes, wishes and preferences.

SPAN R100-Describe ongoing events using the present progressive.

SPAN R100-Write 75 to 100 word-paragraphs in Spanish in the present tense on topics related to Spanish-speaking cultures.

Requisite Justification

Requisite Type

Prerequisite

Requisite

SPAN R100

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Students will demonstrate written competency at the mid-elementary level by writing a 150 to 200-word composition in Spanish using the present and past tenses. |
| 2 | Students will demonstrate mid-elementary level oral skills by giving a 5 to 8-minute oral presentation in Spanish using vocabulary and grammatical structures from a given lesson. |
| 3 | Students will demonstrate comprehension of a written text at the mid-elementary level by reading a 350 to 400-word selection in Spanish on a cultural topic and answering questions in various formats. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Compare and contrast the nuances of everyday life in the Hispanic world with those of the English speaking in the U.S. |
| 2 | Discuss topics related to relationships, family, professions, health and nutrition, social issues, and cultural celebrations from Spanish-speaking countries, orally and in writing, at the intermediate level. |
| 3 | Narrate and describe past events using the preterit and imperfect past tenses. |
| 4 | Use the subjunctive mode to express wishes, requests, and suggestions. |
| 5 | Write 150 to 200-word compositions in the past tense. |
| 6 | Write and deliver oral presentations on current events and cultural topics related to Spanish-speaking communities. |
| 7 | Read authentic texts in Spanish such as blogs, advertisements, short stories, newspaper articles, current events, etc. |

Course Content

Lecture/Course Content

1. Vocabulary in culturally relevant contexts such as, but not limited to:
 - a. Food
 - b. Professions
 - c. Travel and geography
 - d. Holidays and pastimes
 - e. Health and well-being
 - f. Legends and traditions
 - g. Historical dates
2. Cultural characteristics of Spanish-speaking countries such as, but not limited to:
 - a. Geography and populations
 - b. Languages and dialects
 - c. Culinary traditions
 - d. Art
 - e. Music
 - f. Historical dates and sites

- g. Traditions and customs
 - h. Current events
 - i. Daily life
3. Grammatical structures:
- a. Use of adjectives to express equality and inequality
 - b. Double object pronouns
 - c. The preterit and the imperfect tenses and their uses
 - d. Past narration and description
 - e. Introduction of the subjunctive mood to express wishes and requests
 - f. Expressions of time with "hacer"
 - g. Uses of "se": reflexive, reciprocal and impersonal
 - h. Expressing obligation with "tener que", "deber", and "necesitar"

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Group projects
 Individual projects
 Objective exams
 Oral presentations
 Quizzes
 Reports/papers
 Role playing
 Other (specify)

Other

Publisher-produced online learning assignment and assessment platform (i.e "Connect" by McGraw Hill, "Supersite" by Vista Higher Learning).

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Class activities
 Class discussions
 Collaborative group work
 Computer-aided presentations
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Internet research
 Role-playing
 Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will introduce vocabulary and grammatical structures for students to incorporate into a narration in the past tense.
2. Instructor will teach a PowerPoint lesson on the uses of the subjunctive and students will practice by making suggestions to influence others.
3. Instructor will create low-stakes online quizzes for students to practice vocabulary and syntax.
4. Instructor will go over detailed guidelines for students to give an oral presentation about a topic covered in class.
5. Instructor will create a series of activities integrating grammar, vocabulary, and knowledge of Hispanic cultures for students to complete in class or online.

Representative Course Assignments

Writing Assignments

1. Compositions of approximately 150-200 words on travel, food, health, employment, nutrition, etc.
2. Online discussion entries on topics such as students' childhood memories, their favorite foods, and the role of Spanish in their lives.
3. Written assignments to practice grammar and lexicon.

Critical Thinking Assignments

1. Students will compare images of two different families and will identify differences and similarities in the following areas: number of family members, ages, physical descriptions, etc.
2. Students will compare and contrast two different types of housing and will list differences in some of these areas: style of the house, size, number of rooms, outdoor amenities, etc.
3. Students will be given three employment ads from Spanish-speaking websites as well as three professional profiles of three different people. Students will make recommendations as to which job is best suited for each profile.
4. Students will be given 5-8 pictures depicting a story and they will narrate their own version (orally or in writing) using the past tense, and present to the class.
5. Students will prepare a PowerPoint presentation comparing their adolescence with that of their parents. They will refer to some of the following aspects: the music and the clothing of the time, the TV shows and movies that were popular, the most common means of communicating with peers, etc.
6. Students will research information about a foreign country they would like to visit and make a brief oral presentation to the class. They will explain three reasons that country is appealing to them, and the class will ask follow up questions.
7. In groups, students will make a list of 3-5 healthy meals that are easy to prepare on a budget and with a busy schedule. Then they will share their favorite with the rest of the class orally.

Reading Assignments

1. Students will read short text selections on specific topics, such as social issues, health, employment, nutrition and current events, and complete activities in a variety of formats.
2. Students will read a short story or poem and identify the main ideas or topics.
3. Students will read their classmates discussion posts on cultural topics and/or current events related to Spanish-speaking communities, and write a response.
4. Students will read authentic texts such as blogs, movie and television listings, advertisements, classifieds, etc, and complete activities in a variety of formats.

Problem-Solving and Other Assignments (if applicable)

1. Students will watch short video clips on Hispanic cultural topics and complete comprehension and discussion activities.
2. Students will listen to authentic audio selections followed by comprehension and discussion activities

Outside Assignments

Representative Outside Assignments

1. Students will write compositions of 150-200 words on topics covered in class, such as travel, food, health, employment, nutrition, etc.
2. Students will edit their compositions drafts and write a final version using instructor feedback.
3. Students will write online discussion entries and respond to their classmates.
4. Students will watch videos, movies and/or performances on Hispanic cultural topics and complete comprehension and interpretation questions or write a report.
5. Students will listen to authentic audio selections and complete comprehension activities.
6. Students will read authentic texts such as blogs, movie and television listings, advertisements, classifieds, etc, and complete activities in a variety of formats.
7. Students will study a Power-Point lesson on a topic on a given topic related to class content, and complete online activities.

Articulation

C-ID Descriptor Number

SPAN 110

Status

Approved

Comparable Courses within the VCCCD

SPAN M02 - Elementary Spanish II
 SPAN V02 - Elementary Spanish II

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C2. Humanities**

Proposed

D. Language and Rationality**E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****C2 Humanities: Literature, Philosophy, Languages Other than English**

Proposed

Area D: Social Sciences**Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 3B: Humanities**

Proposed

Area 4: Social and Behavioral Sciences**Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals**

Resource Type

Textbook

Classic Textbook

No

DescriptionGoodall Grant & Darcy Lear. *Conéctate*, 3rd. ed. McGraw Hill, 2021.**Resource Type**

Textbook

Classic Textbook

No

DescriptionBlanco, Jose A. & Phillip R. Donley. *Vistas*, 6th ed. Vista Higher Learning, 2020.**Resource Type**

Other Resource Type

Description

Spanish-English and Spanish monolingual dictionaries, in print or online.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
 Hybrid (51%–99% online)
 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	-Students will write a post on a threaded discussion initiated and moderated by the instructor and receive prompt feedback. -Instructor will post announcements such as weekly assignments and weekly reviews.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.

E-mail	-Instructor will answer students' specific questions on lectures, assignments, and concerns about the course in a prompt and timely manner. -Instructor will inform students should an illness, family emergency or another unexpected event prevent continuing regular effective contact for a prolonged period of time.
Synchronous Dialog (e.g., online chat)	Instructor will interact with students at specific times announced in the syllabus to conduct office hours, participate in a video conference or an online chat.
Video Conferencing	Instructor will arrange for a video conference via Skype or CCCConfer to conduct office hours, answer questions, present class material, provide feedback on assignments, and discuss class progress.
Face to Face (by student request; cannot be required)	Instructor will arrange a meeting with a student to explain class content, provide feedback, discuss class progress or personal/academic challenges a student may be experiencing.
Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	-Students will write a post on a threaded discussion initiated and moderated by the instructor and receive prompt feedback. -Instructor will post announcements such as weekly assignments and weekly reviews.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.
E-mail	-Instructor will answer students' specific questions on lectures, assignments, and concerns about the course in a prompt and timely manner. -Instructor will inform students should an illness, family emergency or another unexpected event prevent continuing regular effective contact for a prolonged period of time.
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Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	-Students will write a post on a threaded discussion initiated and moderated by the instructor and receive prompt feedback. -Instructor will post announcements such as weekly assignments and weekly reviews.
Other DE (e.g., recorded lectures)	Instructor will post lectures, PowerPoint presentations, podcasts and webinars to supplement publisher-produced materials and help students achieve SLOs.

E-mail	-Instructor will answer students' specific questions on lectures, assignments, and concerns about the course in a prompt and timely manner. -Instructor will inform students should an illness, family emergency or another unexpected event prevent continuing regular effective contact for a prolonged period of time.
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Telephone	Instructor will communicate with a student via phone or voicemail to explain assignments, clarify doubts, or discuss overall class progress.

Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

FOREIGN LANGUAGES

Review and Approval Dates

Department Chair

09/21/2022

Dean

09/21/2022

Technical Review

09/28/2022

Curriculum Committee

09/28/2022

Curriculum Committee

10/12/2022

CCCCO

MM/DD/YYYY

Control Number

CCC000622135

DOE/accreditation approval date

MM/DD/YYYY