SPAN R200: INTERMEDIATE SPANISH I

Originator
cmilan

College
Oxnard College

Discipline (CB01A)
SPAN - Spanish

Course Number (CB01B)
R200

Course Title (CB02)
Intermediate Spanish I

Banner/Short Title
Intermediate Spanish I

Credit Type
Credit

Start Term
Fall 2023

Formerly
SPAN R103 - Intermediate Spanish 1

Catalog Course Description
This is the first course at the intermediate level for non-heritage speakers of Spanish. It teaches culture and facilitates language acquisition through listening, speaking, reading and writing. Students will interact with authentic language in context and demonstrate an increased awareness of Spanish-speaking cultural traditions. Students will demonstrate the ability to think critically by analyzing different types of texts in Spanish, and make cross-cultural comparisons. 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
May 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 R110

Entrance Skills

Entrance Skills

Students must be able to use the preterit and imperfect tenses to narrate past events.

Prerequisite Course Objectives

SPAN R110-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.
SPAN R110-Narrate and describe past events using the preterit and imperfect past tenses.
SPAN R110-Write 150 to 200-word compositions in the past tense.

Entrance Skills

Students must be able to use intermediate level vocabulary to discuss professions, health, nutrition, family, relationships, and social issues.

Prerequisite Course Objectives

SPAN R110-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.
SPAN R110-Write and deliver oral presentations on current events and cultural topics related to Spanish-speaking communities.

Entrance Skills

Students must be able to write a composition of up to 200 words using the present and past tenses.

Prerequisite Course Objectives

SPAN R110-Compare and contrast the nuances of everyday life in the Hispanic world with those of the English speaking in the U.S.
SPAN R110-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.
SPAN R110-Write 150 to 200-word compositions in the past tense.

Entrance Skills

Students must be able to read a text in Spanish at the intermediate level.

Prerequisite Course Objectives

SPAN R110-Read authentic texts in Spanish such as blogs, advertisements, short stories, newspaper articles, current events, etc.

Requisite Justification

Requisite Type

Prerequisite

Requisite

SPAN R110

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 intermediate level written competency by writing a 250 to 400-word composition in Spanish in the past tense.
2	Students will demonstrate intermediate-level oral skills by giving an 8 to 10-minute oral presentation on a current event or cultural topic related to a Spanish-speaking region.
3	Students will demonstrate reading comprehension at the intermediate level by reading a 1 to 2-page selection in Spanish and completing an outline identifying main and supporting ideas.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Recognize and use verb tenses of the indicative mood, in oral and written communication.
2	Distinguish between the indicative and the subjunctive moods and use them properly.
3	Define new vocabulary terms and use them in context.
4	Distinguish between different registers of the language and use them in appropriate contexts.
5	Read a selection in Spanish and identify main and secondary ideas.
6	Write 250-400 word compositions on topics covered in class.
7	Discuss current events relevant to Spanish-speaking cultures.
8	Compare the cultural beliefs and behaviors of different Hispanic cultures and the USA.
9	Demonstrate critical thinking in written and oral communication in Spanish.

Course Content

Lecture/Course Content

1. Culture:
   a. Characteristics of Spanish-speaking cultures such as, but not limited to: values, lifestyles, art, history, geography, traditions, music, languages, and literature
   b. Exploration of cultural differences within the Spanish-speaking regions
   c. Current events
   d. Changes in traditional societal values
2. Lexicon
   a. Vocabulary related to sports and well-being, nature and the environment, politics and economy, history and geography, entertainment, and technology
   b. Inference of meaning through contexts
   c. Cognates and false cognates
3. Grammar:

     a. The present perfect
     b. Formal and informal commands
     c. The preterit and imperfect together to express past events
     d. Comparison of the indicative mood and the subjunctive mood
     e. Uses of the subjunctive mood
     f. Relative pronouns

4. Reading:
     a. Authentic texts in Spanish: newspaper articles, short stories, blogs, online posts, current events
     b. Literary texts: poems, short stories, biographies, and selections from a play or a novel

5. Writing:
     a. Compositions of 250-400 words on topics covered in class, using the indicative and subjunctive moods
     b. Punctuation and capitalization
     c. Online discussions

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
Journals
Objective exams
Oral presentations
Quizzes
Reports/papers
Role playing
Written creation (poem, screenplay, song)
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
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Lecture
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will provide examples of well-organized compositions and guide students through scaffolding activities to write 250 to 400-word compositions on topics covered in class.
2. Instructor will present examples of vocabulary in context followed by in-class writing practice.
3. Instructor will lecture on a grammatical topic aided by a PowerPoint presentation followed by guided written and oral practice.

4. Instructor will go over guidelines to conduct online research and direct students to prepare a report or an oral presentation on a cultural topic related to Spanish-speaking cultures.
5. Instructor will show a video on a topic related to Spanish-speaking cultures and provide guidelines for class or online discussion.

Representative Course Assignments

Writing Assignments
1. Students will write 250 to 400-word compositions on topics such as: well being, sports, technology, economy, politics, and the environment
2. Students will write journals, reports, and short essays on topics such as cultural traditions of Spanish-speaking countries and current events
3. Students will complete written exercises on specific grammatical and lexical topics studied in class
4. Students will answer comprehension and interpretation questions on reading selections assigned for the course
5. Students will write online discussion entries and respond to entries by their classmates

Critical Thinking Assignments
1. Students will read a persuasive article on a subject relevant to the Spanish-speaking community and identify the strengths and weaknesses of the argument presented by the author.
2. Students will give a PowerPoint presentation about healthy mental habits to combat stress and ask students to contribute other beneficial practices they use to that effect.
3. Students will prepare an oral presentation on a university study-abroad program, and list the abilities and skills necessary to succeed as a guest student abroad.
4. Students will analyze the motivations of a main character from a short story and write a report about it.

Reading Assignments
1. Students will read short text selections on specific topics, such as social issues, well being, nature and the environment, entertainment, and technology.
2. Students will read newspaper articles, editorials, advertisements, blogs and other authentic text selections in Spanish.
3. Students will read a chapter from their textbook to prepare for class.
4. Students will read short stories, essays, poems, and excerpts from a novel by Spanish-speaking authors.

Outside Assignments

Representative Outside Assignments
1. Students will read a chapter from their textbook to prepare for class.
2. Students will write a first draft and a final version of a composition in Spanish.
3. Students will research Latin American, Chicano, and Spanish authors using library and Internet resources.
4. Students will watch a film, attend a lecture, performance and/or cultural event.
5. Students will study a PowerPoint lesson on grammar or vocabulary posted by the instructor, and complete in-class and/or online quizzes.

Articulation

C-ID Descriptor Number
SPAN 200

Status
Approved

Comparable Courses within the VCCCD
SPAN M03 - Intermediate Spanish I
SPAN V03 - Intermediate Spanish I

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

Description
Goodall Grant & Darcy Lear. *Conéctate*, 3rd. ed. McGraw Hill, 2021.

Resource Type
Textbook

Classic Textbook
No

Description
Blanco, 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.
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.

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.
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.

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
CCC000622136

DOE/accreditation approval date
MM/DD/YYYY