

SPAN R210: INTERMEDIATE SPANISH II

Originator

ptrujillo

College

Oxnard College

Discipline (CB01A)

SPAN - Spanish

Course Number (CB01B)

R210

Course Title (CB02)

Intermediate Spanish II

Banner/Short Title

Intermediate Spanish II

Credit Type

Credit

Start Term

Fall 2021

Formerly

SPAN R104 - Intermediate Spanish 2

Catalog Course Description

This is the second course at the intermediate level for non-heritage speakers of Spanish. It introduces different registers of the language and more advanced grammatical structures through reading and listening to a variety of works. Students will be guided through the process of writing a well-organized composition. Students' oral skills will be developed through listening-comprehension exercises, guided class discussion and oral presentations. Students will learn about social, political and artistic aspects of Latin America and Spain.

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

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 R200

Entrance Skills**Entrance Skills**

Students must be able to use the indicative and subjunctive moods in oral and written communication.

Prerequisite Course Objectives

SPAN R200-Recognize and use verb tenses of the indicative mood, in oral and written communication.

SPAN R200-Distinguish between the indicative and the subjunctive moods and use them properly.

Entrance Skills

Students must be able to use intermediate-high level vocabulary to discuss current events and other topics related to Hispanic cultures.

Prerequisite Course Objectives

SPAN R200-Define new vocabulary terms and use them in context.

SPAN R200-Distinguish between different registers of the language and use them in appropriate contexts.

SPAN R200-Discuss current events relevant to Spanish-speaking cultures.

SPAN R200-Compare the cultural beliefs and behaviors of different Hispanic cultures and the USA.

Entrance Skills

Students must be able to write 250 to 400-word compositions using a variety of tenses and moods in Spanish.

Prerequisite Course Objectives

SPAN R200-Write 250-400 word compositions on topics covered in class.

SPAN R200-Discuss current events relevant to Spanish-speaking cultures.

SPAN R200-Demonstrate critical thinking in written and oral communication in Spanish.

Entrance Skills

Students must be able to read and discuss a variety of text selections in Spanish.

Prerequisite Course Objectives

SPAN R200-Distinguish between different registers of the language and use them in appropriate contexts.

SPAN R200-Read a selection in Spanish and identify main and secondary ideas.

SPAN R200-Demonstrate critical thinking in written and oral communication in Spanish.

Requisite Justification**Requisite Type**

Prerequisite

Requisite

SPAN R200

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 high-intermediate level oral skills by giving a 10 to 12-minute oral presentation on a current event or cultural topic related to a Spanish-speaking region. |
| 2 | Students will demonstrate reading comprehension at the high-intermediate level by reading a 2 to 3-page selection in Spanish and answering 4 to 5 essay questions. |
| 3 | Students will demonstrate high-intermediate level written competency in Spanish by writing a 500 to 600-word composition using the past tense in the indicative and subjunctive moods. |

Course Objectives

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

- | | |
|---|--|
| 1 | Distinguish the forms of the present indicative and present subjunctive moods, and use them in appropriate situations. |
| 2 | Narrate past events using the preterit and imperfect tenses in oral and written communication. |
| 3 | Expand their vocabulary past the familiar domain and use it in meaningful, contextualized situations. |
| 4 | Read a variety of texts in Spanish and relate the topics to their knowledge of the Spanish-speaking cultures. |
| 5 | Write short essays in Spanish applying rules of accentuation, punctuation, spelling and grammar. |
| 6 | Distinguish between the formal and informal registers of the language and use them in appropriate situations. |
| 7 | Demonstrate critical thinking in written and oral communication in Spanish by reflecting on and making cross-cultural comparisons. |

Course Content**Lecture/Course Content**

1. Culture
 - a. Films in Spanish by Latin American and Spanish directors such as:
 - i. Mamá se fue de viaje (Argentina, 2017).
 - ii. Cosecha triste (Mexico and USA, 2011).
 - iii. Amores perros (Mexico, 2000)
 - b. Current events

- i. Student debt
 - ii. Immigration reform
 - iii. New types of jobs in the digital age
- c. Hispanic cultures:
 - i. Cultural traditions of Spain
 - ii. Art and literature in the Americas
 - iii. Legacy of indigenous cultures: Mayas, Incas and Aztecs
- 2. Grammar:
 - a. Review of the preterit and imperfect tenses
 - b. Forms and uses of the present and imperfect subjunctive
 - c. Relative pronouns
 - d. Formal and informal commands
- 3. Vocabulary:
 - a. Vocabulary expansion through family of words
 - b. Homophones
 - c. Borrowings from English
- 4. Writing:
 - a. Punctuation and capitalization
 - b. Composition writing and editing
 - c. Discussion of plagiarism
- 5. Reading:
 - a. News, blogs, current events, historical pieces, etc.
 - b. Literary texts: poems, short stories, biographies, and selections from a play or a novel
- 6. Speaking:
 - a. Exposure to different regional varieties of Spanish
 - b. Phonology
 - c. Conversation

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):

Essay exams
 Group projects
 Individual projects
 Journals
 Oral analysis/critiques
 Objective exams
 Oral presentations
 Quizzes
 Reports/papers
 Written creation (poem, screenplay, song)

Instructional Methodology

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

Audio-visual presentations
 Computer-aided presentations
 Collaborative group work
 Class activities
 Class discussions
 Distance Education
 Demonstrations
 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 a well-organized compositions at the high- intermediate level and guide students to write a 500 to 600-word composition on topics covered in class.
2. Instructor will illustrate most common spelling and syntax errors in students' compositions and facilitate an editing workshop.
3. Instructor will lecture on vocabulary and syntax and assign in-class or online low-stakes quizzes.
4. Instructor will conduct a demonstration of textual analysis and assign a text for students to apply the concepts taught in class.
5. Instructor will show a video on a topic related to Spanish-speaking cultures followed by a class and/or an online discussion.

Representative Course Assignments

Writing Assignments

1. Students will complete written exercises on specific grammatical and lexical topics presented in class.
2. Students will write reports on the reading selections assigned for the course.
3. Students will write a first draft and a final version of an essay on a topic such as cultural identity, bilingualism, or family structure in Spanish-speaking communities.
4. Students will write online discussion entries and comment on entries by their classmates.
5. Students will write a final project on a topic assigned by the instructor incorporating grammatical and cultural aspects of the topics studied in class.

Critical Thinking Assignments

1. After reading a short story, students will write an alternative ending.
2. Students will research information on a financial issue affecting a Spanish-speaking community, for example, the pros and cons of raising the minimum wage, and write a paper or do an oral presentation.
3. Students will give a PowerPoint presentation about their job and provide a list of the skills required to succeed in that job or occupation.
4. Students will read a persuasive article on a subject relevant to the Spanish-speaking community and identify the strengths and weaknesses presented by the author.

Reading Assignments

1. Students will read newspaper articles, editorials, advertisements, blogs and other authentic text selections in Spanish.
2. Students will read short stories, essays, poems, and excerpts from a novel.
3. Students will research Latin American, Chicano, and Spanish authors using library and Internet resources.
4. Students will read a chapter from their textbook to prepare for class.

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 narrative essay 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 posted by the instructor, and complete in-class and/or online quizzes.

Articulation

C-ID Descriptor Number

SPAN 210

Status

Approved

Comparable Courses within the VCCCD

SPAN M04 - Intermediate Spanish II

SPAN V04 - Intermediate 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

Description

Blanco, José. *Sueña*, 4th edition. Boston, Vista Higher Learning, 2019.

Resource Type

Textbook

Classic Textbook

No

Description

Pérez-Gironés Ana María, and Adán Lifante, V. *Más*, 3rd edition. Mc Graw Hill Education, 2019.

Resource Type

Textbook

Classic Textbook

No

Description

Blanco, Jose. *Enfoques*, 5th edition, Vista Higher Learning, 2020.

Resource Type

Other Instructional Materials

Description

Spanish-English or monolingual Spanish dictionary, in print or online.

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (51%–99% online)
- Hybrid (1%–50% 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:

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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.
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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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Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

FOREIGN LANGUAGES

Review and Approval Dates**Technical Review**

10/09/2019

Curriculum Committee

10/09/2019

DTRW-I

10/10/2019

Curriculum Committee

11/13/2019

Board

12/17/2019

CCCCO

MM/DD/YYYY

DOE/accreditation approval date

MM/DD/YYYY