Modesto Junior College

Course Outline of Record Report

11/04/2021

SPAN52 : Introductory Spanish 2

General Information

Faculty Author:	• Laura Manzo
Attachments:	SPAN-52_SU19.pdf SPAN 52.pdf Download
Course Code (CB01) :	SPAN52
Course Title (CB02) :	Introductory Spanish 2
Department:	Spanish
Proposal Start Date:	MJC Summer 2020
TOP Code (CB03) :	(1105.00) Spanish
CIP Code:	(16.0905) Spanish Language and Literature
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000307807
Curriculum Committee Approval Date:	12/06/2018
Board of Trustees Approval Date:	01/09/2019
External Review Approval Date:	09/01/2017
Course Description:	Slow paced, non-transferable course designed for people who wish to continue from Spanish 51. Basic Spanish grammar and pronunciation.
Proposal Type:	Course update for periodic review. No value
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:	• Foreign Languages
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grading

- A-F or P/NP

☐ Allow Students to Gain Credit by Exam/Challenge

Repeatability

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Type of Repeat

No value

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
General Studies: Humanities	A.A. Degree	MJC Summer 2020
MJC-GE Pattern	MJC-GE Pattern	MJC Summer 2020 to MJC Summer 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability	Transferability Status
Not transferable	Not transferable

MJC General Education (MJC-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area C: Humanities	(MJC-GE:C)	Pending	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non Credit Category (CB22)	Non-Credit Characteristic
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Code (CB11)	Funding Agency Category (CB23)	Cooperative Work Experience Education Status (CB10)
Credit Course.	Not Applicable.	☐

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0

Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, and Advisories

Prerequisite

SPAN51 - Introductory Spanish 1

Requisite Skills

Requisite Skills	Description
Comprehend spoken Spanish within the scope of their vocabulary and knowledge of grammatical structure (demonstrate comprehension through appropriate action or response or by translation to English);	• SPAN 51 - Demonstrate comprehension within the scope of their vocabulary and knowledge of grammatical structure when reading brief authentic texts in Spanish and/or dialogues presented in the course.
Speak understandable Spanish making appropriate responses to questions or statements in class recitation oral testing or simulated conversations (in controlled situations within the scope of their vocabulary and knowledge of grammatical structure);	• SPAN 51 - Demonstrate aural comprehension of spoken Spanish within the scope of their vocabulary and knowledge of grammatical structure through appropriate action or response in simulated conversations. • SPAN 51 - Speak in Spanish with pronunciation understandable to a native speaker approximating the vowel/consonant sounds of a native speaker of Spanish in question and answer scenarios or simulated conversations.
Read the Spanish texts of dialogues presented in the course and other brief texts in Spanish within the scope of their vocabulary and knowledge of grammatical	• SPAN 51 - Demonstrate comprehension within the scope of their vocabulary and knowledge of grammatical structure when reading brief authentic texts in Spanish and/or dialogues presented in the course.

structure with comprehension (demonstrate comprehension by appropriate response to questions or by translation to English);	
Write words or brief phrases and sentences in Spanish within the scope of their vocabulary and knowledge of grammatical structure avoiding excessive errors in spelling or grammatical form.	• SPAN 51 - Demonstrate written comprehension employing Spanish vocabulary phrases and idioms with appropriate use grammatical structures in written responses.

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Instructor modeling of proper pronunciation with pronunciation drills and exercises 2. Lecture 3. Instructor-led activities such as simulated conversations, role-play improvisations, oral and/or written response to questions 4. Possible field trips

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)

1. Daily practice of the following:
    1. Conjugate verbs in the present tense and the present progressive
    2. Review the vocabulary learned in class
    3. Write sentences and paragraphs employing grammatical structures, vocabulary, and knowledge of cultural topics
    4. Aural comprehension exercises
    5. Oral practice: pronunciation of phrases stress and intonation
    6. Do online exercises to practice structures and vocabulary presented
    7. Listen to native Spanish speakers in simulated and real life situations
2. Per term, study for oral final exam
3. Per term, study for written final exam

Evidence of Critical Thinking (Quality)

1. Analyze their own experience, identifying aspects of their culture and language which differ from those of the Spanish-speaking cultures and language:
    1. Prepare a group presentation where you are attending a Tianguis (outdoor market in a Spanish-speaking country). Students should prepare the roles of sellers and shoppers. The students will interact in Spanish, simulating a barter and purchase of an item or items. Price and description of items should be included in the conversation.
2. Evaluate the accuracy and appropriateness of their own conclusions and generalizations of those of other people.
    1. Research a popular vacation destination in a Spanish-speaking country and describe the recreational activities a tourist can participate in. Do the locals also participate in these recreational activities? Why or why not? Point out a historical site or landmark that you can also visit and describe it thoroughly and explain its relevance.

Methods of Evaluation (Typical)	Rationale
FORMATIVE EVALUATION	1. Written quizzes assessing student command of grammatical structures and vocabulary. 2. Homework activities where students demonstrate proficiency on written, oral and

	auralcomprehension. 3. Conversation activities where students demonstrate proficiency in oral and aural communication.
SUMMATIVE EVALUATION	1. Final written exam on grammatical structures, vocabulary, and cultural topics. 2. Oral final presentation demonstrating increased command of pronunciation, tone, and inflection. 3. Oral final interview where students demonstrate their aural and oral command of the language.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Blanco, J.	Vistas	Vista Higher Learning	2016	
Goodall, Grant and Darcy Lear	Conectate	McGraw Hill	2018	

Other Instructional Materials

No Value

Learning Outcomes and Objectives

Course Objectives

Demonstrate written comprehension, employing Spanish vocabulary, phrases, and idioms with appropriate use grammatical structures in written responses.

Demonstrate aural comprehension of spoken Spanish within the scope of their vocabulary and knowledge of grammatical structure through appropriate action or response in simulated conversations.

Speak in Spanish with pronunciation understandable to a native speaker, approximating the vowel/consonant sounds of a native speaker of Spanish in question and answer scenarios or simulated conversations.

Demonstrate comprehension within the scope of their vocabulary and knowledge of grammatical structure when reading brief authentic texts in

Spanish and/or dialogues presented in the course.

Identify names of some major landmarks and regions in Spanish-speaking nations, names of some persons and events of historical or cultural importance.

Analyze from their own experience and knowledge aspects of their culture that differ significantly from Hispanic culture (demonstrate analysis by drawing conclusions and making generalizations in writing or in class discussion).

CSLOs

Conduct and respond to simple conversations in such contexts as daily life situations, travel, and occupation, demonstrating elementary listening comprehension skills and knowledge of elementary grammatical concepts and vocabulary as shown by written, oral, and aural exams.

Expected SLO Performance: 0.0

ISLOs Core ISLOs	Students will be prepared to engage a global world while exhibiting a broad sense of diversity, cultural awareness, social responsibility and stewardship. Students will be able to: Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms. Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies. Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds. Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement.
	Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.
	Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.
	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

Read texts in the target language (simplified as well as authentic).

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Write dialogs, short paragraphs, and simple correspondence. Expected SLO Performance: 0.0

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Content

Course Content

1. Basic vocabulary of conversational language encountered in such contexts as:
    1. pastimes and sports
    2. travel and vacation
    3. months of the year, seasons, and weather
    4. clothing, shopping, and negotiating price
    5. colors and ordinal numbers
2. Important aspects of Hispanic culture
3. Present tense of saber v.s. conocer and ir + a +infinitive
4. Estar with conditions an demotions, estar + present participle
5. Present tense of stem-changing and irregular verbs
6. Direct and indirect objects and pronouns
7. Demonstrative adjectives and pronouns
8. Preterite tense of regular verbs

Distance Education (DE) Addendum

Distance Education Addendum

No Value

Modality Type:

No Value

Methods of Instruction:

No Value

If Other is selected for Methods of Instruction, please describe:

No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:

No Value

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/wp-content/uploads/2019/02/CVC-OEI-Course-Design-Rubric-rev.2.14.2019.pdf)

No Value

Regular and Effective Contact Methods and Examples Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature.

No Value

Announcements:

No Value

Discussion Boards:

No Value

Q & A Discussion Boards:

No Value

Assignment Feedback:

No Value

Office Hours and Conferences:

No Value

Third-Party Tools:

No Value

Online Course Syllabus:

No Value

E-mail:

No Value

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

No Value

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

No Value

Are library resources needed for this course?

No Value

Do you have any special concerns/needs or comments? If yes, describe.

No Value

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

No Value

If this is a new course, have you attached the completed class capacity form by uploading the file in the Cover Info tab?

No Value

If you are requesting Distance Education, did you complete the DE addendum tab?

No Value

If requesting transferability, have you completed the comparable courses field?

No Value

Add any additional comments you want reviewers to read.

No Value