

Cerro Coso College

# Course Outline of Record Report

05/07/2020

## SPANC100 : Basic Conversational Spanish

### General Information

Author (s):	<ul style="list-style-type: none"> <li>Lucila Gonzalez-Cirre</li> <li>Enns, Gary</li> <li>Vasquez, Laura</li> </ul>
Course Code (CB01) (CB01) :	SPANC100
Course Title (CB02) (CB02) :	Basic Conversational Spanish
Department:	English
Proposal Start:	Spring 2021
TOP Code (CB03) :	(1105.00) Spanish
SAM Code (CB09) (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) (CB00) :	CCC000287398
Curriculum Committee Approval Date:	12/06/2019
Board of Trustees Approval Date:	03/12/2020
External Review Approval Date:	03/12/2020
Course Description:	This course is designed to help students begin speaking Spanish confidently at a basic level. SPAN C100 emphasizes oral practice, pronunciation, and vocabulary building. It develops the students' speaking skills and understanding of Spanish for practical use in everyday situations. This course is neither a prerequisite nor equivalent to SPAN C101 and can be taken concurrently with SPAN C101.
Submission Type:	<p>New Course Materials Mandatory Revision</p> <p>Mandatory cyclical revision of course Update textbook Include Distance Education Rigor (ITV) Expand on Methods of Instruction, Methods of Evaluation, and Assignments Last assessed: Spring 2016; Overall success rate: 81%. No impacts.</p>

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"> <li>Foreign Languages</li> </ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"> <li>Foreign Languages</li> </ul>
Bachelors or Associates Discipline Preferred:	<ul style="list-style-type: none"> <li>Foreign Languages</li> </ul>
Additional Bachelors or Associates Discipline:	No value

### Course Formerly Known As

**Course Formerly Known As**

No Value

**Course Development Options**

**Basic Skills Status (CB08) (CB08)**

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

**Rationale For Credit By Exam/Challenge**

No value

**Course Special Class Status (CB13) (CB13)**

Course is not a special class.

**Allowed Number of Retakes**

0

**Retake Policy Description**

Type:|Non-Repeatable Credit

**Grade Options**

- Pass/No Pass
- Letter Grade methods

**Course Prior to College Level (CB21)**

Not applicable.

Allow Students To Audit Course

**Associated Programs**

Course is part of a program (CB24)

**Associated Program**

**Award Type**

CC Liberal Arts: Arts & Humanities

A.A. Degree Major

CSU General Education (CSU GE Breadth)

CSU General Education (CSU GE Breadth)

Liberal Arts: Arts & Humanities Associate in Arts Degree

Liberal Arts: Arts & Humanities Associate in Arts Degree

**Transferability & Gen. Ed. Options**

**Transferability**

Transferable to CSU only

**Transferability Status**

Approved

**Cerro Coso General Education Requirements**

Area 3.6

**Categories**

Humanities Foreign Language

**Transferability Status**

Approved

**Comparable Course**

No Comparable Course defined.

CSU General Education Certification	Categories	Transferability Status	Comparable Course
Area C.2	Arts & Humanities Humanities	Approved	No Comparable Course defined.

Units and Hours			
<b>Summary</b>			
<b>Minimum Credit Units (CB07) (CB07)</b>	3	<b>Total Course In-Class (Contact) Hours</b>	54
<b>Maximum Credit Units (CB06) (CB06)</b>	3	<b>Total Course Out-of-Class Hours</b>	108
		<b>Total Student Learning Hours</b>	162
		<b>Faculty Load</b>	-
<b>Credit / Non-Credit Options</b>			
<b>Course Credit Status (CB04) (CB04)</b>	<b>Course Non Credit Category (CB22) (CB22)</b>		<b>Non-Credit Characteristics</b>
Credit - Degree Applicable	Credit Course.		No value
<b>Course Classification Code (CB11) (CB11)</b>	<b>Funding Agency Category (CB23) (CB23)</b>		<input type="checkbox"/> Cooperative Work Experience Education Status (CB10) (CB10)
Credit Course.	Not Applicable.		
<input type="checkbox"/> Variable Credit Course			
<b>Weekly Student Hours</b>		<b>Course Student Hours</b>	
	<b>In Class</b>	<b>Out of Class</b>	<b>Course Duration (Weeks)</b>
Lecture Hours	3	6	18
Lab Hours	-	-	<b>Hours per unit divisor</b>
Activity Hours	-	-	54
			<b>Course In-Class (Contact) Hours</b>
			Lecture
			54
			Lab
			-
			Activity
			-
			<b>Total</b>
			54
			<b>Course Out-Of-Class Hours</b>
			Lecture
			108
			Lab
			-
			Activity
			-
			<b>Total</b>
			108
<b>Time Commitment Notes for Students</b>			
No value			

**Faculty Load**

Extra Duty: -

Faculty Load: -

**Units and Hours - Weekly Specialty Hours**

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

**Requisites**

No Value
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**Entrance Skills**

Skill	Content Review
No value	No value

**Limitations on Enrollment**

Limitation	Provide Rationale
No value	No value

**Specifications**

Methods of Instruction	Methods of Instruction Rationale
Other	Some of the traditional language learning techniques: Color coordinated flash cards for verb conjugations, nouns, and adjectives. Posters and/or pictures will be used as effective methods for relating the in-class themes and subjects of the course material.
Audiovisual	Audiovisual support to practice chapter vocabulary and grammar within a cultural context. For example, the lesson topic is sport-related vocabulary, and the conjugation of the stem-change verb "jugar." The illustrations show different sports being practiced. The instructor makes a few sentences highlighting the use of "al" right after the verb, as the combination of preposition "a" + "el" + masculine singular noun. This is a difficult concept for students to grasp as in English this construction is non-existent.

	<p>In a foreign language course, we rely on audiovisual-based materials, especially in a conversational course. Students listen to the teacher's pre-recorded cultural segment, then students mimic, and read it out loud either individually or with a class partner. Instructor pinpoints specific areas of difficulty, such as learning how to pronounce the double "r," the letter "ñ," etc.</p>
Demonstration	<p>The instructor presents articulation of Spanish phonemes and sounds, reinforcing pronunciation skills on areas of certain difficulty such as Spanish double "r," "ll," "h," etc.</p> <p>The instructor illustrates the richness of the Spanish language through the exposure of its various accents and regionalisms. For example, in Uruguay, Paraguay, and Argentina, "vos," the informal form of address, is still in use nowadays. However, it is not in use anymore in Spain or in other Latin American countries.</p>
Discussion	<p>Class discussions on some literary and cultural extracts. For example, "<i>Tomás and the Library Lady</i>" by Pat Mora. Based on a true story, it details the circumstances behind Tomás Rivera, the son of a migrant farm worker during the 1940s in the Midwest United States. Students get to understand the difficulties and struggles of many farm workers, and develop an appreciation for their contribution to our diverse society.</p> <p>Class discussion on punctuation: In English, there is only punctuation at the end of a sentence, whereas in Spanish when asking a question or expressing excitement, punctuation is placed at both the beginning and the end of the sentence (¿? ¡!).</p>
Group Work	<p>Instructor provides students with the lyrics of "Las Mañanitas," "Guantanamera," "La Cucaracha," "La Bamba," "Despacito," or other universally well-known Spanish language songs. Instructor names the author, the country of origin, and explains the subtle cultural nuances. As a group, students sing along, and learn it by heart as an engaging class activity. This equips students with more confidence to speak in Spanish.</p>
In-class writing	<p>Reading comprehension: Students will answer questions employing basic Spanish grammar construction in their responses. Then, instructor will write answers on the board, underlining areas of difficulty, such as gender/number agreement between definite and indefinite articles, nouns, and adjectives.</p>
Lecture	<p>Instructor explains the use of "tú" (informal addressing) versus "usted"/"ustedes." The instructor continues to elaborate on "vosotros," which is the informal plural form of "you all," and widely used in the Iberian Peninsula. Students should recognize it when they run across it. Lectures are always followed by a practical application. In this case, the instructor shares a few common scenarios for students to decide whether to use "tú/vosotros," or "usted"/"ustedes."</p>

### Assignments

A wide variety of assignments are used, such as multiple choice, fill in the blanks, answering open ended questions, and conjugating a specific verb according to the requested tense.

Written and oral exercises. Example: Read out aloud the new vocabulary words and the various chapter's conversations.

Practice in-class activities. Example: At a Mexican restaurant, place your order in Spanish.

Practice in groups assigned cultural activities. Example: Act-out real life scenarios such as airport or hotel check in.

Reading Logs: Students are required to read on a regular basis, making note of new vocabulary terms, their meanings, and their translations into English. Students comment on their oral difficulties, such as not understanding a specific speaker, fluency, etc.

Methods of Evaluation	Methods of Evaluation Rationale			
Tests	Quizzes, Middle and Final exam testing the student's comprehension of and ability to apply grammatical rules, demonstrate vocabulary use, and describe covered cultural topics.			
Other	Role plays/presentations. Hands-on activities, such as acting out in Spanish different stories presented. These stories deal with daily common situations, in which culture is intrinsically embedded in the language. For example: At a doctor's office, students act out different roles, such as the patient, the doctor, and the nurse. The patient while on travel complains about stomach issues, and the doctor diagnoses him/her with " <i>Moctezuma</i> " revenge.  Frequent in-class dictation from selected cultural readings, and pop quizzes.			
Participation	Instructor assesses each student's reading skills during class and through the interactive digital textbook which integrates audio and recording capabilities.  Instructor points out areas of difficulty, with positive reinforcement at all times.			
Homework	Completion of written and oral textbook exercises. Written exercises focus mainly on grammar constructions. For example, students are given a series of incomplete sentences with a list of verbs. They need to know the vocabulary to complete this exercise so that they can select the verb that best fits the context. Apart from that, students need to conjugate the verb (given in infinitive) into the required tense. After students receive their graded homework, then they need to re-write the correct sentences.  Oral comprehension: At a beginner's level, students listen to a recording as many times as necessary, to answer follow-up questions. Speaking skills: Students must practice reading out loud simple cultural passages sentences, paying attention to the pronunciation of difficult sounds. Then, in class, students produce the passage, and instructor provides oral feedback and assistance on how to develop and/or improve certain sounds. For example, instructor provides students with handouts with lists of words targeting the lesson pronunciation theme. A typical list would contain difficult areas, such as the "rr" the letter "h" (which is silent in Spanish), or the letter "u" after "q" ( <i>qué, quién</i> , etc.) for students to practice on.			
Distance Education Description: how outcomes are evaluated	The class can also be offered via ITV with other CC sites. <ul style="list-style-type: none"> <li>• Instructor assesses student's oral skills during class, and through the interactive digital textbook, which integrates audio and recording capabilities. Example: Students are paired, and work on a specific daily routine. They will make complete sentences with subject and predicate using the present tense. For example, shopping at a grocery store.</li> <li>• Written assignments will be completed within two platforms: Canvas and Portales. Example: Fill in the blanks with the correct definite and indefinite articles according to the gender of the noun. Singular: La casa, una casa. Plural: Las casas, unas casas.</li> </ul>			
<b>Equipment</b>				
Computer with videoconferencing capabilities built in or external headset/earbuds, microphone and web camera. These tools are necessary to complete listening and recording assignments and to view grammar tutorials and <i>Cultura</i> video clips.				
<b>Textbooks</b>				
<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>
José A. Blanco, Philip Redwine Donley	Vistas (6th edition)	Vistas Higher Learning	2020	978-1-54330-667-5

**Other Instructional Materials**

No Value

**Materials Fee**

No

## Learning Outcomes and Objectives

### Course Objectives

No value

### CSLOs

Identify and use the learned vocabulary, idiomatic expressions, and essential grammar of Spanish conversation. Expected SLO Performance: 70.0

Communicate at a basic level in a variety of everyday situations using listening, comprehension, reading, and speaking skills. Expected SLO Performance: 70.0

Describe basic cultural aspects of the Spanish speaking world. Expected SLO Performance: 70.0

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*English* 1. describe how people throughout the ages and in different cultures have responded to themselves and the world around them  
 Liberal Arts: Arts & in artistic and cultural creation. Assessment:  
 Humanities AA Degree

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## Outline

### Outline

#### A. Functional vocabulary and basic grammatical concepts

1. Pronunciation and alphabet
2. Greetings and farewells
3. Self-identification: name; age; nationality; and occupation
4. Numbers
5. Gender and number agreement
6. Colors
7. Cognates and *Faux amis*
8. Descriptive and possessive adjectives
9. Interrogative words
10. Subject; possessive and demonstrative pronouns
11. Family
12. Body parts and ailments
13. Feelings and moods
14. Entertainment and pastimes
15. Travel
16. Daily routine
17. Temporal expressions: time; days of the week; months; dates; seasons; and festivities
18. Shopping: clothing
19. Food: how to place an order at a restaurant; and grocery shopping
20. Locations and directions

#### B. Regular and irregular verbal tenses

1. Present; past and future
2. Difference between *Ser* and *Estar*

#### C. Cultural context

1. Geography
  - Spain
  - Mexico
  - All other Spanish-speaking countries
2. Liberal Arts

Art  
 Pablo Picasso  
 Salvador Dalí  
 Music  
 Flamenco  
 Salsa  
 Mariachi  
 Rancheras  
 Literature  
 Cervantes  
 Gabriel García Marques

3. Everyday life in the Spanish-speaking world
  - Typical dishes from different countries
  - Sports
4. Cultural differences and similarities between the Spanish-speaking world and the US
  - Last names
  - Customs and traditions

## Delivery Methods

**Delivery Method:** Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments in distance education courses are of the same rigor as those in the on-ground course, except that students in ITV classes will submit all of their assignments virtually within our LMS and the publisher's platform. Instructor evaluation of student work in ITV courses is the same as in the on-ground course, except that evaluation of student work online is presented via ITV and online. The instructor also uses a variety of methods including but not limited to video tutorials, supplemental lectures, and reference to external online grammar and Hispanic resources. Moreover, the instructor offers specific online office hours to assist students via weekly Zoom group meetings, phone and chat.

In all methods of instruction, students are required to access the publisher's digital book on a weekly basis to submit course work, practice their listening and verbal skills, watch and participate in the interactive lesson's tutorials, and do frequent cultural readings of the Hispanic world with streaming video and optional captioning. In addition, the robust textbook electronic format facilitates any of the distance methods of instruction: for example, Virtual and Partner Chats integrated with each lesson's grammar content, cultural readings for additional oral practice, and synchronous communication. To compensate for lack of face-to-face interaction with the instructor, numerous reference tools are provided such as the digital verb wheel, flashcards for vocabulary building, etc.

Regular and effective contact between instructor and student in an iTV course is identical to an on-ground class course, as it is a live session except that some students are attending the iTV course remotely from the other Cerro Coso sites. Additional methods of contact are identical to onsite courses. Student-to-student contact is likewise the same, with remote students participating equally with each other and with students at the host location. All paper assignments and their assessments are identical to those in a regular onsite class but will be collected and assessed using a medium such as LMS assignments and/or Portales. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, LMS messaging, Portales recording software, phone conferences, Zoom meetings, or office hours. The instructor provides regular written and/or verbal feedback on

comprehension, pronunciation, grammar accuracy, and fluency both in class and within the assignments and gradebook per se in both Canvas and Portales.

### ITV

All assignments and tests are identical to those in a regular onsite class. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback through iTV class sessions, Canvas messaging, Zoom, phone conferences, and/or office hours. The instructor must provide substantive critiques of all assignments and tests, as well as some assessment of iTV class participation.

Subject matter in iTV is the same as in face to face: students turn in their assignments by uploading them to the LMS course shell, submitting them to publisher's digital textbook platform, or scanning and emailing them to the instructor as attachments. During class, participants use the iTV Doc projector to share with the instructor and classmates at all sites their hand-written class assignments for identifying grammar mistakes and for further discussion.

Canvas Single Sign-On (SSO) integration with the publisher: VHLCentral Supersite/Vistas

**Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact - Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other**

- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Telephone
- iTV - Interactive Video

**Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?**

Computer with videoconferencing capabilities built in or external headset/earbuds, microphone and web camera. These tools are necessary to complete listening and recording assignments, view grammar tutorials and *Cultura* video clips.

**Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.**

- iTV—Interactive Video only
- Publisher course with learning management system interface.

**Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.**

Language classes should be taught within a small class size, but in order to facilitate instruction, especially in iTV, there should be up to 15 students in each classroom.

