

Cerro Coso College  
**Course Outline of Record Report**  
10/07/2021

## SPANC102 : Elementary Spanish II

### General Information

Author:	-
Course Code (CB01) :	SPANC102
Course Title (CB02) :	Elementary Spanish II
Department:	English
Proposal Start:	Fall 2013
TOP Code (CB03) :	(1105.00) Spanish
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000340551
Curriculum Committee Approval Date:	12/02/2016
Board of Trustees Approval Date:	03/09/2017
External Review Approval Date:	09/27/2010
Course Description:	This course is a continuation of the introduction to the Spanish language presented in Spanish C101. Students will continue to focus on the grammar and vocabulary necessary for speaking, reading, listening, and writing at the high-beginner level as well as learning about the culture, and civilization of the Spanish-speaking world. This class has an online component that requires the student to access the electronic book on a weekly basis.
Submission Type:	New Course
Author:	No value

### 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:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

<b>Basic Skills Status (CB08)</b> Course is not a basic skills course.	<b>Course Special Class Status (CB13)</b> Course is not a special class.	<b>Grade Options</b> <ul style="list-style-type: none"><li>Letter Grade Methods</li><li>Satisfactory Progress</li></ul>
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Allowed Number of Retakes</b> 0	<b>Course Prior To College Level (CB21)</b> Not applicable.

**Rationale For Credit By Exam/Challenge**

No value

**Retake Policy Description**

Type:|Non-Repeatable Credit

 Allow Students To Audit Course**Course Support Course Status (CB26)**

No value

**Associated Programs** Course is part of a program (CB24)**Associated Program****Award Type****Active**

CC Liberal Arts: Arts &amp; Humanities

A.A. Degree Major

Summer 2018 to Fall 2020

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Spanish Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Fall 2020 to Fall 2020

Intersegmental General Education Transfer  
Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

Liberal Arts: Arts & Humanities Associate in  
Arts Degree

A.A. Degree Major

Fall 2020

CSU General Education (CSU GE Breadth) (In  
Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer  
Curriculum Certificate of Achievement (In  
Development)

Certificate of Achievement

Fall 2021

Liberal Arts: Arts & Humanities Associate in  
Arts Degree (In Development)

A.A. Degree Major

Spring 2022

**Transferability & Gen. Ed. Options****Course General Education Status (CB25)**

No value

**Transferability**

Transferable to both UC and CSU

**Transferability Status**

Approved

**Cerro Coso General Education Requirements**

Area	Categories	Status	Approval Date	Comparable Course
Area 3.6	Humanities Foreign Language	Approved	No value	SPAN 110
Area 6	Diversity	Approved	No value	

**CSU General Education Certification**

Area	Categories	Status	Approval Date	Comparable Course
Area C.2	Arts & Humanities Humanities	Approved	No value	SPAN 110

**Intersegmental General Education Transfer Curriculum**

Area	Categories	Status	Approval Date	Comparable Course
Area 6	Language other than English	Approved	No value	No Comparable Course defined.

**Units and Hours:****Summary**

<b>Minimum Credit Units (CB07)</b>	5
<b>Maximum Credit Units (CB06)</b>	5
<b>Total Course In-Class (Contact) Hours</b>	90
<b>Total Course Out-of-Class Hours</b>	180
<b>Total Student Learning Hours</b>	270
<b>Faculty Load</b>	0

**Credit / Non-Credit Options****Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)
**Weekly Student Hours**

In Class

Out of Class

**Course Student Hours**

Course Duration (Weeks)

18

Lecture Hours	5	10	<b>Hours per unit divisor</b>	0
Laboratory Hours	0	0	<b>Course In-Class (Contact) Hours</b>	
Activity Hours	0	0	Lecture	0
			Laboratory	0
			Activity	0
			<b>Total</b>	90
			<b>Course Out-of-Class Hours</b>	
			Lecture	0
			Laboratory	0
			Activity	0
			<b>Total</b>	180

### Time Commitment Notes for Students

No value

### Faculty Load

Extra Duties: 0

Faculty Load: 0

### Units and Hours: - Weekly Specialty Hours

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

### Pre-requisites, Co-requisites, Anti-requisites and Advisories

#### Prerequisite

SPANC101 - Elementary Spanish I

SPAN C101 with a grade of "C" or better or two years of high school Spanish.

### Entrance Skills

Entrance Skills	Description
No value	No value

## Limitations on Enrollment

Limitations on Enrollment	Description
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No value	No value
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## Specifications

### Methods of Instruction

Methods of Instruction	Written work
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Rationale	No value
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Methods of Instruction	Peer-to-peer instruction
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Rationale	No value
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Methods of Instruction	Performance
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Rationale	No value
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Methods of Instruction	Presentations (by students)
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Rationale	No value
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Methods of Instruction	Lecture
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Rationale	No value
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Methods of Instruction	Outside reading
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Rationale	No value
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Methods of Instruction	Peer analysis, critique & feedback
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Rationale	No value
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Methods of Instruction	Instruction through examination or quizzing
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<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Discussion
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Group Work
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	In-class writing
<b>Rationale</b>	No value
<b>Methods of Instruction</b>	Audiovisual
<b>Rationale</b>	No value
<p><b>Assignments</b></p> <p>1) Completion of written and oral exercises from the textbook. For example: Write a short paragraph about your immediate family: Use the adjectives learned so far and make the correct gender/noun agreement. Use the verb ser versus estar. For example: Fill-in the blanks with the correct forms of the verbs in parenthesis. Readings. For example: Read the Lectura section in the textbook, which relates to the lesson's theme by recycling vocabulary and grammar. For example: Read the En detalle &amp; Perfiles articles. These articles focus on a specific place, custom, person, group, or tradition in the Spanish-speaking world. Complete a written or oral activity to check your comprehension of the material presented. 2) Pair students together for Comunicación Activities related to the lesson topic. For example: Pairs can role-play a restaurant scene: The customer asks the waiter/waitress about the ingredients in the paella, and then chooses paella valenciana or paella marinera. Responses should use vocabulary, useful expressions, grammar, and language functions associated to the theme of the scenario. 3) Dictations. Students listen to short Fotonovela clips, pause and write down what they hear. 4) Watch a video segment from Panorama Cultural, Flash cultura or Fotonovela to expand students' cultural perspectives. The segments expose students to a wide variety of accents and vocabulary. For example: Make a list of the vocabulary presented in the segment. 5) Watch an En Pantalla TV clip, (commercials and newscast) from a particular Spanish-speaking country for additional exposure to authentic language. The clips, one per lesson, feature the language, vocabulary and theme of the lesson. For example: Complete a written or oral activity to check your comprehension of the material presented. 6) A monthly reading log. 7) Use idiomatic expressions in real-life scenarios.</p>	
<b>Methods of Evaluation</b>	<b>Rationale</b>
Other	Cultural researched-based presentation
Participation	Participation in classroom discussion
Other	Written paragraphs with correct grammar structures and verb conjugations
Tests	Quizzes, written and oral exams
Homework	Completion of written, listening, and oral assignments from the textbook
<b>Equipment</b>	

No Value

### Textbooks

Author	Title	Publisher	Date	ISBN
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	Blanco, Donley. (2016) VISTAS, Introducci3n a la Lengua Espaola, 5th ed., Vista Higher Learning			
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### Other Instructional Materials

<b>Description</b>	Face to face: VISTAS Supersite Plus Code Online: PORTALES Code (VISTAS electronic version).
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<b>Author</b>	
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<b>Citation</b>	Elementary Spanish II
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<b>Description</b>	Software: Logitech. Headset, USB microphone and web camera, 2016 ed. -These tools are necessary to complete the listening and recording assignments. Note: Nowadays, these features will likely be incorporated into the student's PC.
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<b>Author</b>	
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<b>Citation</b>	Elementary Spanish II
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### Materials Fee

No

## Learning Outcomes and Objectives

### Course Objectives

Compare and contrast the nuances of everyday life in the Hispanic world with those of the English speaking in the U.S.;

Communicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate high level of proficiency;

Narrate and describe past real-life events from several perspectives;

Use and apply acquired culturally appropriate communicative skills;

Prepare and extend invitations;

Ask for and give directions;

Compare and contrast common Hispanic hobbies and favorite pastimes with U.S.;

Talk about health issues, including accidents and stressful events using culturally and linguistically appropriate inflections;

Talk about relationships (marriage/divorce/family/friendships) by comparing and contrasting personal relationships in the U.S. and the Hispanic world;

Influence friends and others;

Use of subjunctive to influence others by understanding cultural aspects when using commands; and

Express some personal attitudes towards events using the subjunctive.

## CSLOs

**Articulate a high beginner's level knowledge of Spanish vocabulary of approximately 1500 words.**

Expected SLO Performance: 70.0

**Use orally and in writing the conjugation of commonly used major tenses, as well as different moods of the Spanish language.**

Expected SLO Performance: 70.0

*English*  
PLOs for Spanish  
Degree

Use proper Spanish in oral and written communication in real-world settings by integrating advanced grammar, vocabulary and idiomatic expressions.

**Apply a high-beginner to low intermediate understanding of how the other main parts of speech function in Spanish such as adverbs, clauses, prepositions, and traditionally difficult concepts for non-native speakers such as the para vs. por, saber vs. conocer, verbs used with different prepositions, the subjunctive mood, etc.**

Expected SLO Performance: 70.0

**Interpret and produce longer passages in Spanish, especially when more difficult vocabulary is provided.**

Expected SLO Performance: 70.0

*English*  
Liberal Arts: Arts & Humanities AA Degree

Evaluate, create, or perform artistic and cultural constructions.

*English*  
PLOs for Spanish Degree

Interpret Spanish-language literary and cultural readings in a critically analytical way.

**Recognize the history, culture, and civilization of the Spanish-speaking world through cross-cultural and cross-linguistic comparisons.**

Expected SLO Performance: 70.0

*English*  
PLOs for Spanish Degree

Express intercultural awareness, appreciation and understanding of the diverse Latin cultures.

*Social Science*  
IGETC PLOs

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.



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*English*  
Liberal Arts: Arts & Humanities  
AA Degree

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

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*Social Science*  
PLOs for CSU GE COA

Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

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## Outline

### Course Outline

Note: The objectives for this course will be emphasized in a cultural context.

#### A. Preliminary Introduction and review of 101 concepts:

1. Gender and number agreement
2. Ser vs. Estar
3. Stem-changing verbs; reflexives; object pronouns
4. Adjectives; nouns; pronouns and placement

#### B. Grammatical Concepts:

1. Adverbs
2. Advanced prepositions such as por vs. para and prepositions of place
3. More idiomatic expressions; such as hacer with expressions of time
4. Reciprocals
5. Other verbs conjugated like gustar
6. The impersonal se

#### C. Verbs and More Advanced Concepts:

1. Preterit vs. imperfect
2. Simple and compound tenses
3. The subjunctive: past; present and compound tenses
4. Commands: Informal; formal and nosotros
5. Advanced uses of the subjunctive (indefinite entities; time expressions; etc.)
6. Verbs used in "if" clauses

#### D. Cultural focus:

1. History and geography of the Spanish-speaking world
2. Art of the Spanish-speaking world
3. Cultural differences and similarities between the Spanish-speaking world and the U.S.
4. Everyday life in the Spanish-speaking world (food; family; sports; etc.)
5. Music of the Spanish-speaking world

## Delivery Methods and Distance Education

**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 2 Face  
Online  
Hybrid  
Interactive

**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?

rigor See attachment

**Effective Student-Instructor Contact:** 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 -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

discussion forums  
learning management system message  
email  
face2face  
newsgroup/discussion board  
phone  
itv

**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?

A headset with microphone, and a webcam to watch the grammar tutorials, the Fotonovela and cultural clips, and to complete the recording assignments with their classmate(s).

**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  
learning management system  
publisher

**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.

In iTV: To facilitate instruction and student concentration, up to 15 students in each of the remote classrooms due to the number of sites we serve.