

Las Positas College
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Course Outline for SPAN 1B

ELEMENTARY SPANISH

Effective: Fall

I. CATALOG DESCRIPTION:

SPAN 1B — ELEMENTARY SPANISH — 5.00 units

This is the second semester of the introductory level course and will enable students to continue learning to speak, read and write elementary level Spanish as well as to understand the spoken language. Students are introduced to concepts of grammar, vocabulary and verb tenses in a variety of auditory, visual and written contexts.

5.00 Units Lecture

Prerequisite

SPAN 1A - Beginning Spanish
with a minimum grade of C

Grading Methods:

Discipline:

	<u>MIN</u>
Lecture Hours:	90.00
Total Hours:	90.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. SPAN1A

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. use regular, key irregular and stem-changing verbs in the:
 1. preterit tense
 2. imperfect tense
 3. present subjunctive mood
 4. progressive tenses
 5. future tense
- B. recognize and understand the meaning of the:
 1. imperfect subjunctive mode
 2. conditional tense
 3. present perfect tense
- C. create commands in both formal and informal discourse;
- D. use correct direct, indirect and reflexive pronouns with comfort;
- E. use ser and estar correctly;
- F. use idioms with tener to describe people's feelings;
- G. create comparative and superlative sentences;
- H. engage in simple discussion of time, weather, travel, quantities, clothing, food, parts of the body, etc., using appropriate vocabulary;
 - I. recombine learned structures and vocabulary to create simple paragraphs using correct word order;
- J. draw and express conclusion about content and story line after viewing videos with native speakers talking at near normal rate;
- K. use cognates and context to understand reading passages;
- L. recognize errors in Spanish caused by direct, word-for-word translation from English.

V. CONTENT:

- A. Contrast of preterit and imperfect tenses
- B. Future tense to express future and also probability or conjecture
- C. Conditional tense to express conditions and probability or conjecture in the past
- D. Comparative and superlative
- E. Idioms with tener
- F. Parts of the body
- G. Present subjunctive mood; Imperfect subjunctive mood
- H. Perfect tenses
 - I. Command forms - formal and informal

- J. Use of *estar* with adjectives
- K. Contrast of states or conditions (*estar*) with verbs of becoming (reflexive verbs)
- L. Practice creating written and oral sentences describing facts or opinions based on videos and cultural and historical readings
- M. Continued emphasis on using cognates and context for clues to meaning
- N. Continued emphasis on creating Spanish by word groups or meaning rather than by word-for-word translation
- O. Increased class discussion in Spanish of readings and videos, including comparison of student opinions and conclusions.

VI. METHODS OF INSTRUCTION:

- A. Reviewing difficult text or workbook assignments such as true/false, fill-in-the-blank, changing subject and make any other necessary changes in the sentence
- B. Creating sentences and dialogues in pairs or groups
- C. Responding in complete Spanish sentences to questions posed by instructor or other students using the structures and vocabulary under study
- D. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in Spanish
- E. Debating an issue
- F. Playing games in Spanish (such as guessing games)
- G. Interviewing another student and reporting information to the class
- H. Summarizing the content of a video episode or cultural reading
 - I. Comparing Spanish-speaking countries in terms of pronunciation of Spanish, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
- J. Viewing video tapes in Spanish or occasionally in English to introduce cultural materials or stories which promote discussion

VII. TYPICAL ASSIGNMENTS:

The goal is communication in Spanish, and students work extensively outside of class. Students study assigned pages with cassette tapes to learn and practice new vocabulary and grammar. Then they complete exercises such as: A. Recognition tasks, matching, true/false, fill-in-the-blank B. Changing the subject of a sentence and making any other necessary changes C. Changing the tense of a sentence D. Reacting to pictures or situations involving comprehension and use of new structures E. Creating personal responses using new vocabulary and structures F. Creating who, what, where, why, when questions G. Reading comprehension questions which call for evaluation, comparison, contrast H. Instructional software exercises for review of selected topics of grammar as well as to practice vocabulary and comprehension I. Taking self-tests in preparation for classroom tests

VIII. EVALUATION:

A. **Methods**

- 1. Quizzes
- 2. Class Participation
- 3. Home Work
- 4. Other:
 - a. Homework assignments graded weekly.
 - 1. Two kinds of exercises: those calling for answers which follow a model and those which request the student to create independent answers using the structures under study. Often certain parts of the assignment cannot be completed without the use of audio cassette material.
 - b. Class participation
 - 1. Question and response activities, paired and group work, presentations and discussions, games, debates, reading aloud, etc.
 - c. Regular quizzes
 - 1. Recognition tasks, fill-in-the-blank, matching, true/false, sentence creation using thematic vocabulary
 - d. Regular hour tests
 - 1. Synthesis of material from previously tested chapters in formats such as summarizing a video, predicting consequences, drawing conclusions, writing about oneself, creating personal responses using new vocabulary and structure
 - e. Final exam
 - 1. Comprehensive, similar to hour tests, to include a reading comprehension passage.

B. **Frequency**

IX. TYPICAL TEXTS:

- 1. Caycedo, Rusch Dominguez *Claro que s'* 2nd ed., Houghton Mifflin, 1993.
- 2. Caycedo, Rusch Dominguez *Claro que s' Activities Manual*. 2nd ed., Houghton Mifflin, 1993.
- 3. Van Patten, Marks, Teschner, *Destinos*. 1st ed., McGraw-Hill, 1997.
- 4. Van Patten, Marks, Teschner *Destinos Workbook/Study Guide I and II*, ., McGraw Hill, 1991.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. 90-minute blank audio cassettes