

Las Positas College
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Course Outline for SPAN 1B

ELEMENTARY SPANISH

Effective: Fall 2018

I. CATALOG DESCRIPTION:

SPAN 1B — ELEMENTARY SPANISH — 5.00 units

This is the second semester of the introductory level course. It continues to offer a balanced approach to language and culture. It enables students to continue learning to speak, read and write elementary level Spanish as well as to understand the spoken language as they explore the culture and countries of the Spanish-speaking world. Students continue to review and improve upon concepts of grammar, vocabulary and verb tenses in a variety of auditory, visual and written contexts. The course will continue to examine the culture of the Spanish-speaking world.

5.00 Units Lecture

Prerequisite

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

Grading Methods:

Letter or P/NP

Discipline:

- Foreign Languages: Spanish

	MIN
Lecture Hours:	90.00
Expected Outside of Class Hours:	180.00
Total Hours:	270.00

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

1. Use regular and key irregular and stem-changing verbs in the present and preterite tense
2. Replace nouns with correct direct object pronouns, indirect object pronouns, or both
3. Create simple negative sentences
4. Understand simple conversation speaking at a slower than normal pace
5. Use knowledge of English to recognize Spanish cognates
6. Recognize, discuss and compare aspects of the culture and society of Hispanic and English speaking countries
7. Understand the cultural nuances of everyday life in the Hispanic world
8. Communicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages)
9. Greet and express leave-taking phrases by comparing and contrasting appropriate phrases used in Spanish speaking countries
10. Express likes and dislikes/ wishes and preferences
11. Obtain information about people, places and things
12. Describe self, family and friends and understand the value of the family in the Hispanic world
13. Express feelings
14. State future plans
15. Shop and use numbers from 0 to one million in context
16. Talk about daily routines
17. Interact in a basic phone conversation
18. Order in a restaurant in a culturally appropriate way
19. Plan for a trip
20. Express some basic commands by understanding the importance of formality when talking to strangers
21. Talk about some events in the past

IV. MEASURABLE OBJECTIVES:

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

- A. Communicate using the indicative and subjunctive moods
- B. Use correct direct, indirect and reflexive pronouns
- C. Use idiomatic expressions with tener to describe people's feelings
- D. Create comparative and superlative sentences
- E. Recombine learned structures and vocabulary to create simple paragraphs using correct word order
- F. Use cognates and context to understand reading passages
- G. Recognize errors in Spanish caused by direct, word-for-word translation from English
- H. Compare and contrast the nuances of everyday life in the Hispanic world with those of the English speaking in the U.S.
- I. Communicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate high level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages)
- J. Narrate and describe past real-life events from several perspectives
- K. Use and apply acquired culturally appropriate communicative skills
- L. Prepare and extend invitations
- M. Ask for and give directions
- N. Compare and contrast common Hispanic and U.S. cultural hobbies and favorite pastimes
- O. Talk about health issues, including accidents and stressful events using culturally and linguistically appropriate inflections
- P. Talk about relationships (marriage/divorce/family/friendships) by comparing and contrasting personal relationships in the U.S. and the Hispanic world
- Q. Influence friends and others culturally
- R. Use of subjunctive to understand Hispanic cultural aspects when giving commands
- S. Express some personal attitudes towards events using the subjunctive

V. CONTENT:

- A. Nuances of everyday life in the Hispanic world
- B. Review Elementary Spanish I course material
- C. Culture: Characteristics of Spanish speaking countries
 - 1. Geography
 - 2. Population
 - 3. Languages
 - 4. Foods
 - 5. Historical dates and sites
 - 6. Traditions and customs
 - 7. Current events
 - 8. Daily life
 - 9. Music
- D. Vocabulary appropriate to additional meaningful or other real life activities such as:
 - 1. Holidays
 - 2. Hobbies
 - 3. Health
 - 4. Personal Relationships specific to the Hispanic world
 - 5. Parts of the body
 - 6. Continued emphasis on using cognates and context for clues to meaning
- E. Review of basic grammatical terminology, parts of speech
 - 1. Double object pronouns
 - 2. Relative pronouns
 - 3. Reciprocal actions
 - 4. Informal commands
 - 5. Introduction to the subjunctive
 - 6. Hacer/idiomatic expression
 - 7. The preterite and the imperfect and their differences
 - 8. Past participles
 - 9. Uses of the pronoun "se"
 - 10. Adverbs
 - 11. Comparisons and superlatives
 - 12. Command forms - formal and informal
 - 13. Perfect tenses
 - 14. Conditional tense
- F. Practice creating written and oral sentences describing facts or opinions based on cultural and historical readings
- G. Increased class discussion in Spanish of readings, 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. Debating an issue
- E. Interviewing another student and reporting information to the class
- F. Summarizing the content of a video episode or cultural reading
- G. Comparing Spanish-speaking countries in terms of pronunciation of Spanish, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
- H. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in Spanish

VII. TYPICAL ASSIGNMENTS:

- A. Recognition tasks
 - 1. Matching
 - 2. True/false
 - 3. Fill-in-the-blank
- B. Changing the subject of a sentence and making any other necessary changes
- C. Reacting to pictures or situations involving comprehension and use of new structures
- D. Creating personal responses using new vocabulary and structures
- E. Forming questions using interrogative words
- F. Reading comprehension questions which call for evaluation, comparison, contrast

VIII. EVALUATION:

- A. **Methods**
 - 1. Exams/Tests
 - 2. Quizzes

3. Research Projects
4. Oral Presentation
5. Class Participation
6. Class Work
7. Home Work

B. Frequency

1. Weekly Homework assignments
2. Daily class participation and work
3. Minimum of five quizzes
4. Minimum of six exams
5. Comprehensive final exam
6. One research project
7. Two oral presentations

IX. TYPICAL TEXTS:

1. Nissenberg, Gilda. *Practice Makes Perfect: Complete Spanish Grammar*. 3rd ed., McGraw-Hill Education, 2016.
2. Heshberger, Robert, Susan Navey-Davis, and Guiomar Borrás. *Plazas*. 5th ed., Cengage Learning, 2017.
3. Blanco, Jose, and Phillip Donely. *Vistas: Introducción a la lengua española*. 5th ed., Vista Higher Learning, 2016.

X. OTHER MATERIALS REQUIRED OF STUDENTS: