



Course: SPAN 9A

Also Listed As:

Term Effective: 200850, CURRICULUM APPROVAL DATE: 12/08/2003

Short Title: SPAN/NATIVE SPEAKERS

Full Title: Spanish for Native Speakers

<u>Contact Hours/Week</u>	<u>Units</u>	<u>Number of Weeks</u>	<u>Total Contact Hours</u>
Lecture: 3	3	17.34	Lecture: 52.02
Lab: 0			Lab: 0
Other: 0			Other: 0
Total: 3			Total: 52.02

Credit Status: D - Credit - Degree Applicable

Grading Modes: L - Standard Letter Grade
P - Pass/No Pass

Repeatability: N

Schedule Types: 02 Lecture and/or discussion

Course Description:

This course is designed for students who speak Spanish at the high or advanced levels but who have not taken a Spanish course. This course introduces the students to the orthographic and grammatical characteristics of Spanish. The roots of the Spanish language are explored through literature including a general survey of Hispanic traditions, culture, and institutions. This course will also introduce student to basic composition writing, strategies for translating from English to Spanish and Spanish to English. Contemporary issues of importance to Hispanics in the United States will also be discussed. This course has the option of a letter grade or pass/no pass. ADVISORY: Ability to speak Spanish

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 200470

GAV F, effective 200470

CSU GE:

CSU C2, effective 200470

IGETC:

IGETC 3B, effective 200470

CSU TRANSFER:

Transferable CSU, effective 200470

UC TRANSFER:

Transferable UC, effective 200470

PREREQUISITES:

COREQUISITES:

STUDENT LEARNING OUTCOMES:

1. Demonstrate native oral proficiency

ILO: 1,2,3

Measure: Oral presentations, Classroom discussions.

2. Demonstrate native writing proficiency

ILO: 1,2,3

Measure: Written reports, homework assignments and exams.

3. Demonstrate recognition of grammar.

ILO: 1,2

Measure: Written and oral tests

4. Recognize a variety of Hispanic cultures.

ILO: 1,2,4

Measure: Group discussions, presentations and tests

TOPICS AND SCOPE:

Curriculum Approval Date: 12/08/2003

WEEKS 1 to 3

9 HOURS

Content: History of the Spanish language, orthography of Spanish, development of Hispanic institutions, vowels and diphthongs in Spanish, historical changes in pronunciation of Spanish.

Assignments: Read the articles "Origenes de la lengua Espanola", "Origenes de la cultura hispanica"; hand-outs on vowels, diphthongs as well as spelling and pronunciation changes, writing assignments on stories read (essays or poems).

Student Performance Objectives: Read and write comprehensible material at a native level, spell words correctly, discuss the history of the Spanish language, recognize diphthongs and pronunciation changes.

WEEKS 4 to 7

12 HOURS

Content: Spanish in the Americas and their dialects; indigenous influences, English influence, various terminology from different countries; verb tenses: present, preterit and imperfect

Assignments: (articles) "Nuestra lengua", "Mis primeros recuerdos juveniles", and "Don Payasito", hand-outs on indigenous and English influences and terminology from different countries, various activities for proper conjugation of verbs in the present, preterit, and imperfect tenses; writing assignments on stories read (essays or poems).

Student Performance Objectives: Read and write comprehensible material at a native level, spell words correctly, discuss the development of Spanish in the Americas along with their dialects, conjugate verbs correctly in the present, preterit, and imperfect tenses, recognize and recite the variety of Spanish words from different countries.

WEEKS 7 to 10

12 HOURS

Content: The roots of Hispanics in the U.S.A.; false cognates; the perfect verb tenses past and present, as well as the future tense.

Assignments: Read "Cartas de Hernan Cortez" and "Yo soy Joaquin", hand-outs on false cognates, various activities for proper conjugation of verbs in the perfect verb tenses past and present, as well as the future tense; writing assignments on stories read (essays or poems).

Student Performance Objectives: Read and write comprehensible material at a native level, spell words correctly, discuss the roots of Hispanics in the U.S.A., conjugate verbs correctly in the perfect verb tenses past and present, as well as the future tense, recognize false cognates.

WEEKS 11 to 14

12 HOURS

Content: Mexico today: the economy, religion, family, and political transition; historical migration patterns compared to the present migration; the progressive and perfect progressive tenses

Assignments: Read "The Treaty of Guadalupe Hidalgo", "Es que somos muy pobres", "The Cosmic Race"; various activities for proper conjugation of verbs in the progressive and perfect progressive tenses; writing assignments on stories read (essays or poems).

Student Performance Objectives: Read and write comprehensible material at a native level, spell words correctly, discuss the current status of Mexico, conjugate verbs correctly in the progressive and perfect progressive tenses, recognize some of the cultural differences between the United States and Mexico.

WEEKS 15 to 17

9 HOURS

Content: Hispanics Today: trends and issues, in literature, music, dance and art; The Future of Hispanics in the United States: the language, political possibilities, the arts, and the economical consequences; review of grammar.

Assignments: Research material using the Internet and resources in the library for themes covered in this section, hand-outs on all grammar covered, writing assignment on material researched.

Student Performance Objectives: Read and write comprehensible material at a native level, spell words correctly, discuss the themes covered in this section, conjugate verbs correctly in all the verb tenses covered, recognize the influences of the Hispanic culture in the United States.

WEEK 18

2 HOURS

Final exam

Included in content section.

METHODS OF INSTRUCTION:

Lectures, assignments in readings, oral reading in class, discussion and composition writing. Videos, movies, and hand-outs.

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework
Essay exams
The problem-solving assignments required:
Homework problems
Quizzes
Exams
The types of skill demonstrations required:
Class performance
Performance exams
The types of objective examinations used in the course:
Multiple choice
True/false
Matching items
Completion
Other: essay, oral testing
Other category:
None
The basis for assigning students grades in the course:
Writing assignments: 10% - 20%
Problem-solving demonstrations: 20% - 40%
Skill demonstrations: 20% - 40%
Objective examinations: 10% - 15%
Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:

"Nuevos Mundos", Ana Roca. John Wiley & Sons Inc., 2004

SUPPLEMENTAL DATA:

Basic Skills:
Classification: A
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department:
CSU Crosswalk Course Number:
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: SPAN 9A
Sports/Physical Education Course: N
Taxonomy of Program: 110500