

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

SPANISH 121 – SPANISH II

5 hours lecture, 5 units

Catalog Description

Continuation of SPAN 120. Continues to develop oral and written skills based on practical everyday needs.

Prerequisite

“C” grade or higher or “Pass” in SPAN 120 or two years of high school Spanish or equivalent

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Speak, read, write and understand simple Spanish sentences in the present, present progressive and *ir a* future tense.
- 2) Correctly follow simple written and spoken instructions in the above tenses.

Course Content

- 1) Listening and speaking tasks organized around thematic units on everyday topics to enable students to manage increasingly varied situations dealing with transportation, living arrangements, leisure activities, work, school, health and money matters
- 2) Discussion of cultural differences between the Spanish speaking world and the students’ own cultures
- 3) Presentation of grammar explanations to facilitate the acquisition and oral production of the language
- 4) Development of writing skills to enable students to produce in writing what they can communicate orally
- 5) Presentation of authentic reading material through library resources and Internet research

Course Objectives

Students will be able to:

- 1) Use language and cultural materials presented in class to evaluate specific examples of daily life situations, and describe how these situations would be addressed in Hispanic cultures.
- 2) Use language and vocabulary skills developed in class to derive meaning from increasing varied authentic material such as brochures, travel guides, short newspaper items, commercials and poems; communicate in writing in the form of notes, paragraphs and letters to express personal opinions, ideas and reflections on the cultural content of the course.
- 3) Use language and cultural materials presented in class to compare and contrast Hispanic cultures to their own culture to develop an awareness of the customs, attitudes, values, ideas, patterns of behaviors, foods, music, art, institutions, and geography of Spanish speaking countries.
- 4) Continue to interpret and apply the Spanish sound system in order to improve proper pronunciation and oral comprehension.
- 5) Utilize more complex vocabulary and grammatical structures as identified in class to communicate daily routine and past experience as it relates to health, food, celebrations, technology, and living arrangements.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements of evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Written and oral exams that measure students' ability to use the Spanish sound system, vocabulary and grammar to listen, read, write and speak Spanish in the present and past tenses.
- 2) Written assignments in which students must use appropriate vocabulary and grammar to write notes, postcards and letters dealing with health, food, celebrations, technology, living arrangements, and daily routine activities.
- 3) Oral presentations in which students demonstrate the ability to communicate personal information in the present and past.
- 4) Comprehensive oral and written final exam that measures students' ability to utilize appropriate vocabulary and grammatical structures as identified in class to communicate daily activities in the present and past as related to health, ordering food, shopping, daily routines, celebrations, technology, and living arrangements.

Special Materials Required of Student

None

Minimum Instructional Facilities

- 1) Smart classroom with maps, bulletin board, overhead projector
- 2) Audiovisual: cassette recorder, CD player, document camera, video camera

Method of Instruction

- 1) Lecture and presentation of communicative activities and supporting target language structures
- 2) Discussion of cultural content
- 3) Multimedia presentations

Out-of-Class Assignments

- 1) Preparation for oral presentations
- 2) Reading assignments
- 3) Written assignments

Texts and References

- 1) Required (representative example): Blanco & Donley. *VISTAS*. 5th edition. Vista Higher Learning, 2016.
- 2) Supplemental: Bilingual dictionary, My Personal Dictionary booklet, *501 Conjugated Verbs*.

Exit Skills

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Understand simple statements and questions and participate in informal conversation by asking and answering questions.
- 2) Supply personal information and simple descriptions, both orally and in writing.
- 3) Produce short messages, notes, letters and descriptions of self, family, personal and routine school and work experiences.
- 4) Speak, understand, read and write in the preterit and imperfect past and past progressive, informal commands, and present subjunctive; recognize and use relative pronouns and reciprocal actions with reflexive pronouns; differentiate between *por/para*; use direct and indirect object pronouns together.
- 5) Express likes and dislikes; narrate in the past; describe habitual actions in the past; express extremes; tell how long something has been happening or how long ago something happened; express unplanned or unexpected events; express desires and requests.

- 6) Apply vocabulary having to do with vacations, holidays, sports, hobbies, health and the body, accidents, injuries and pressures of modern life, modern technology and conveniences.
- 7) Recognize and discuss differences/similarities between U.S. and Hispanic cultures in travel, vacations, holidays, hobbies, pastimes, household chores, health, modern life pressures, and quality of life in the home and at the office.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Demonstrate understanding and use of the preterit and imperfect past tenses to reading, writing, speaking and listening activities.
- 2) Compare and contrast theme-specific aspects of Hispanic/Latino culture to their own.