



El Camino College
COURSE OUTLINE OF RECORD

I. GENERAL COURSE INFORMATION

Subject and Number: Spanish 21
Descriptive Title: Beginning Conversational Spanish
Course Disciplines: Foreign Languages
Division: Humanities

Catalog Description:

This course is designed to help students develop competency in Spanish oral expression, oral comprehension, pronunciation, and conversational strategies.

Conditions of Enrollment:

Prerequisite: Spanish 1 with a minimum grade of C or equivalent

Course Length:	<input checked="" type="checkbox"/> Full Term	Other (Specify number of weeks):
Hours Lecture:	2.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	2.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: Effective Date: Prior to July 1992
Transfer UC: No

General Education:

El Camino College:

CSU GE:

IGETC:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Upon completion of Spanish 21, successful students will be able to converse orally and understand simple spoken questions in Spanish on everyday topics occurring in conversational situations such as meeting someone, making a phone call, describing one's day.
2. Upon completion of Spanish 21, successful students will be able to converse orally and answer orally in a culturally appropriate manner simple questions with ease.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Use the Spanish language to ask and answer simple questions in areas of immediate need and familiar topics.
 - Performance exams
2. Use the Spanish language to participate in small group conversations with speakers of various linguistic levels.
 - Class Performance
3. Identify and correct errors in Spanish pronunciation and language usage at an elementary level.
 - Oral exams
4. Assess Hispanic social situations and handle them in a culturally correct manner.
 - Presentation

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	4	I	Pronunciation improvement A. Individual letter sounds B. Stress C. Linking D. Intonation
Lecture	8	II	Vocabulary acquisition in areas of practical concern A. Home B. Work C. Health D. School
Lecture	12	III	Conversations revolving around everyday situations in areas of practical concern A. Home B. Work C. Health

			D. School
Lecture	6	IV	Grammar study A. Present tense B. Future tense C. Object pronouns D. Reflexive verbs E. Ad hoc student concerns
Lecture	6	V	Cultural background of the language A. Regional differences B. Family life C. Traditional holidays D. Geography
Total Lecture Hours		36	
Total Laboratory Hours		0	
Total Hours		36	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

The unit on the family includes Spanish vocabulary on family, observations on family relationships, and questions based on this vocabulary and these relationships. After reading and responding in writing to the questions provided, continue by sustaining a two to three minute conversation orally describing your family in a personal, spontaneous manner, working with classmates of varied language levels. In your conversation, be prepared to ask classmates about their families.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In Spanish, spend two to three minutes discussing with a classmate the differences between the traditional Hispanic family (extended family) and the traditional American family (nuclear family). For you, which is the better structure and why? Be prepared to share your conclusions with the instructor and with the class.
2. In Spanish, orally discuss for two to three minutes with a classmate a trip to a restaurant. Discuss your favorite restaurant and your favorite foods.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams
Objective Exams
Quizzes
Class Performance
Homework Problems
Multiple Choice
Completion
Matching Items
True/False

V. INSTRUCTIONAL METHODS

- Discussion
- Group Activities
- Lecture
- Multimedia presentations
- Role Play
- Simulation

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Answer questions
- Skill practice
- Required reading
- Problem solving activities

Estimated Independent Study Hours per Week: 4

VII. TEXTS AND MATERIALS**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

F. B. Rang. Preguntar y contestar. El Camino College, 2016.

B. ALTERNATIVE TEXTBOOKS**C. REQUIRED SUPPLEMENTARY READINGS****D. OTHER REQUIRED MATERIALS****VIII. CONDITIONS OF ENROLLMENT****A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
Course Prerequisite Spanish-1 or	Sequential
Non-Course Prerequisite	Equivalent means that the student would need to demonstrate possession of oral and listening skills commensurate with those of a student at the end of the semester of SPAN 1. A student who had never studied Spanish or who possessed only knowledge of a few phrases would not be able to maintain a conversation and therefore unable to participate fully in the course.

B. Requisite Skills

Requisite Skills
The student should be able to read and write simple sentences in Spanish. SPAN 1 – Demonstrate ability to read and write simple sentences in Spanish.
The student should be able to understand spoken Spanish at a basic level and be able to speak in Spanish about common everyday subjects. SPAN 1 – Comprehend spoken Spanish at an elementary level and converse about everyday topics.
The student should be able to write and speak basic Spanish that reflects an awareness of culturally appropriate language structure, Hispanic social structure, manners, and idiomatic expressions. SPAN 1 - Write and speak elementary Spanish with culturally appropriate language structure and awareness of Hispanic social structure, manners, and idiomatic expression.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Campiglia, Mays, Williams on 09/01/1973.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by: Andres Moina

Date: 8/27/2019

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