



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Spanish 52B
Descriptive Title: Spanish for Native Speakers II
Course Disciplines: Foreign Languages
Division: Humanities

Catalog Description:

This course is a continuation of Spanish 52A, covering additional grammar, orthography, and cultural topics. It is designed for students with a native speaking knowledge of Spanish who have little or no formal instruction in the Spanish language. Students learn the difference between regional and academic Spanish in order to improve their pronunciation, writing, vocabulary, and use of registers. Students also become familiar with the cultural production of the Spanish-speaking world.

Conditions of Enrollment:

Prerequisite: Spanish 52A with a minimum grade of C or equivalent

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	5.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	5.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: 5/21/2001
Transfer UC: X Effective Date: Fall 2002

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)

SLO #1

Upon completion of Spanish 52B, successful students will converse in Spanish using subjunctive and imperative moods, passive constructions, perfect tenses, and basic vocabulary in the fields of energy, ecology, geography, human rights, politics, and business.

SLO #2

Upon completion of Spanish 52B, successful students will read and analyze in Spanish Spanish fiction and non-fiction writings by Spanish-speaking authors such as poems, short stories, essays, and one literary novel.

SLO #3

Upon completion of Spanish 52B, successful students will write about and interpret in Spanish historical, cultural, and literary aspects of several Spanish-speaking countries using simple past tense, imperfect tense, perfect tenses, and present and subjunctive moods with an intermediate command of orthography and phonetic and diacritical accents.

SLO #4 Upon completion of Spanish 52B, successful students will demonstrate an awareness of the major cultural events of several North, Central and South American Spanish-speaking countries. These events include the rise and fall of the Incan civilization and the struggle for peace in Guatemala and El Salvador.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below)

1. Summarize, discuss, and interpret the major cultural events of some Spanish-speaking countries such as Columbia, Venezuela, Cuba, The Dominican Republic, Guatemala, El Salvador, Nicaragua, Honduras, Costa Rica, and Panama.
2. Demonstrate the ability to write five-paragraph compositions in Spanish based on historical, cultural, and literary aspects important to the Spanish-speaking world.
3. Compare and contrast cultural, historical, and sociopolitical differences and similarities between the different Spanish-speaking countries and regions.
4. Demonstrate the ability to use Spanish-language orthographic conventions: correct placement of tildes and correct use of problematic graphemes such as the use of h, y, ll, r, and rr. Students will also be familiar with homonyms.
5. Use academic Spanish as defined by good use of all tenses, including the perfect tenses (present perfect indicative, past perfect indicative or pluperfect, future perfect indicative, conditional perfect indicative), passive constructions, the future, the conditional, and the imperfect subjunctive.

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	20	I	<p>Written skills: grammar</p> <ul style="list-style-type: none"> A. Relative pronouns B. Present subjunctive <ul style="list-style-type: none"> a. In main clauses b. In nominal clauses c. In adjectival clauses d. In adverbial clauses C. Possessives <ul style="list-style-type: none"> a. Adjectives <ul style="list-style-type: none"> i. Stressless ii. Stressed b. Pronouns D. The perfect tenses <ul style="list-style-type: none"> a. Past participles b. Present perfect indicative c. Past perfect indicative/ pluperfect d. Future perfect indicative e. Conditional perfect indicative E. Para vs. por F. Passive constructions G. The future tense <ul style="list-style-type: none"> a. Ir +a (review) b. Regular verbs c. Irregular verbs H. The conditional I. Indefinite and negative expressions J. The past subjunctive <ul style="list-style-type: none"> a. Patterns <ul style="list-style-type: none"> i. In main clauses ii. In nominal clauses iii. In adjectival clauses iv. In adverbial clauses b. If clauses
Lecture	20	II	<p>Written Skills: Orthography</p> <ul style="list-style-type: none"> A. Syllables and orthographic accent marks (tilde), review <ul style="list-style-type: none"> a. Syllable structure b. Diphthongs c. Triphthongs d. Syllabification e. Accent mark rules f. Homonyms B. Problematic graphemes

			<ul style="list-style-type: none"> a. The letter 'h' b. The /y/ sound <ul style="list-style-type: none"> i. Use of y ii. Use of ll iii. The /y/ sound in some parts of the Spanish-speaking world <ul style="list-style-type: none"> - Argentina - The Andean Region - Emphatic forms, free variation c. The letter 'r' <ul style="list-style-type: none"> i. Tap/simple ii. Trill iii. Defective distribution iv. The simple and trilled 'r' sound in some parts of the Spanish-speaking world <ul style="list-style-type: none"> - Spain - Mexico - The Caribbean <p>C. Homonyms D. False cognates E. Often misspelled Words F. <i>La Academia Real de la Lengua</i></p>
Lecture	20	III	<p>Cultural Competency</p> <ul style="list-style-type: none"> A. Northern South America <ul style="list-style-type: none"> a. Colombia <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current Affairs b. Venezuela <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current Affairs B. The Caribbean <ul style="list-style-type: none"> a. Cuba <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current Affairs b. The Dominican Republic <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current Affairs C. Central America

			<ul style="list-style-type: none"> a. Guatemala <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs b. El Salvador <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs c. Nicaragua <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs d. Honduras <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs e. Costa Rica <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs f. Panama <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs
Lecture	10	IV	<p>Conversational Skills</p> <ul style="list-style-type: none"> A. Review <ul style="list-style-type: none"> a. Pronunciation b. Cognates and false cognates c. Borrowings vs. Spanglish d. Vocabulary e. Translation best practices f. Registers B. The conversation C. The oral presentation D. The interview

Lecture	10	V	Reading Skills A. Review of literary genres a. Poems b. Short stories c. Essays d. Novels B. Read, summarize, and analyze a. A novel
Lecture	10	VI	Written Skills: Compositions A. Types of essays, review a. Narrative essays b. Descriptive essays c. Expository essays d. Persuasive essays B. The essay
Total Lecture Hours	90		
Total Laboratory Hours	0		
Total Hours	90		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

In a two-page essay in Spanish, explain how the dictatorships in Argentina and Chile during the 1970s continue to have an impact in these countries today.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Read the one-page Spanish essay we discussed today in class. The essay is written in present tense. Revise the essay by changing the basic Spanish from the present tense to the appropriate past tense. Write the revised essay.
2. Re-read the excerpt assigned in class, written by Rigoberta Menchú. Menchú received the Nobel Peace Prize in 1992. More than a decade after the publication of her book, people claimed that Menchú changed some elements about her life, family, and village to meet the publicity needs of the guerrilla movement. More than a decade after the publication of her book, and despite accusations of factual and historical discrepancies, people also claimed that Menchú's testimony remains relevant for the ways in which it depicts the life of an Indigenous Guatemalan during the civil war. Recently, The Nobel Committee dismissed calls to revoke Menchú's Nobel Prize and asserted that the prize was awarded because of her advocacy and social justice work, not because of her testimony. What is your opinion on the matter? Use the information we learned in class as well as our discussion of her book. Write a well-written one page essay. Good grammar and orthography will be considered.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

- Essay exams
- Performance exams
- Reading reports
- Written homework
- Class Performance
- Term or other papers
- Multiple Choice
- Completion
- Matching Items
- True/False

V. INSTRUCTIONAL METHODS

- Discussion
- Group Activities
- Lecture
- Multimedia presentations

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
- Required reading
- Written work
- Homework
- Group projects

Estimated Independent Study Hours per Week: 10

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Samaiego, Fabian A., El Mundo 21, hispano. 2nd edition. D.C. Health/Houghton Mifflin, 2014. Discipline Standard.

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-52A or equivalent	Sequential
Non-Course Prerequisite	

B. Requisite Skills

Requisite Skills
Demonstrate the ability to use the present progressive, the present indicative, the preterit, and the imperfect.
SPAN 52A - Demonstrate the ability to use the gender and number agreement, irregular verbs in present and past tenses, ser vs. estar, direct and indirect objects and pronouns, verbs like <i>gustar</i> , comparatives and superlatives, the imperative, and the subjunctive vs. the indicative mood.
SPAN 52A - Demonstrate the ability to use Spanish-language orthographic conventions.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification

D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Alicia Class on 02/13/2001.

BOARD APPROVAL DATE: 05/21/2001

LAST BOARD APPROVAL DATE: 10/19/2020

Last Reviewed and/or Revised by Argelia Andrade

Date: 5/4/2020

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