

EL CAMINO COLLEGE

COURSE OUTLINE OF RECORD - Approved

I. Course Information

Course Acronym: SPAN
Course Number: 10
Descriptive Title: Spanish for Professionals
Division: Humanities
Course Disciplines: Spanish

Catalog Description:

This is a general introduction course to specialized terminology and conversation designed for anyone pursuing a career or already practicing in a professional field. The course focuses on vocabulary and situational dialogues to enable the professional to better communicate in Spanish.

Prerequisite: SPAN 1 or SPAN 52A or equivalent

Course Length: Full Term

Hours Lecture (per week): 3
Hours Laboratory (per week): 0
Outside Study Hours: 6
Total Course Hours: 54

Course Units: 3

Grading Method: Letter Grade and Pass/No Pass
Credit Status: Credit, degree applicable

Transfer CSU: Yes **Effective Date:**
Transfer UC: Yes **Effective Date:**

General Education

ECC:

Term: **Other:**

CSU GE:

Term: **Other:**

IGETC:

Term: **Other:**

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)

Upon completion of the course, successful students will converse in and comprehend basic specialized Spanish in the field, using present tense, simple past tense and imperfect tense, future ("ir + a + infinitive") constructions, and the subjunctive and imperative moods.

Upon completion of the course, successful students will read and comprehend short paragraphs in Spanish on topics related to the field.

Upon completion of the course, successful students will write 5-10 sentence paragraph in Spanish about topics in the field, using present tense, simple past tense and imperfect tense, future ("ir + a + infinitive") constructions, and the subjunctive and imperative moods.

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

1. To use and understand specialized vocabulary and idiomatic expressions effectively.
2. To use and understand the present tense in relation to topics in the field.
3. To use and understand the past tense (preterit and imperfect) in relation to topics in the field.
4. To use and understand the future tense ("ir + a + infinitive") in relation to topics in the field.
5. To use and understand the subjunctive mood in relation to topics in the field.
6. To use and understand the imperative mood in relation to topics in the field.

III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Major Topics:

I. Social and Professional Greetings and Interactions (8 hours, lecture)

- A. Specialized vocabulary and idiomatic expressions
- B. The Present Indicative
 1. In the office
 - i. writing reports
 - ii. reading reports
 2. in the community
 - i. oral practice
 - ii. listening comprehension practice

II. Intercultural communication (8 hours, lecture)

- A. Specialized vocabulary and idiomatic expressions
- B. The preterite
 1. in the office
 - i. writing reports
 - ii. reading reports
 2. in the community
 - i. oral practice
 - ii. listening comprehension practice

III. Emergency situations (8 hours, lecture)

- A. Specialized vocabulary and idiomatic expressions
- B. The imperfect)
 - 1. in the office
 - i. writing reports
 - ii. reading reports
 - 2. in the community
 - i. oral practice
 - ii. listening comprehension practice

IV. Gathering Information/ Sharing Information (6 hours, lecture)

- A. Specialized vocabulary and idiomatic expressions
- B. The future
 - 1. in the office
 - i. writing reports
 - ii. reading reports
 - 2. in the community
 - i. oral practice
 - ii. listening comprehension practice

V. Follow up/ Next steps (12 hours, lecture)

- A. Specialized vocabulary and idiomatic expressions
- B. The subjunctive
 - 1. in the office
 - i. writing reports
 - ii. reading reports
 - 2. in the community
 - i. oral practice
 - ii. listening comprehension practice

VI. Curriculum/ Job interviews (12 hours, lecture)

- A. Specialized vocabulary and idiomatic expressions
- B. The imperative
 - 1. in the office
 - i. writing reports
 - ii. reading reports
 - 2. in the community
 - i. oral practice
 - ii. listening comprehension practice

Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation

- 3) Skills demonstration

B. Typical Assignment Using Primary Method of Evaluation

Write a dialogue between a health care professional and a patient in the ER's triage who is complaining of chest pains. Make sure that all relative questions are addressed and answered appropriately in order to best evaluate the patient's condition.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

Imagine a scenario in which a cultural conflict were to arise (other than language) between a health care professional and a patient. For example, a pregnant woman needs to be seen but refuses to be examined by a male doctor. How would you handle the situation? What exactly would you say, especially if no female obstetrician were available at that particular moment? Write one paragraph explaining your response.

Critical Thinking Assignment 2:

Find specialized terminology to your area of expertise and find accurate and useful translations for this terminology in each of the major Spanish-speaking communities you serve. Then, reflect on why it may be problematic to use a blanket term found in a dictionary or grammar? Why is the term you found more useful? Explain your reflection in one written paragraph.

D. Other Typical Assessment and Evaluation Methods

Class Performance

If Other: Vocabulary quizzes, reading and translation of forms and questionnaires, reading comprehension exams.

V. Instructional Methods

Discussion

If other: Presentations, lectures, group work, and field trips

VII. Work Outside of Class

Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting)

If Other: Homework and assignments

VII. Texts and Materials

A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

Rivera, Schuessler. Simple Spanish for Law Enforcement. CreateSpace Independent Publishing Platform, 2017.
Discipline Standard

Jarvis, Lebrede. Spanish for Law Enforcement Enhanced Edition. 2nd edition. Heinle Cengage, 2016.
Discipline Standard

Jarvis, Lebrede, Mena-Ayllón. Basic Spanish Enhanced Edition. 2nd edition. Heinle Cengage, 2014
Discipline Standard

David Dees. Quick Spanish for Emergency Responders. McGraw-Hill, 2006.
Discipline Standard

Houston, Rush. Spanish for Law Enforcement. 5th edition. Pearson Prentice Hall, 2005.
Discipline Standard.

B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)

C. Required Supplementary Readings

D. Other Required Materials

Alternative Textbooks:

VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite: Prerequisite

Category: sequential

Requisite course: SPAN 1 or SPAN 52A

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

Students need to have a basic understanding of the present tense, the simple past tense and imperfect tense, future ("ir + a + infinitive") constructions, and the subjunctive and imperative moods,

SPAN I - Read and write simple sentences in Spanish.

SPAN I - Comprehend spoken Spanish at an elementary level and converse about everyday topics. –

SPAN 52A - Demonstrate the ability to use the present progressive, the present indicative, the preterit, and the imperfect in oral and written Spanish communication.

SPAN 52A - Demonstrate the ability to use gender and number agreement, irregular verbs in present and past tenses, ser vs. estar, direct and indirect objects and pronouns, verbs like gustar, comparatives and superlatives, the imperative, and the subjunctive vs. the indicative mood.

Requisite Skill:

or equivalent

B. Requisite: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Requisite Skill and Matching skill(s): Bold the requisite skill(s). if applicable

Students need to have a basic understanding of the present tense, the simple past tense and imperfect tense, future ("ir + a + infinitive") constructions, and the subjunctive and imperative moods,

Read and write simple sentences in Spanish.

Comprehend spoken Spanish at an elementary level and converse about everyday topics. –

Demonstrate the ability to use the present progressive, the present indicative, the preterit, and the imperfect in oral and written Spanish communication.

Demonstrate the ability to use gender and number agreement, irregular verbs in present and past tenses, ser vs. estar, direct and indirect objects and pronouns, verbs like gustar, comparatives and superlatives, the imperative, and the subjunctive vs. the indicative mood.

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite:

Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Argelia Andrade

Date: 11/02/2021

Original Board Approval Date: