



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Course Acronym:</b>	SPAN
<b>Course Number:</b>	2
<b>Descriptive Title:</b>	Elementary Spanish II
<b>Division:</b>	Humanities
<b>Department:</b>	Foreign Language
<b>Course Disciplines:</b>	World Languages and Cultures
<b>Catalog Description:</b>	<p>This course, taught within the context of Spanish and Latin-American cultures, is a continuation of the study of elementary Spanish with an emphasis on listening, speaking, reading, and writing. Students improve their pronunciation and speaking skills along with their understanding of spoken Spanish. Computer, audio, and video programs are required to reinforce the language skills acquired in the classroom.</p> <p>Note: The prerequisite for this course is comparable to two years of high school Spanish.</p>
<b>Prerequisite:</b>	Spanish 1 with a minimum grade of C or equivalent
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	5
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	10
<b>Total Course Hours:</b>	90
<b>Course Units:</b>	5
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	Prior to July 1992
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	Prior to July 1992
<b>General Education: ECC</b>	Area 3 - Humanities
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English

	<b>Term:</b>	
	<b>Other:</b>	
	<b>IGETC:</b>	Area 3B - Humanities, Area 6 - Language Other than English (UC only)
	<b>Term:</b>	
	<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1</b></p> <p>Upon completion of Spanish 2, successful students will converse in and comprehend Spanish using the simple past tenses (Preterite/ Imperfect), and Future tense about everyday topics, such as description and narration about childhood and other stages of life, celebrations and social life, within the limits of vocabulary appropriate to beginning Spanish 2.</p> <p><b>SLO #2</b></p> <p>Upon completion of Spanish 2, successful students will read and comprehend short paragraphs in Spanish on topics such as food, health and well-being, housing, city life, personal relationships, and celebrations.</p> <p><b>SLO #3</b></p> <p>Upon completion of Spanish 2, successful students will write a three- paragraph essay in Spanish describing and narrating in the past about childhood and other stages of life, celebrations and social life using the Preterite and Imperfect, Present Subjunctive tenses.</p>	
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Compose and respond to elementary questions and statements in Spanish.</li> <li>2. Identify proper Spanish language usage in elementary questions and statements.</li> <li>3. Identify proper Spanish grammar usage in simple and complex sentences.</li> <li>4. Analyze information presented in paragraphs and short newspaper articles written in Spanish.</li> <li>5. Compose, paraphrase, and/or restate lengthy paragraphs in Spanish.</li> <li>6. Compare and contrast Spanish and Spanish-American cultural situations, such as greetings, leave-takings, purchasing items, asking directions, telling time, and introducing people, with other cultures.</li> <li>7. Use elementary Spanish language to discuss and write about topics such as daily routines, food, health, celebrations, technology, housing, and household chores.</li> <li>8. Pronounce elementary Spanish language well enough to be understood by native speakers.</li> <li>9. Use the proper patterns and structures to communicate in Spanish at an elementary level.</li> </ol>	
<b>Major Topics:</b>	<p><b>I. Spanish pronunciation (8 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Dictations</li> <li>B. Listening and speaking exercises with ancillary materials</li> <li>C. Conversations</li> <li>D. Songs and film clips</li> </ol> <p><b>II. Grammar review and expansion (5 hours, lecture)</b></p>	

- A. Preterite tense
- B. Direct and indirect object pronouns

### **III. Structure of sentences both oral and written (20 hours, lecture)**

- A. Reflexive verbs
- B. Indefinite and negative words
- C. Double object pronouns
- D. Comparisons and superlatives
- E. Irregular preterites
- F. ¿Qué? vs. ¿Cuál?
- G. Pronouns after prepositions
- H. Imperfect tense
- I. Preterite vs. imperfect
- J. Constructions with "se"
- K. Adverbs
- L. Commands
- M. "Por" vs. "para"
- N. Reciprocal reflexives
- O. Stressed possessive adjectives and pronouns
- P. Relative pronouns
- Q. Present subjunctive
- R. Historical/geographical realities of the Hispanic world

### **IV. Acquisition of vocabulary and idiomatic expressions (15 hours, lecture)**

- A. Food and meals
- B. Celebrations
- C. Personal relationships
- D. Health
- E. Parts of the body
- F. Technology
- G. House and household chores

### **V. Writing strategies for communicating short passages. Use of written phonetic and diacritic accents (15 hours, lecture)**

- A. Reading of short texts for context and recognition of grammatical and vocabulary points
- B. Writing well-developed paragraphs about everyday topics

### **VI. Interpreting oral language (17 hours, lecture)**

- A. Oral communication strategies, including asking and guessing from context, to clarify unknown vocabulary when talking with native speakers.
- B. Ability to engage in original dialogues and monologues (drafting and presentation), oral question-answer exercises, and word games.

### **VII. Study of various cultural and historical points regarding select Spanish and Latin American figures, events, and regions/countries as well as cultural differences and diversity within Spain and within the Latin American world (10 hours, lecture)**

<b>Total Lecture Hours:</b>	90
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	90
<b>Primary Method of Evaluation:</b>	3) Skills demonstration
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Finish the following sentences using the preterite or the imperfect, according to context.
<b>Critical Thinking Assignment 1:</b>	In a one- to two-page essay written in Spanish, compare and contrast yourself with three of your classmates. Include three elements of comparison and/or contrast.
<b>Critical Thinking Assignment 2:</b>	Read an article in La Opinion or another appropriate native language newspaper or magazine and write a review in Spanish of the article in a one- to two-page letter to a relative.
<b>Other Evaluation Methods:</b>	Class Performance, Completion, Essay Exams, Matching Items, Multiple Choice, Performance Exams, True/False, Written Homework
<b>Instructional Methods:</b>	Discussion, Group Activities, Lecture
<b>If other:</b>	
<b>Work Outside of Class:</b>	Answer questions, Problem solving activity, Skill practice, Study
<b>If Other:</b>	Vistas Supersite (online component), foreign language lab
<b>Up-To-Date Representative Texts:</b>	José A. Blanco. <u>Vistas: Introducción a la lengua española, Vol. 2.</u> 7th ed. Vista Higher Learning, 2024.
<b>Alternative Texts:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite:</b>	Prerequisite
<b>Category:</b>	sequential
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	Spanish-1
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	<p><b>The student must be able to compose, paraphrase and/or restate brief passages written in Spanish.</b></p> <p>SPAN 1- Read and write simple sentences in Spanish.</p> <p><b>The student must be familiar with basic Spanish and Latin-American cultural situations and be able to compare and contrast them with other cultures.</b></p> <p>SPAN 1- Identify, examine, and discuss connections among culture, socially appropriate behavioral patterns, and cultural perspectives within the context of Spanish culture.</p>

	<p><b>The student must be able to use basic Spanish language to discuss daily activities.</b></p> <p>SPAN 1 - Compose short paragraphs in Spanish about everyday topics, about themselves, and about their friends and family.</p>
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
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<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	J. Campilia
<b>Date:</b>	04/01/1974
<b>Original Board Approval Date:</b>	
<b>Last Reviewed and/or Revised by:</b>	Donna Factor
<b>Date:</b>	10/03/2023
<b>Last Board Approval Date:</b>	12/18/2023
<b>Effective Term:</b>	FALL 2024