I. OVERVIEW
The following information will appear in the 2012 - 2013 catalog

SPAN 45 Practical Spanish for the Professions 0.5 - 3 Units

Conversational Spanish for people working with the Spanish-speaking in the following areas: health, education, law enforcement, social work, agriculture, construction, public safety, and business. Occupational topics vary from semester to semester. May be repeated for credit as topic changes. A student may take Spanish for Nursing one semester and learn vocabulary appropriate to the nursing profession and the following semester may take Spanish for Law Enforcement and learn vocabulary appropriate for law enforcement officers.

Four maximum completions.
Field trips might be required. (A-F or P/NP - Student choice) Lecture Lecture Lecture Lecture

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

Course content will vary according to the topic selected: Practical Spanish for Law Enforcement, Practical Spanish for Nursing, Practical Spanish for Firefighters, Practical Spanish for Social Workers, Practical Spanish for Construction, Practical Spanish for Business, or Practical Spanish for Educators.

a. Spanish pronunciation
b. Listening comprehension
c. Vocabulary words and idiomatic phrases pertinent to a specific profession
d. Command forms: third person singular and plural
e. Selected interrogatives
f. Cultural differences that may affect communication

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Instructor will lead students in pronunciation drills
2. Instructor will lead students in oral drills, exercises, and explanations.
3. Instructor will assist students as they create and memorize dialogues, then act them out.
4. Instructor will assist students as they write a list of phrases needed in the profession.
5. Instructor will lead students in discussions of ideas and stereotypes relating to cultural differences.

D. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   a. Students will memorize key vocabulary words and expressions on a weekly basis.
   b. Students will practice original dialogues with classmates on a weekly basis.
   c. Students will read about cultural differences and discuss them in class on a monthly basis.
   d. Students will discuss with instructor and classmates how they have observed cultural differences with Spanish speakers on their job on a monthly basis.
   e. Students will practice listening comprehension in Spanish by watching a television program or listening to a radio program on a monthly basis.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   a. Students will research a cultural event or celebration in a Spanish speaking country to present to the class.
   b. Students will research an historical figure or event in a Spanish speaking country to present to the class.
   c. Students will view a film in Spanish that deals with the issue of illegal immigration (El Norte, Bajo la Misma Luna) and write a reaction paper.
E. **TEXTS AND OTHER READINGS (TYPICAL)**

2. **Other:** Survival Spanish for Law Enforcement Officers

III. **DESIRE LEARNING**

A. **COURSE GOAL**

*As a result of satisfactory completion of this course, the student should be prepared to:*

Communicate in Spanish commands, questions and phrases necessary in order to carry out job functions in the following areas: Health, Education, Law Enforcement, Social Work, Agriculture, Construction, Public Safety, and Business. Occupational topics vary from semester to semester.

B. **STUDENT LEARNING GOALS**

*Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**

*Upon satisfactory completion of this course, the student will be able to:*

a. Show through translation or appropriate application a familiarity with the meaning of vocabulary words necessary for communicating with Spanish speakers in the student's profession.

b. Show through translation or appropriate application an understanding of certain key phrases and expressions considered to be essential to communicating with Spanish speakers in the profession.

c. Show through oral and written discussion an understanding of cultural differences that may affect communication in Spanish. (m.c.)

d. Use Spanish in simulated conversation with pronunciation understandable to a native speaker.

e. Translate essential spoken Spanish phrases that may be encountered in dealing with Spanish speakers in the profession.

f. Ask courteously for clarification in Spanish of phrases that the speaker has not understood when dealing with a Spanish speaker.

g. Express key phrases and vocabulary items pertinent to the profession in Spanish.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. In class recitation (individually and in chorus) of Spanish commands and questions pertinent to the profession.

2. Responding appropriately to commands in Spanish. (Turn around, Hands up, Don't move, Drop the weapon)

3. Enactment of original dialogues.

4. Oral tests (Spanish to English, English to Spanish).

B. **SUMMATIVE ASSESSMENT**
1. Individual recitation of Spanish commands and questions pertinent to professions.
2. Individual response to commands and questions in Spanish.
3. Presentation of original dialogues in front of the class.
4. Individual oral tests (Spanish to English, English to Spanish).
5. Final exam.