I. **OVERVIEW**

The following information will appear in the 2011 - 2012 catalog

SPAN 110  *Spanish for Spanish Speakers 2*  5 Units

**Prerequisite:** Satisfactory completion of SPAN 109.

A continuation of SPAN 109. This course is intended for Spanish-speaking students who seek to further improve their oral and written communication skills in standard Spanish through continued grammar review, vocabulary expansion and composition. Students will analyze and discuss topics about the diverse cultures of the Spanish speaking world through selected readings. Equivalent to the satisfactory completion of three years of high school Spanish. Taught in Spanish.

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

**Transfer:** (CSU, UC) **General Education:** (MJC-GE: C ) (CSU-GE: C2 ) (IGETC: 3B, 6A )

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:**

   a. **GRAMMAR**

      i. Review and practice the rules of written accent mark: Hiato, Esdrújula, Llana, Aguda, Palabras Interrogativas, Monosílabos, Pronombres Demostrativos and spelling

      ii. **Verbs:**

         a. Indicative mood: conditional and compound tenses in the indicative mood

         b. Subjunctive mood: past, present, compound tenses in nominal, adjectival, adverbial and "if" clauses

      iii. The passive voice and passive constructions

      iv. The use of relative pronouns to create complex sentences.

   b. **WRITING**

      i. Developing and defending a thesis and employing textual evidence in expository and argumentative essays.

      ii. Review and practice the various stages of writing longer essays: brainstorming, developing and organizing ideas, preparing a rough draft, revising the first draft, editing the final draft

      iii. Documenting sources in MLA style

   c. **SPEAKING**
i. Contribute to discussions on varying topics that arise from the reading material or current events with command of the standard Spanish

ii. Cohesively express opinion with appropriate vocabulary given the context

d. LITERATURE/CULTURE

i. Reading short stories, novels, scholarly essays in by Spanish speaking authors from the U.S. and Spanish speaking countries.

ii. Movies and/or video/audio clips

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

Satisfactory completion of SPAN 109.

2. Requisite Skills

Before entering the course, the student will be able to:

a. Identify and employ appropriate mood (indicative, subjunctive, imperative) and verb tense (present, past, future, compound), including the standard form of regular, irregular and stem-changing verbs.

b. Compare and examine the differences between the written and spoken variants of the language as used in different regions in the US and Spanish speaking countries and the difference between informal, Spanish communication and formal, academic Spanish.

c. Read with ability to understand main ideas at the level of Spanish found in anthologies of annotated short essays, newspaper or magazine articles, short stories, and poetry written by Spanish, Latin American, or Chicano writers.

d. Recall and apply the written accent rules: hiato, esdrújula, llana, aguda, palabras interrogativas, monosílabos, pronombres demostrativos and spelling rules for words with c,g,h,j,s,z

e. Use monolingual and bilingual dictionaries.

f. Identify people, places, and events of historical or cultural importance in the Spanish-speaking world.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

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

1. Assign written exercises for study and review of grammatical structures and vocabulary expansion in standard Spanish.

2. Instructor led discussion to provide students with cultural, social or historical background needed to further understand and discuss the themes in assigned texts.
3. Instructor led discussion identifying the similarities and differences in U.S. Latino/Chicano, Latin American, and Spanish cultures.

4. Facilitate student discussions on assigned comprehension and analytical questions on reading material (short stories, novel(s), scholarly essays).

5. Instructor led discussions based on assigned readings (scholarly essays or journal articles) to help students identify the main idea, development of supporting details, and conclusion.

6. Instructor facilitated oral presentations/group discussions

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Daily writing activities that require the use of grammatical structures studied to improve writing style
   b. Daily out of class reading assignments that require answering comprehension and analytical questions
   c. Daily journal writing
   d. Daily writing to develop rough drafts of essays
   e. Daily revisions of rough drafts and editing final drafts of essays
   f. Biweekly reading and writing assignments to identify elements of an essay: thesis, supporting evidence in well organized and fully developed paragraphs, conclusion
   g. Biweekly writing assignments focusing on the various steps of the writing process: prewriting, revising, editing
   h. Out of class preparation for Midterm and Final exam

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   a. Lea el siguiente ensayo y escriba su opinión. Utilice las cláusulas principales a continuación para iniciar sus observaciones y compleételas con la forma apropiada del verbo en el modo indicativo o subjuntivo: Espero que...No sentí que...No creo que...
   b. Actividad del texto para identificar 1) Temas y subtemas: Después de leer la viñeta de “Primera comunión” de Tomás Rivera, defina cuál es el tema central de la obra: Puede escoger uno de los temas a continuación o generar uno nuevo: La relación entre la iglesia y los entes de poder político, La relación entre la comunidad y la iglesia, El papel de la escuela en la formación del individuo, El trabajo infantil y la explotación laboral 2) argumento y trama: Paso 1- escriba una lista de los principales hechos de la viñeta Paso 2- escriba en un párrafo el argumento de esta viñeta Paso 3- ¿qué es lo que genera el conflicto principal de la trama de la obra?
   c. Writing activities to develop rough drafts. Textbook activities:
      i. El plan de redacción: un ensayo argumentativo: la tesis-examine los datos que ha reunido acerca del tema. Identifique y aclare la postura que Ud. tomará. El propósito y el lector-convencer al lector de la validez de su postura: ¿qué actitud tiene Ud. hacia su postura? ¿Porque le parece válida/interesante? ¿cuál reacción quiere provocar de su lector? Organización de detalles (evidencia)-haga lista de razones por las cuales ha asumido la postura que defiende. haga otra lista de opiniones contrarias y razones que podrían ofrecer para justificarlas. En esta etapa de borrador no se preocupe demasiado por la forma; siga escribiendo.
ii. Revisión de la forma y la preparación de la versión final: Paso 1- El uso de los pronombres relativos para referirse a ideas u otras abstracciones. Paso 2- Revisión de los aspectos gramaticales ya estudiados Paso 3- Revisión del vocabulario y de la expresión Paso 5- Revisión de la ortografía

d. Peer review activities: Utilice los pasos para preparar la versión final y haga sugerencias al ensayo escrito por su compañero/a.

F. TEXTS AND OTHER READINGS (TYPICAL)


8. **Other**: Instructor generated readers composed of articles, essays, short stories, or poems written in Spanish. Readers would include works by authors such as Carlos Fuentes, Gabriel García Márquez, Julio Cortázar, Jean Franco, Mario Benedetti, Néstor García Canclini, Octavio Paz, Rodolfo Anaya, Sandra Cisneros, Ana Castillo, etc.

III. DESIRED LEARNING

A. **COURSE GOAL**

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

employ standard Spanish grammar and vocabulary appropriate to context in conversations and different types of written compositions with increasing complexity. Additionally, the student will be prepared to read literature of various genres in Spanish, identifying and analyzing themes expressed in these texts.

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. identify and employ the correct verb mood and use the appropriate verb tenses with accurate spelling in their writing.

   b. read Spanish texts of varying degrees of difficulty as found, for example, in Spanish language newspapers, magazines, essays, short stories, and poetry written by Latino/a and Chicano/a, Latin American, or Spanish writers and identify, literal and/or implied, meaning expressed in the text.

   c. write essays about texts in Spanish showing increasing command of standard Spanish grammar and clarity of expression. The student will be able to draw conclusions about readings and defend them in written Spanish by using textual evidence and other standard means of support.
d. Identify differences and similarities within the Spanish speaking world. Analyze these findings, drawing conclusions supported by textual evidence, avoiding superficial generalizations about culture.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Assigned discussion topics based on text/video clips that prompt students to practice orally expressing their opinion with appropriate vocabulary and organized ideas.

2. Quizzes and exams testing student command of grammatical structures and vocabulary in standard Spanish within the context of assigned reading material.

3. In class reading and writing activities where students identify the thesis and supporting evidence of an essay.

4. Instructor led discussions based on themes from assigned reading (short stories, novel, essays from U.S. Latino/Chicano, Latin American and Spanish authors) where students use literary terminology to discuss narrative techniques employed in the texts.

B. SUMMATIVE ASSESSMENT

1. Expository and argumentative essays where students demonstrate insight into the meaning of selected readings; the significance of important people, places, and events in the Spanish-speaking world; and into the similarities and differences within cultures of these various regions.

2. Final written examination on grammatical structures and vocabulary within the context of assigned reading material.

3. Midterm written and/or oral exam on grammatical structures and vocabulary within the context of assigned reading material.