



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

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

Catalog Description:

This course 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 2 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 52A, successful students will converse in Spanish using present tense, simple past tense, imperfect tense, and basic vocabulary in the fields of art, music, film, literature, fashion, sports, and physical fitness.

SLO #2 Upon completion of Spanish 52A, successful students will read and summarize in Spanish poems, short stories, and short essays by Spanish-speaking authors.

SLO #3 Upon completion of Spanish 52A, successful students will write in Spanish about historical, cultural, and literary aspects of several Spanish-speaking countries and Hispanic communities in the United States using preterite and imperfect verb tenses basic command of orthography and written phonetic and diacritical accents.

SLO #4 Upon completion of Spanish 52A, successful students will demonstrate basic awareness of cultural events and topics of Spain, several North, Central, and South American Spanish-speaking countries, and Hispanic communities in the United States. These topics include the first inhabitants of these particular Spanish-speaking countries as well as Latino immigration in English-speaking North America.

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

1. Summarize the major cultural events of Spanish-speaking countries such as the United States, Puerto Rico, Spain, Mexico, Peru, Bolivia, Ecuador, Chile, Argentina, Uruguay, and Paraguay.
2. Demonstrate the ability to write brief compositions 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 different Spanish-speaking countries and regions.
4. Demonstrate the ability to use the present progressive, the present indicative, the preterit, and the imperfect in oral and written Spanish communication.
5. 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.
6. Demonstrate the ability to use Spanish-language orthographic conventions: correct placement of tildes and correct use of problematic graphemes such as s, z, c; c, qu, k; g, j; b, v; x; etc.

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. The present tenses/moods, regular forms <ul style="list-style-type: none"> a. The present indicative b. The present progressive B. The past tenses/moods, regular forms <ul style="list-style-type: none"> a. The preterit b. The imperfect C. Irregular forms <ul style="list-style-type: none"> a. The present indicative <ul style="list-style-type: none"> i. Stem-changing ii. Orthographic changes iii. Irregular first-person singular forms iv. Verbs without a pattern b. The preterit <ul style="list-style-type: none"> i. Stem-changing ii. Orthographic changes iii. Irregular first-person singular forms iv. Verbs without a pattern c. The imperfect <ul style="list-style-type: none"> i. Regular forms ii. Irregular forms D. Gender and number agreement <ul style="list-style-type: none"> a. Articles b. Nouns c. Demonstratives d. Adjectives E. Uses of <i>ser</i> vs. <i>estar</i> F. Pronouns <ul style="list-style-type: none"> a. Subject b. Direct object c. Indirect object d. Double object e. Reflexive f. Reciprocal g. Impersonal expressions with <i>se</i> h. Unplanned events, another use of <i>se</i> G. Verbs like <i>gustar</i> and personal <i>a</i> H. Comparisons <ul style="list-style-type: none"> a. Comparatives <ul style="list-style-type: none"> i. Equality ii. Inequality b. Superlatives I. Present subjunctive <ul style="list-style-type: none"> a. In main clauses b. In nominal clauses J. The imperative <ul style="list-style-type: none"> a. Casual commands

			<ul style="list-style-type: none"> i. Positive ii. Negative <ul style="list-style-type: none"> b. Formal commands <ul style="list-style-type: none"> i. Positive ii. Negative
Lecture	20	II	<p>Written Skills: Orthography</p> <ul style="list-style-type: none"> A. Syllables and orthographic accent marks (tilde) <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 /k/ sound <ul style="list-style-type: none"> i. Use of k ii. Use of c iii. Use of qu b. The /s/ sound in Latin America <ul style="list-style-type: none"> i. Use of s ii. Use of c iii. Use of z c. The /s/ sound in Spain <ul style="list-style-type: none"> i. The /s/ vs. the /θ/ sound <ol style="list-style-type: none"> 1. sa, se, si, so, su 2. za, ze, zi, zo, zu 3. ce, ci d. The /b/ sound <ul style="list-style-type: none"> i. Use of b ii. Use of v e. The /X/ sound <ul style="list-style-type: none"> i. Use of j ii. Use of g (g vs. gu) iii. Differences in pronunciation of /X/ sound in Spain vs. Latin America f. The letter 'x' <ul style="list-style-type: none"> i. 'x' as the sound [ks] ii. 'x' as the sound [s] iii. 'x' as the sound [X] or [h] iv. 'x' as the sound [ʃ] g. Homonyms h. False cognates
Lecture	20	III	<p>Cultural Competency</p> <ul style="list-style-type: none"> A. North America <ul style="list-style-type: none"> a. The United States, mainland <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs b. The United States, Puerto Rico

			<ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs <ul style="list-style-type: none"> c. Mexico <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs <p>B. Spain</p> <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs <p>C. The Andean Region</p> <ul style="list-style-type: none"> a. Peru <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs b. Ecuador <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs c. Bolivia <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs <p>D. The Southern Cone</p> <ul style="list-style-type: none"> a. Chile <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs b. Argentina <ul style="list-style-type: none"> i. Geographical facts ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs <p>E. The Guaraní Region</p> <ul style="list-style-type: none"> a. Paraguay <ul style="list-style-type: none"> i. Geographical facts
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			<ul style="list-style-type: none"> ii. Sociocultural topics iii. Historical topics iv. Linguistic topics v. Current affairs <ul style="list-style-type: none"> b. Uruguay <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>Written Skills: composition</p> <ul style="list-style-type: none"> A. The thesis statement B. The paragraph C. Essay structure D. Types of essays, general introduction <ul style="list-style-type: none"> a. Narrative essays b. Descriptive essays c. Expository essays d. Persuasive essays
Lecture	10	V	<p>Conversational skills</p> <ul style="list-style-type: none"> A. Pronunciation <ul style="list-style-type: none"> a. Regional differences b. Diversity c. Problematic sounds B. Cognates and false cognates C. Borrowings vs. Spanglish D. Vocabulary <ul style="list-style-type: none"> a. Regional differences b. Diversity E. Translation best practices F. Registers <ul style="list-style-type: none"> a. Formal b. Casual
Lecture	10	VI	<p>Reading Skills</p> <ul style="list-style-type: none"> A. Introduction to literary genres <ul style="list-style-type: none"> a. Poems b. Short stories c. Essays d. Novels B. Read and summarize literature of the Spanish-speaking world <ul style="list-style-type: none"> a. Poems b. Short stories c. Short essays
Total Lecture Hours		90	
Total Laboratory Hours		0	
Total Hours		90	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read the Spanish paragraph we discussed today in class. The paragraph is written in the present tense.

Revise the paragraph by changing the basic Spanish from the present tense to the preterit tense. Write the revised paragraph.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. 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.
2. Many of the writers selected for this course have given a voice to traditionally "marginalized" historical or social perspectives through their literary works. How have these voices given literature a new perspective? Select three authors and explain how their voices are groundbreaking (given their social context). Be specific. Write a well-written one page essay in Spanish. 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
Homework
Group projects

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

Estimated Independent Study Hours per Week: 10

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Samaniego, 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-2 or	Sequential
Non-Course Prerequisite	Students who have not passed Spanish 2 or who do not possess skills equivalent to Spanish 2, such as competence in the use of elementary Spanish to discuss and write about everyday topics; the ability to compare and contrast Spanish and Spanish-American cultural situations; and the ability to pronounce elementary Spanish well enough to be understood by native speakers, will be highly unlikely to succeed in Spanish 52A.

B. Requisite Skills

Requisite Skills
Pronounce elementary Spanish language well enough to be understood by native speakers. SPAN 2 - Compose and respond to elementary questions and statements in Spanish. SPAN 2 - Pronounce elementary Spanish language well enough to be understood by native speakers.

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
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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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