



COURSE OUTLINE

Outline Status: Outline Update (ECD 9754); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: SPANISH**
3. **COURSE NUMBER: 001**
4. **COURSE TITLE: ELEMENTARY SPANISH I**
5. **UNITS: 5**
6. **CATALOG COURSE DESCRIPTION:**

This course stresses the mastery of fundamentals of pronunciation and structure. Emphasis is placed upon developing the student's ability to understand, to speak, to read, and to write simple Spanish, using basic vocabulary and stressing idiomatic expressions. The student is introduced to Hispanic culture through simple readings and visual aids.

7. CLASS SCHEDULE COURSE DESCRIPTION:

This is a beginning Spanish class that emphasizes pronunciation, structure and Hispanic culture.

8. **INITIAL COLLEGE APPROVAL DATE: 1978**
9. **COURSE OUTLINE UPDATE APPROVAL DATE: 11/17/09**

No change in Course Description; no prerequisite

10. CLASS HOURS:

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	5	90	5
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 5	Lecture: 90	Lecture: 5
	Lab: 0	Lab: 0	Lab: 0
	Total: 5	Total: 90	Total: 5
<i>Totals In Protocol:</i>	Lecture: 5	Lecture: 90	
	Lab: 0	Lab: 0	
	Total: 5	Total: 90	Total: 5

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

PREREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date

COREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date

ADVISORIES: No

	Subject	Number	Course Title	Units	Validation Approval Date

12. OTHER LIMITATIONS ON ENROLLMENT: (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to.. (<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
1. Grammar & Communication I 1.1 The Alphabet 1.2 Cardinal Numbers 0 - 30 1.3 Colors	5	1. Ask and answer questions in Spanish, both orally and in writing, using the present and preterite tense of regular, stem-changing, and some irregular verbs.
2. Grammar & Communication II 2.1 Days of the Week 2.2 Months and Seasons 2.3 Dates CULTURE: Names and Nicknames in the Hispanic World; Body Language when greeting people in Spanish-speaking societies	5	2. Read short selections in Spanish and answer oral and written questions on the passages read. 3. Converse in Spanish using the present tense, the preterite tense, and the periphrastic future and idiomatic expressions.
3. Grammar & Communication III 3.1 Subject Pronouns 3.2 Present Indicative of Ser 3.3 Gender and Number 3.4 Definite and Indefinite Articles	5	4. Employ as closely as possible the pronunciation of a native speaker. 5. Recount some major aspects of Hispanic history and daily life.
4. Grammar & Communication IV 4.1 Numbers 31 - 100 4.2 Telling Time 4.3 Present Tense of Regular -AR Verbs CULTURE: The 24 hour time system; Educational systems contrasted; Conventions in writing addresses	5	6. Identify some differences between their own culture and that of Hispanic culture.
5. Grammar & Communication V 5.1 Negative & Interrogative Sentences 5.2 Possession with de 5.3 Possessive Adjectives	5	7. Construct grammatically correct sentences in Spanish, both orally and in writing.
6. Grammar & Communication VI 6.1 Cardinal Numbers above 100 6.2 Descriptive Adjectives 6.3 -ER and -IR Verbs CULTURE: Answering the phone in different Spanish-speaking countries; Spanish language in the U.S.	5	
7. Grammar & Communication VII 7.1 Tener and Venir 7.2 The Personal A 7.3 Pronouns as Objects of Prepositions	5	
8. Grammar & Communication VIII 8.1 Contractions 8.2 Ir, Dar, Estar 8.3 Ir A & Infinitive	5	

<p>CULTURE: Relationships; Customs; Some Hispanic Celebrations</p>		
<p>9. Grammar & Communication IX 9.1 E : IE Stem-Changing Verbs 9.2 Expressions with Tener 9.3 Comparatives</p>	5	
<p>10. Grammar & Communication X 10.1 O : UE Stem-Changing Verbs 10.2 Present Progressive Tense CULTURE: Customs related to mealtimes and restaurants; Currency of Hispanic countries; Some regional foods and dishes</p>	5	
<p>11. Grammar & Communication XI 11.1 Uses of Ser and Estar 11.2 Weather Expressions</p>	5	
<p>12. Grammar & Communication XII 12.1 Demonstrative Adjectives and Pronouns 12.2 E and I Stem-Changing Verbs CULTURE: Use of last names and maiden names; Alphabetization of names; Concept of family; Housekeeping and gender roles</p>	5	
<p>13. Grammar & Communication XIII 13.1 Affirmative & Negative Expressions 13.2 Verbs with Irregular First-Person Forms 13.3 Saber vs. Conocer</p>	5	
<p>14. Grammar & Communication XIV 14.1 Direct Object Pronouns 14.2 Indirect Object Pronouns CULTURE: Travel and currency; Types of Accommodations; Customs related to travel</p>	5	
<p>15. Grammar & Communication XV 15.1 Constructions with Gustar 15.2 Time Expressions with Hacer</p>	5	
<p>16. Grammar & Communication XVI 16.1 Ordinal Numbers 16.2 Direct and Indirect Object pronouns Used Together CULTURE: Banks and Banking; Bad-luck day</p>	5	
<p>17. Grammar & Communication XVII 17.1 Preterite of Ser, Ir, Dar 17.2 Preterite of E : I and O : U Stem- Changing Verbs</p>	5	

18. Grammar & Communication XVIII 18.1 Uses of Por and Para 18.2 Formation of Adverbs CULTURE: Living with parents until marriage	5	
	Total:90	
	Total Hrs In Protocol:90	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to.. (<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
	Total:0	
	Total Hrs In Protocol:0	

1. (cont'd) SLO:

The student will.. (outcome)	As measured by the following method.. (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
1. Compose a paragraph to describe a family member or friend. SLO REVIEW, 10/17/09, GY	As part of the final exam, students will write a paragraph describing a family member or a friend in Spanish.	Excellent: Student uses appropriate vocabulary and ahs few grammatical errors. Above Average (4): Paragraph is understandable, but has more than 3, but fewer than 6 grammatical errors. Acceptable (3): Paragraph has more than 6 but fewer than 10 grammatical errors. Needs Improvement (2): Paragraph has more than 10 grammatical errors and is not readable. Not acceptable (1): Paragraph does not follow requirements.	Assessment Date: Spring, 2011	

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Jarvis, Lebrede, Mena-Ayllon; Cómo se dice?, Houghton/Mifflin 2009; Jarvis, Lebrede, Mena-Ayllon; Cómo se dice?, Workbook, Lab Manual; Houghton/Mifflin, 2009; Persaud, Domine el Español, Kendall-Hunt, 2003

3. READING ASSIGNMENTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Appropriate readings are in the Spanish I textbook. Typical readings at the beginning of the semester are dialogues and short paragraphs of 50 - 60 words which exercise pronunciation and develop reading comprehension. These readings graduate in length and difficulty so that by the end of the semester students are reading more complicated dialogues and paragraphs of 150 - 300 words. The readings teach about Hispanic Cultures, both in Spanish-speaking countries and in the United States. Some readings in the text are : En la universidad, Por teléfono, Costumbres y tradiciones, Las comidas, and En un hotel.

4. WRITING ASSIGNMENTS:

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Students perform a variety of writing assignments and oral tasks. They write or produce orally fill-in-the blank exercises, answers to questions, missing lines in a dialogue, or missing sentences in a paragraph. They write short paragraphs from the workbook or as instructor's assignments, based on the vocabulary and structures of the text lesson. Typical writing assignments are : Descripción de un amigo; Un día típico de su vida; Mis planes para las vacaciones.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

Out of class assignments (Homework) may include, but are not limited to the following:

Students study the textbook, prepare grammar exercises, write guided compositions, and prepare oral presentations to give in class. They do readings from the textbook and work on the written assignments from the workbook. Students attend the language laboratory and independently do work assigned by the instructor from the Laboratory Manual.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

A typical assignment could consist of the following: Students write a composition on their vacation plans. They describe the place where they will go, the persons with whom they will go, and what they will do there. In writing this composition they will use the periphrastic future and newly acquired vocabulary which is appropriate for the subject. After completing this assignment, they will discuss it in class and attempt to derive rules of form and usage of the periphrastic future.

7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may

include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Exams and quizzes; Essay assignments; Class presentation of oral dialogs; Participation in class activities

8. METHODS OF INSTRUCTION:

Please Check All That Apply

- Lecture**
- Discussion**
- Laboratory**
- Activity**
- Field Experience**
- Independent Study**
- Other (Please Explain)**

Additional materials taken from Spanish language publications.

9. SUPPLIES:

List the supplies the student must provide.

Notebooks, Paper, Pens. Pencils and textbooks

10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

A set of CDs accompanies the textbook. There are also CDs in the language laboratory. Students use these CDs to supplement the work done in class. Additionally, students may be encouraged to correspond by e-mail with a person from a Hispanic country. Students are required to write compositions using computer word processing software.

11. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

Students are sometimes required to research information about a Hispanic country and present the information to the class.

12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Diversity is an integral part of this course. Students are studying a new language and a new culture. They are learning about a culture that is completely different from their own.

13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.

Interpreting and Communicating Information: Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.

Using Computers to Process Information: Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

Understanding Systems: Knowing how social, organizational and technological systems work and operating effectively with them.

Monitoring and Correcting Performance: Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.

Improving or Designs Systems: Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

Selecting Technology: Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.

Applying Technology to Tasks: Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.

Maintaining and Troubleshooting Equipment: Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes

a. If yes, the course will be a requirement portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

Program Requirement for AA, Spanish (Program ID # 02876)

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: C. Humanities

Approval Date: 1978

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements.
http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

b. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements.
http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

a. Transferable to the University of California: Yes b. UC Approval Date: before 1980	c. Transferable to the California State University: Yes d. College Approval Date: 1978
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2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: 6A : Languages Other Than English b. Date Requested: 12/90 c. IGETC Approval Date: Fall 1991</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p><i>CSU Certification</i></p> <p>a. Area Requested: C2 : Humanities b. Date Requested: before 1990 c. CSU Approval Date: before 1990</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p>a. 2nd Area Requested: b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>a. 2nd Area Requested: b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

3. MAJOR REQUIREMENT FOR TRANSFER: N/A

Will this course be articulated to meet lower division major requirements?:

List college/university and the majors:

CAN NUMBER: **CAN SEQUENCE #: N/A**

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** English and Foreign Languages

2. **DEPT/DIVISION CODE:** 04

3. **SUBJECT CODE:** 897

4. **SUBJECT ABBREVIATION:** SPANISH

5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**

6. **ABBREVIATION FOR TRANSCRIPTS:** ELEM SPANISH 1

7. **DEGREE CREDIT:**

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. **GRADING METHOD:** LETTER GRADE

9. **REPETITIONS:** # of times repeated for credit: **0**

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. **PRIOR TO TRANSFERABLE LEVEL:**

This course attribute applies to **English, Writing, ESL, reading and mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS:**

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)'.: **No**

12. **CROSS REFERENCE:**

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

14. COOPERATIVE EDUCATION STATUS:

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

15. COURSE CLASSIFICATION: Liberal Arts and Sciences

Note: A course's Classification, TOP Code and SAM code must be aligned e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

16. TOP CODE - (6 digits XXXX.XX): **1105.00**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

17. SAM CODE (Student Accountability Model): **E**

18. FUNDING AGENCY CODE:

19. STATE COURSE ID:

Section VI: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board: 9/11/78	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> Outline Update	College: 11/17/09			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

N/A – Existing Course

1. **ORIGINATOR: Persaud, Arabella C.**

2. **DEPARTMENT: 04**

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? No (If yes, briefly explain how)

5. **METHOD OF SUPPORT**

-- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

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Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Arabella Persaud by Sioban Dillon	11/23/2009
Originator	Date
Sioban Dillon	11/23/2009
Department/Cluster Chairperson	Date
Linda Larson-Singer	11/17/2009
Articulation Officer	Date
Ramon Miramontes	11/23/2009
Librarian	Date
Dan Walden	11/17/2009
Dean (if applicable)	Date
Linda Larson-Singer	11/17/2009
Curriculum Committee Chairperson	Date
Allison Moore	11/30/2009
Academic Senate President	Date
Mary Callahan	12/08/2009
Vice President, Academic Affairs	Date