



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Outline Update, Degree Applicable, 2009-2010

1. COLLEGE: SOUTHWEST

2. SUBJECT (DISCIPLINE) NAME¹: Spanish

(40 characters, no abbreviations)

3. COURSE NUMBER: 4

4. COURSE TITLE: Intermediate Spanish II

5. UNITS: 5

6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course is a continuation of Spanish 3. Students complete the review of the essential points of Spanish grammar. They increase their vocabulary, expand their ability to converse on a wide range of topics, and enhance their ability to read and understand complex materials in Spanish. Students also write compositions in which they analyze stories. Discussions are held in which students give their interpretations of the stories, explain their symbolism, and defend their view. Students also continue the study of the literature, customs, geography, and history of Spanish-speaking areas.

7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

**A continuation of Spanish 3. Students will complete their review of Spanish grammar, continue building their vocabulary, expand their ability to converse on a wide range of topics, and enhance their ability to read and understand complex materials in Spanish. They will also write compositions in which they analyze stories. They will discuss the stories, giving interpretations and defending their views. They will also continue the study of the customs and geography of Spanish-speaking areas.

8. INITIAL COLLEGE COURSE APPROVAL DATE: Before 2000

OUTLINE APPROVAL DATE: 4/20/10

9. UPDATES, IF EXISTING COURSE: (check all applicable boxes):

- Content Last Update: 4/10
Objectives Last Update: 4/10
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

Change in Course Description

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

10. CLASS HOURS:

	“Standard Hours” per Week (based on 18 weeks)	Total Hours per Term (hrs per week x 18)	Units
Lecture:	5	90	5
Lab/activity (w/ homework):			
Lab/activity (w/o homework):			
Total:	5	90	5

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

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: **Spanish 3** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)
Spanish	3	Intermediate Spanish I	5	4/20/10

.Corequisite: None (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

.Advisories:

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

12. Error! Reference source not found. (see: Section V, #9) None

13. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, Section 58106 and Board Rule 6803 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: If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).	Hours per topic	COURSE OBJECTIVES - Lecture (If applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)
<p><u>1. Nature and Outdoor Activities</u></p> <p><u>GRAMMAR</u></p> <ol style="list-style-type: none"> 1. The Present Perfect Tense 2. The Past Perfect Tense 3. Diminutives and Augmentatives <p><u>COMMUNICATION</u></p> <ol style="list-style-type: none"> 1. Describe past events and conditions 2. Emphasize the size of objects and people 3. Express affection or scorn <p><u>LITERATURE AND CULTURE</u> Selected Readings and Discussions-- Artur Pérez-Reverte (Spain); Article on the Argentine writer, Hernán Casciari</p>	15	<ol style="list-style-type: none"> 1. Conduct a conversation in Spanish, using correctly the irregular forms of various verb tenses and constructions. 2. Read increasingly more difficult passages and discuss in Spanish the topics covered. 3. Employ a larger active vocabulary. 4. Formulate, with increased facility, sentences and paragraphs in Spanish, both orally and in writing. 5. Understand more complex narrations in Spanish. 6. Relate the customs, geography, and history of Spanish-speaking areas. 7. Analyze the literature of some famous Spanish-speaking writers. <p>SLOs: As a result of this learning experience, the student can:</p> <ol style="list-style-type: none"> 1. Write a composition in Spanish of at least three pages, using correct grammar and appropriate vocabulary. 2. Read a short story or article in Spanish and answer questions based on the reading.
<p><u>2. The Economy and Work</u></p> <p><u>GRAMMAR</u></p> <ol style="list-style-type: none"> 1. The Conditional tense 2. The Past Subjunctive 3. Si Clauses with Simple Tenses <p><u>COMMUNICATION</u></p> <ol style="list-style-type: none"> 1. Express what people would do 2. Express will, emotion, doubt, or denial in the past 3. Express uncertainty, indefiniteness, condition, and intent in the past 4. Discuss hypothetical situations and events that depend on other events <p><u>LITERATURE AND CULTURE</u> Selected Readings and Discussions—Horacio Quiroga (Uruguay); Article on Carolina Herrera (Venezuela)</p>	15	
<p><u>3. Popular Culture and the Media</u></p> <p><u>GRAMMAR</u></p> <ol style="list-style-type: none"> 1. The Present Perfect Subjunctive 2. Relative Pronouns 3. The Neuter lo <p><u>COMMUNICATION</u></p> <ol style="list-style-type: none"> 1. Continue expressing will, emotion, doubt, or denial in the past 2. Continue expressing uncertainty, indefiniteness, condition, and intent in the past 	15	

<p>3. Create longer, more informative sentences</p> <p>4. Reference general ideas</p>		
<p><u>LITERATURE AND CULTURE</u> Selected Readings and Discussions—Edmundo Paz Soldán (Bolivia); Article on Guaraní</p>		
<p><u>4. Literature and Art</u></p>	15	
<p><u>GRAMMAR</u></p>		
<p>1. The Future Perfect Tense</p> <p>2. The Conditional Perfect Tense</p> <p>3. The Past Perfect Subjunctive</p>		
<p><u>COMMUNICATION</u></p>		
<p>1. Express things that will have happened</p> <p>2. Express what would have occurred</p> <p>3. Make contrary-to-fact statements about the past</p>		
<p><u>LITERATURE AND CULTURE</u></p>		
<p>Selected Readings and Discussions—Julio Cortázar (Argentina); Article on the influence of the United States on the Spanish language in Latin America</p>		
<p><u>5. Politics and Religion</u></p>	15	
<p><u>GRAMMAR</u></p>		
<p>1. The Passive Voice</p> <p>2. Uses of se</p> <p>3. Prepositions: de, desde, en, entre, hasta, sin</p>		
<p><u>COMMUNICATION</u></p>		
<p>1. Describe actions in the passive voice</p> <p>2. Make impersonal or generalized statements</p> <p>3. Talk about unexpected or accidental events</p> <p>4. Describe time and space relationships</p>		
<p><u>LITERATURE AND CULTURE</u></p>		
<p>Selected Readings and Discussions—Emilia Pardo Bazán (Spain); Article on Bolivia</p>		
<p><u>6. History and Civilization</u></p>	15	
<p><u>GRAMMAR</u></p>		
<p>1. Uses of the Infinitive</p> <p>2. Summary of the Indicative</p> <p>3. Summary of the Subjunctive</p>		
<p><u>COMMUNICATION</u></p>		
<p>1. Use verbs in their infinitive forms</p> <p>2. Express ideas about the past, the present, and the future</p> <p>3. Determine when and how to use the indicative and the subjunctive</p>		
<p><u>LITERATURE AND CULTURE</u></p>		

Selected Readings and Discussions—Josefa Acevedo de Gómez (Colombia); Article on the Inca Garcilaso		
Total Lecture hours*	90	

COURSE CONTENT AND SCOPE -- Laboratory: If applicable, 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 - Laboratory (If applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”) ²
Total Lab hours*	0	

*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

Bloom’s Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u> define repeat record list recall name relate underline	<u>Comprehension</u> translate restate discuss describe recognize explain express identify locate report review tell	<u>Application</u> interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch	<u>Analysis</u> distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	<u>Synthesis</u> compose plan propose design formulate arrange assemble collect construct create set up organize prepare	<u>Evaluation</u> judge appraise evaluate rate compare value revise score select choose assess estimate measure

² In general “activity” courses or portions of courses are classified “laboratory.”

- Course
 Program
 Institutional

(check one box above)

LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: Spanish 4

Faculty/Staff Participants: Arabella Persaud, Instructor; Sioban Dillon, Chair

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)
Read a short story or article in Spanish and answer questions based on the reading.	Students will be required to read a short story of about three pages. Students will then be given ten questions based on the story. They must answer the questions using complete sentences, demonstrating that they have understood what they read. The questions will relate, not only to what happens in the story, but also to their interpretation of the story. They must answer the questions completely and use correct grammar in their answers.	<p>PROFICIENT: 90 – 100% of answers are correct as far as content and grammar are concerned.</p> <p>VERY GOOD: 80 – 90% of answers are correctly written.</p> <p>ACCEPTABLE: 70 – 79% of answers are correctly written.</p> <p>NEEDS IMPROVEMENT: 60 -69% of answers are correctly written.</p> <p>UNACCEPTABLE: Less than 60% of answers are correctly written.</p>	FALL 2010	

curricommSLOcourseoutlineAddendum, Approved Curriculum Committee, 2/29/08; Approved Academic Senate, 3/11/08

1. REQUIRED TEXTS:

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

1. Blanco / Colbert Enfoques, Vista Higher Learning, 2nd, 2008
2. Student Activitiesd Manual and Workbook to accompany Enfoques, 2nd edition, 2008

2. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

Authentic newspaper articles and magazines in Spanish, as well as additional short stories written by famous writers from

Spain and Latin America.

3. WRITING ASSIGNMENTS:

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.” Writing assignments in this course may include, but are not limited to the following:

Students will perform a variety of written and oral tasks. They will write essays on assigned topics. They will write answers to questions on stories they have read. They will write their own dialogs and do presentations in class. They will practice grammar exercises and write the correct answers.

4. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Students study the key grammatical structures presented in the text and complete the corresponding exercises. Students will also be assigned out of class readings and comprehension exercises as well as written compositions.

5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes “critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level”. Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

After reading an article on Paraguay, students will be asked to imagine that they are living in Paraguay and that their favorite soap opera is transmitted only in Spanish. They must write a letter to the Paraguayan newspaper, La Nación requesting that the soap opera be shown with subtitles in Guaraní. They must explain why they think it is important to have a version in Guaraní. They must also include their opinions on who will benefit and who will cover the cost: the government or the TV station.

6. 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, WRITTEN COMPOSITIONS, HOMEWORK EXERCISES, ORAL PRESENTATIONS, CLASS PARTICIPATION

7. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following:

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

8. SUPPLIES:

List the supplies the student must provide.

TEXTBOOK, WORKBOOK, PEN, PAPER

9. COMPUTER COMPETENCY:

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

The textbook has a website that students are encouraged to use.

10. INFORMATION COMPETENCY:

Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

11. DIVERSITY:

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

Diversity is an essential aspect of this course since students are studying a new language and a new culture. They learn about the way of life in different Spanish-speaking countries.

12. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) 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>)

AA in Spanish (Program ID 02876)

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: C. Humanities

Approval Date: Before 2000

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>IGETC Certification</p> <p>a. Area Requested: 3B : Humanities 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%; margin-top: 10px;"></div>	<p>CSU Certification</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%; margin-top: 10px;"></div>
<p>a. 2nd Area Requested: 6A : Languages Other Than English b. Date Requested: 12/03 c. IGETC Approval Date: Fall 04</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%; margin-top: 10px;"></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%; margin-top: 10px;"></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:** INTERMED SPANISH 2
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 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:	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: 4/20/10			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)

1. **ORIGINATOR:** A Persaud

2. **DEPARTMENT:** English and Foreign Languages

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 courses. 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** -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

(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:

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:

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: Spanish 4
(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

- Prerequisite: **Course & Number, Title Spanish 3**
- Corequisite:
- Advisory:

A. **Target Course Entry Skills: Course & Number, Title: Spanish 4, Intermediate Spanish II**

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Ability to pronounce Spanish accurately.
2. Ability to construct, orally and in writing, sentences that are grammatically correct
3. Familiarity with a wide Spanish vocabulary
4. Ability to relate in Spanish, orally and in writing, a simple story they have heard or read.
5. Familiarity with some customs of Spanish-speaking areas
6. Ability to read a simple story or article in Spanish and demonstrate understanding by answering questions.

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Course & Number, Title; Spanish 3, Intermediate Spanish I**

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Converse in Spanish with increased proficiency in pronunciation.
2. Construct, orally and in writing, grammatically correct sentences.
3. Employ a wide vocabulary with special emphasis upon idiomatic expressions.
4. Relate in Spanish something they have heard orally.
5. Describe the customs, geography, and history of Spanish-speaking areas.
6. Read, comprehend and discuss more complex materials in Spanish.
7. Compose compositions using correct grammar and appropriate vocabulary.
8. Compare the customs of Spanish-speaking areas with their own.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

COURSE & NUMBER: SPANISH 4
Course Title: Intermediate Spanish II
Entering Skills of Target Course

COURSE & NUMBER
Course Title

Exit Skills of Prerequisite Course

	1	2	3	4	5	6	7	8	9
1	X								
2		X							
3			X						
4				X					
5					X				
6						X			
7									
8									
9									

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

Validation requires at least one match of each entry skill with at least one exit skill.

Was validation achieved? YES

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

 Initiator Date

 Department Chairperson Date

 Curriculum Chairperson Date

LOS ANGELES COMMUNITY COLLEGE DISTRICT COURSE STANDARDS AND CRITERIA

Subject: SPANISH

Number: 4

Course Title: Intermediate Spanish II

Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

<u>STANDARDS FOR APPROVAL</u> Section 55002	<u>RATING CRITERION</u>	
	MET	NOT MET
<u>Grading Policy:</u> The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is 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.	X	
<u>Units:</u> The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.	X	
<u>Intensity:</u> The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.	X	
<u>Prerequisites and Corequisites:</u> When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.	X	
<u>Basic Skills Requirements:</u> If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.	X	
<u>Difficulty:</u> The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.	X	
<u>Level:</u> The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.	X	
<u>Course Outline of Record:</u> The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.	X	
<u>Conduct of Course:</u> Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.	X	
<u>Repetition:</u> Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.	X	

Title5Assurances,DegreeApplicable,1007

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.

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date