



Los Angeles Community College District
COURSE OUTLINE

SECTION I: BASIC COURSE INFORMATION

OUTLINE STATUS: **Course Update**, 2005-2006

- 1. **COLLEGE:** Southwest
- 2. **SUBJECT (DISCIPLINE) NAME**¹ (40 characters, no abbreviations): **Spanish**
- 3. **COURSE NUMBER:** 8
- 4. **COURSE TITLE:** Conversational Spanish
- 5. **UNITS:** 2
- 6. **CATALOG COURSE DESCRIPTION** -- Provide a description of the course, including an overview of the topics covered:

This course provides opportunities for students to express themselves fluently and correctly in Spanish using the past, present, and future tenses. Conversation will revolve around everyday topics, current events, and cultural materials. Students will be given opportunities to role-play structured situations in Spanish.

- 7. **CLASS SCHEDULE COURSE DESCRIPTION** -- Provide a brief description of the course, including an overview of the topics covered:
This course emphasizes the ability to communicate fluently in Spanish. Students will converse about everyday topics and current events.
- 8. **COLLEGE COURSE APPROVAL DATE:** 1978
COLLEGE OUTLINE APPROVAL DATE: 12/20/05

- | | |
|----------------------------------------------------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> Content | Last Update: 1999 |
| <input checked="" type="checkbox"/> Objectives | Last Update: 1999 |
| <input type="checkbox"/> College Specific Course Attributes/Data Elements | Last Update: |
| <input type="checkbox"/> Districtwide Course Attributes/Data Elements | Last Update: |
| <input checked="" type="checkbox"/> Other (describe) | Last Update: |

Minor change in Course Description

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

College: LA Southwest; Subject Name: **Spanish**; Course Number: **8**; Academic Year: 2005 - 2006

10. CLASS HOURS:

	Hours per week (based on 18 weeks)	Total Hours per term (hrs per week x 18)	Units
Lecture:	2	36	2
Lab/activity (with homework)			
Lab/activity (w/o homework):			
Total:	2	36	2

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 (Add a list of entry skills for this course if it has a prerequisite, corequisite or advisory.)

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.

ENTRY SKILLS FOR COURSES WITH PREREQUISITES (Spanish 2):

1. Ability to converse in the most important and the most used verb tenses in Spanish including the present, preterite, imperfect, future and conditional.
2. Ability to construct semi-complex sentences in Spanish that do not correspond exactly to those of English.
3. Ability to pronounce Spanish words correctly.
4. Ability to relate information orally after listening to a conversation in Spanish.

Prerequisites: **Yes** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)
Spanish	2	Elementary Spanish II	5	12/20/05 (Previously 11/16/99)

Corequisite: **None** (If yes, complete information below)

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

Advisories: **None** (If yes, complete information below)

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

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12. 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: <i>If applicable, outline the topics included in the lecture portion of the course (Outline reflects course description, all topics covered in class).</i>	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.")
Students will converse about the following topics and will role-play situations that take place in the locations mentioned:		
1. Talking on the Telephone; The Dormitory	2 Hrs	1. Communicate in Spanish in a variety of real-life situations (role play orally and in writing; compose and deliver original dialogs with a peer; respond orally to visual aids).
2. Computers and Cyberspace; Classrooms	2 Hrs	2. Express opinions and defend points of view in Spanish, using structured situations (discuss researched information; prepare written statements of opinion; spontaneously respond orally to points of view presented by others).
3. The Library; The Dance	2 Hrs	
4. The Family; The Home	2 Hrs	
5. The Kitchen; The Bathroom	2 Hrs	
6. The Table; The Human Body	2 Hrs	
7. Grooming; Sports	2 Hrs	3. Converse about personal events, using the present, past, and future tenses.
8. A Day in the Country; The Beach	2 Hrs	
9. Outdoor Life; Clothing Stores	2 Hrs	4. Compare and contrast their own culture with that of Spanish/Latin/Hispanic societies (in class discussion in Spanish in response to a particular reading as point of reference).
10. The Department Store; The Supermarket	2 Hrs	
11. The Pharmacy; Vehicles	2 Hrs	
12. The Gas Station; The Airport	2 Hrs	STUDENT LEARNING OUTCOMES
13. The Railway Station;		At the end of this course, students

Comment [11]:

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The Post Office	2 Hrs	can: 1. Narrate, in Spanish, information about their daily lives. 2. Simulate conducting business in Spanish in different places of business, e.g., at a store, in a restaurant, at the airport; at the post office, in a hotel, or at a gas station. 3. Relate personal experiences of having used Spanish in real-life situations.
14. The Hotel; The Menu	2 Hrs	
15. Personal Finance; The Calendar	2 Hrs	
16. The Bank; The Town Square	2 Hrs	
17. The Hospital; The Dentist	2 Hrs	
18. The University; Means of Communication	2 Hrs	
Total lecture hours*	36 Hrs	

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... (<i>Use action verbs – see Bloom's Taxonomy below for "action verbs requiring cognitive outcomes."</i>) ²
Total lab hours*	0	

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

Bloom's Taxonomy

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

² In general "activity" courses or portions of courses are classified a "laboratory."

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			inventory question relate solve examine categorize		
--	--	--	-------------------------------------------------------------------	--	--

2. REQUIRED TEXTS:

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

<u>AUTHOR</u>	<u>TITLE</u>	<u>PUBLISHER</u>	<u>EDITION</u>
Schmidt-Cruz/Sedwick Frank	Conversation in Spanish: Points of Separture	Heinle & Heinle	6 th (2001)

3. SUPPLEMENTARY READINGS:

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

Newspaper and magazine articles in Spanish on current and relevant topics that students may use as bases for conversational topics in class.

4. 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:

Dialogues that will be enacted in class; A summary of a books students have read recently; A description of a party that students may have attended; My Dream House

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Students will study the vocabulary for the day's lesson and will prepare answers to the questions in the book. They will come to class prepared to discuss the topic of the lesson.

6. 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.

A typical assignment could consist of the following:
Students imagine that they go to the library to collect material for a group research project on Latin America. They discuss the material they will need for the project, and approach a librarian to ask for suggestions for additional sources. They also ask the librarian how to find the material they need. They will first write the imaginary conversations and then role-play them in class.

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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; Class presentations and oral dialogues; Participation in class activities

8. 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)

Additional materials taken from publications in Spanish meant for a native population.

9. SUPPLIES:

List of supplies the student must provide.

Notebooks, Paper, Pens. Pencils; Textbooks

10. COMPUTER COMPETENCY:

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

Students may be asked to construct e-mails to other students from Spanish/Latin/Hispanic countries.

11. INFORMATION COMPETENCY:

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

Students are sometimes required to research information about a Spanish/Latin/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, ranks 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.

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Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT³ FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: YES

If yes, the course will be a "restricted" elective 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 <http://misweb.cccco.edu/esed/webproqinv/prod/invmenu.htm>).

Restricted Eleective as of Fall 2006, AA, Spanish (Program ID # 02876); Program requirement for Professional Spanish Certificate (15 units; not proposed for Chancellor's Inventory)

Note: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria and the college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills Certificates are **not State** approved programs listed on the Chancellor's Office *Inventory of Approved Programs*.

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

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_AdmsReqs/boardrules.htm

In this class, students study a new language and a new culture

2nd Area requested: none Approval date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *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_AdmsReqs/boardrules.htm

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Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

University of California: YES

California State University: YES

UC **approval** date: before 1990

College **approval** date: before 1990

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:

Area requested: **none**

Date requested:

IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification:

Area requested: **none**

Date requested:

CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

2nd Area requested: **none**

Date requested:

IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

2nd Area requested: **none**

Date requested:

CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? NO

CAN NUMBER:

CAN SEQUENCE NUMBER:

CAN Approval -- Date requested:

Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** English and Foreign languages
2. **DEPARTMENT/DIVISION CODE:** 04
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: 897
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: **SPANISH**
1. **SPC CODE** -- 3 characters, assigned by District Office:
2. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **SPANISH**
3. **DEGREE CREDIT:** Degree Applicable
4. **CREDIT/NO CREDIT GRADING:** No
5. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): 3

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

A) Language proficiency is improved with supervised repetition and varied practice in the classroom

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 55502(d) 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 If yes, course must be non-degree applicable

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 WITH 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

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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, according to?

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.

16. TOP CODE – (6 digits XXXX.XX) 1105.00

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model)

E – Non-Occupational

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" – Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" – Non-occupational.

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SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- | | | |
|---------------------------------------------------------------|------------------------|---------------------|
| <input type="checkbox"/> New Course | Board Approval Date: | Effective Semester: |
| <input type="checkbox"/> Addition of Existing District Course | College Approval Date: | Effective Semester: |
| <input type="checkbox"/> Course Change* | College Approval Date: | |
| <input checked="" type="checkbox"/> Outline Update | College Approval Date: | |
| | 12/20/05 | |

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

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**LOS ANGELES COMMUNITY COLLEGE DISTRICT
COURSE STANDARDS AND CRITERIA**

Subject: **SPANISH**

Number: **8**

Course Title: **Conversational Spanish**

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.

CRITERIA AND STANDARDS Section 55002	RATING CRITERION	
	MET	NOT MET
Is recommended by the responsible college officials, and the academic senate or other appropriate faculty body as meeting the requirements of this subsection and has been approved by the local district governing board as a course meeting the needs of the students for admission.	X	
Is taught by a credentialed instructor in the discipline.	X	
Is offered as described in an outline in official college files. That the outline shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate reading and writing assignments, outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.	X	
Is taught in accordance with a set of instructional objectives common to all students.	X	
Provides for measurement of students performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55578 of Title 5, which is permanently recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skills demonstrations by students.	X	
Grants units of credit based upon a specified relationship between the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short-term, lab and activity courses.	X	
Treats subject matter with a scope and intensity which requires students to study independently outside of class time.	X	
Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled	X	
Requires the ability to think critically and to understand and apply concepts in order to participate in the course.	X	
Requires learning skills and a vocabulary appropriate for a college course.	X	
Requires the use of college level educational materials.	X	

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: **Spanish 8, Conversational Spanish**

(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

- Prerequisite: **Spanish 2, Elementary Spanish II**
 Corequisite:
 Advisory:

A. **Target Course Entry Skills: Course & Number, Title: Spanish 8, Conversational Spanish**
(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 converse in the most important and the most used verb tenses in Spanish including the present, preterite, imperfect, future and conditional.
2. Ability to construct semi-complex sentences in Spanish that do not correspond exactly to those of English.
3. Ability to pronounce Spanish words correctly.
4. Ability to relate information orally after listening to a conversation in Spanish.

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:**
Course & Number, Title: Spanish 2, Elementary Spanish II

(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 the most important and the most used verb tenses including present, preterite, imperfect, future and conditional.
2. Present both orally and written semi-complex sentences that do not correspond exactly to those in English.
3. Employ as closely as possible the pronunciation of a native speaker.
4. Relate information both orally and written after listening to a conversation in Spanish.
5. Read a short story or a newspaper article in Spanish and report the content both orally and in writing.
6. Read and discuss some major aspects of Hispanic history and daily life; compose written paragraphs in response to questions regarding history.
7. Compare and contrast the differences between the culture of the United States and that of Spanish/Latin/Hispanic societies.

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CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION

COURSE & NUMBER, Title: SPANISH 8, Conversational Spanish
Entering Skills of Target Course

COURSE & NUMBER: SPANISH 2
Course Title: Elementary Spanish II
Exit Skills of Prerequisite Course

	1	2	3	4	5	6	7	8	9
1	X								
2		X							
3			X						
4				X					
5									
6									
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 exit skills of the prerequisite class.

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

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CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts or Science 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 properly represent this course and that the design of the course is not in conflict with any law.

_____ 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
_____ College President	_____ Date