

# SPAN 2: ELEMENTARY SPANISH II

## Foothill College Course Outline of Record

Heading	Value
<b>Effective Term:</b>	Summer 2025
<b>Units:</b>	5
<b>Hours:</b>	5 lecture per week (60 total per quarter)
<b>Prerequisite:</b>	SPAN 1 or equivalent.
<b>Degree &amp; Credit Status:</b>	Degree-Applicable Credit Course
<b>Foothill GE:</b>	Non-GE
<b>Transferable:</b>	CSU/UC
<b>Grade Type:</b>	Letter Grade (Request for Pass/No Pass)
<b>Repeatability:</b>	Not Repeatable

## Student Learning Outcomes

- Understand and conduct short conversations, asking questions and giving information, about themselves and personal experiences, in the present, past and future.
- Understand and produce paragraphs and short narrations about past experiences including childhood, youth and recent personal events, using the past + present and future.

## Description

Further development and practice of elementary speaking, listening, reading, and writing skills in everyday language function, with Spanish as the primary language of instruction. Language laboratory practice to reinforce pronunciation, grammar, and syntax. Study of basic geographical, historical, and cultural aspects of Spanish-speaking world areas.

## Course Objectives

The student will be able to:

1. Use simple Spanish to order a meal, shop for food and clothes, understand and give simple directions, narrate anecdotes, make reservations and travel plans, and seek health care.
2. Speak using standard Spanish pronunciation with reasonable accuracy, so as not to cause misunderstandings.
3. Listen to and read authentic materials that employ the targeted language functions and vocabulary.
4. Write short compositions using vocabulary and grammatical structures in targeted functions and contexts.
5. Identify grammatical structures by name and use them accurately to carry out the targeted language functions.
6. Identify the principal countries and areas of the Spanish-speaking world, and develop an understanding of cultural, geographical, and linguistic diversity.

## Course Content

1. Language functions
  - a. Request service and food in a restaurant
  - b. Simple directions and instructions
  - c. Daily life activities in the present, past, and future
  - d. Complex questions about present, past, and future
  - e. Narrate and describe past events
  - f. Make travel arrangements
  - g. Discuss health conditions
2. Speaking and pronunciation
  - a. Practice of vowels, diphthongs, and consonants, especially those that can cause confusion
  - b. Awareness of, and exposure to, different accents in the Spanish-speaking world
  - c. Practice of dialogues, group discussions, and presentations in Spanish
3. Reading and listening comprehension
  - a. Reading assignments with follow-up questions from textbook, and additional authentic reading materials
  - b. Readings and writing activities about a variety of topics, such as narration of past events, shopping, traveling, and regional foods; poetry and fiction selections by well known Spanish, Latin American, and U.S. Latino writers
4. Writing
  - a. Short compositions based on models dealing with anecdotes in the past, favorite foods and meal preparation, health, and travel
  - b. Practice of accents, correct capitalization, adequate organization of content, and appropriate headings and closings
  - c. Grammatical structures and vocabulary development
  - d. Demonstrative adjectives and pronouns
  - e. Formal and informal commands
  - f. Direct object pronouns
  - g. Comparisons
  - h. Reflexive verbs
  - i. Impersonal "Se"
  - j. Preterite, imperfect, and present perfect tense of regular and irregular verbs
  - k. Vocabulary about food, daily routine, temporal sequencing, travel, shopping, and health
5. Culture
  - a. Evaluate the historical roots of the independence movements in Latin America
  - b. Engage in critical analysis and comparisons of the student's own values and cultural assumptions with regard to those of Spanish-speaking peoples and cultures
  - c. Demonstrate an understanding of language as a fundamental expression of culture
  - d. Discuss food traditions of the Spanish-speaking world, their connection to the physical geography of Latin America, and current environmental problems
  - e. Explore pre-Colombian empires, with emphasis on the Inca empire and the legacy of the conquest and independence movements on current indigenous populations
  - f. Analyze the poetry of Latino writers in the U.S., and evaluate it in its historical and political context

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When taught on campus, no special facility or equipment needed.
2. When taught virtually, ongoing access to computer, internet, and email.

## Method(s) of Evaluation

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

Oral and written examinations  
Written assignments  
Quizzes  
Workbook manual  
Oral presentations in class  
One final oral presentation  
Final exam

## Method(s) of Instruction

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

Lecture  
Discussion  
Cooperative learning exercises  
Oral presentations

## Representative Text(s) and Other Materials

Andrade, Magdalena, et al.. [Tu Mundo](#). 2023.

## Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Weekly reading assignments from text and outside sources ranging from 20-40 pages per week.
2. Writing exercises and demonstrations:
  - a. Weekly writing exercises that may cover assigned reading and lecture topics.
  - b. Write 3 or 4 paragraphs and short narrations about past experiences, including childhood, youth, and recent personal events, using the past + present and future tense.

## Discipline(s)

Foreign Languages