Spanish  
| Cosumnes River College  

CRC offers the basic grammar and conversation courses in Spanish. Students will be able to understand the spoken language, to speak with reasonable fluency, and to write at their speaking level.

DEAN  
Alex Casareno (/about-us/contact-us/faculty-and-staff-directory/alex-casareno)  

DEPARTMENT CHAIR  
Gabriel Torres (/about-us/contact-us/faculty-and-staff-directory/gabriel-torres)  

Associate Degrees for Transfer

A.A.-T. in Spanish

The Associate in Arts in Spanish for Transfer Degree (AA-T) is designed to provide a seamless transfer pathway for students interested in pursuing at least one Spanish degree option in the California State University (CSU) system. Students must complete the core curriculum and electives to meet a total of 60 transferable units with a minimum 2.0 GPA, which includes the CSU General Education Breadth or the Intersegmental General Education Transfer Curriculum (IGETC) pattern. Students must also earn a grade of C or better in all the courses for the major as described in the Required Program. Upon successful completion of the degree requirements, students will be guaranteed admission to the CSU system with junior status and will not have to repeat lower division coursework. Students are encouraged to meet with a counselor to develop their educational plans as degree options and general education requirements vary for each university.

Catalog Date: June 1, 2019

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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A minimum of 3 units from the following:  

3

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>SPAN 426</td>
<td>Introduction to Mexican American Literature (3)</td>
<td></td>
</tr>
<tr>
<td>SPAN 427</td>
<td>Introduction to Spanish American Literature (3)</td>
<td></td>
</tr>
<tr>
<td>HIST 373</td>
<td>History of Mexico (3)</td>
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Subtotal Units:  

3

OPTION I - Non-Native Spanish Speaker

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>SPAN 401</td>
<td>Elementary Spanish</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 402</td>
<td>Elementary Spanish</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 411</td>
<td>Intermediate Spanish</td>
<td>4</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>COURSE TITLE</td>
<td>UNITS</td>
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<tr>
<td>-------------</td>
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</tr>
<tr>
<td>SPAN 412</td>
<td>Intermediate Spanish</td>
<td>4</td>
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<td>OPTION I - Non-Native Spanish Speaker Units:</td>
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<td>16</td>
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<td>Total Units:</td>
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<td>19</td>
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**OPTION II - Native Spanish Speaker**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>SPAN 413</td>
<td>Spanish for Native Speakers I</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 415</td>
<td>Spanish for Native Speakers II</td>
<td>4</td>
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<tr>
<td>A minimum of 8 units from the following:</td>
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<td>8</td>
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<tr>
<td>SPAN 425</td>
<td>Advanced Reading and Conversation (3)</td>
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<tr>
<td>HUM 331</td>
<td>Latin American Humanities (3)</td>
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<tr>
<td>ENGLT 336</td>
<td>Race and Ethnicity in Contemporary American Literature (3)</td>
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<tr>
<td>HIST 371</td>
<td>History of the Americas from the 19th Century Wars of Independence to the Present (3)</td>
<td></td>
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<tr>
<td>OPTION II - Native Spanish Speaker Units:</td>
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<td>16</td>
</tr>
<tr>
<td>Total Units:</td>
<td></td>
<td>19</td>
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</table>

1SPAN 426 and 427 have a prerequisite of SPAN 412 or 415, so many of the "Option" courses will need to be completed before these courses.

The Associate in Arts in Spanish for Transfer (AA-T) degree may be obtained by completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program, and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.

Student Learning Outcomes
Upon completion of this program, the student will be able to:

- utilize correct grammatical structures of standard Spanish.
- read Spanish proficiently as found, for example, in Spanish language newspapers, magazines, short stories, essays, and selections of poetry written by Spanish, Spanish-American, and Chicano authors.
- demonstrate appropriate writing and composition skills using Spanish.
- discuss and critique Spanish-American literature in a historical context.
- demonstrate proficiency in these areas: comprehension, speaking, reading, writing, and understanding the peoples and cultures of Spanish-speaking countries.
Career Information
The AA-T in Spanish can provide students with the foundational knowledge necessary for transfer to a 4-year Bachelor of Arts (BA) degree program. Career opportunities for students who have earned BS or BA degrees in Spanish include but are not limited to: Airlines/Travel, Banking, Bilingual Education, Bilingual Telecommunications, Emergency Services, Foreign Service, Foreign Language Teacher, Import & Export, Intelligence/Military Service, International Business, IRS/State Franchise Tax Board, Business & Commerce, Law Enforcement/Correctional Officer, Social Security Officer, Social Service, Translating & Interpreting, and Tourism. Some careers may require additional training. NOTE TO TRANSFER STUDENTS: The Associate Degree for Transfer program is designed for students who plan to transfer to a campus of the California State University (CSU). Other than the required core, the courses you choose to complete this degree will depend to some extent on the selected CSU for transfer. In addition, some CSU-GE Breadth or IGETC requirements can also be completed using courses required for this associate degree for transfer major (known as “double-counting”). Meeting with a counselor to determine the most appropriate course choices will facilitate efficient completion of your transfer requirements. For students wishing to transfer to other universities (UC System, private, or out-of-state), the Associate Degree for Transfer may not provide adequate preparation for upper-division transfer admissions; it is critical that you meet with a CRC counselor to select and plan the courses for the major, as programs vary widely in terms of the required preparation.

Associate Degrees

A.A. in Spanish
CRC offers the basic grammar and conversation courses in Spanish. Students will be able to understand the spoken language, to speak with reasonable fluency, and to write at their speaking level.
Highlights include:
* Courses in Spanish
* Multimedia, interactive language lab with Internet capabilities
* Internationally trained faculty and staff
* Oral Proficiency Certification in Spanish

This degree is designed to meet common lower division requirements for a major in Spanish in a four-year university. This will include the fundamentals of language learning, listening, speaking, reading, writing, and culture.

Note to Transfer Students:
If you are interested in transferring to a four-year college or university to pursue a bachelor’s degree in this major, it is critical that you meet with a CRC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that CRC requires for an Associate’s degree in this major may be different from the requirements needed for the Bachelor’s degree.

Native speakers of the language who have high school - equivalent reading and writing skills in their native language should enroll in the 413 level course (or above) in their native language.

**Catalog Date:** June 1, 2019

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE SEQUENCE = (401 + 402 + 411 + 412) or (413 + 415):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ [ ] SPAN 401 ]</td>
<td>Elementary Spanish (4)</td>
<td>8 - 16</td>
</tr>
<tr>
<td>and SPAN 402</td>
<td>Elementary Spanish (4)</td>
<td></td>
</tr>
<tr>
<td>and SPAN 411</td>
<td>Intermediate Spanish (4)</td>
<td></td>
</tr>
<tr>
<td>and SPAN 412</td>
<td>Intermediate Spanish (4)</td>
<td></td>
</tr>
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</table>
The Spanish Associate in Arts (A.A.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See CRC graduation requirements.

Career Information
Airlines/Travel; Banking; Bilingual Education/Teacher's Aide; Bilingual Telecommunications; Emergency Services; Foreign Service; Foreign Language Teacher; Import & Export; Intelligence/Military Service; International Business; IRS/State Franchise Tax Board; Overseas Employment: Business & Commerce; Law Enforcement/Correctional Officer; Social Security Officer; Social Service; Translating & Interpreting; Tourism Some career options may require more than two years of college study.

Spanish (SPAN)

SPAN 101 Conversational Spanish, Elementary

| Units: | 3 |
| Hours: | 36 hours LEC; 54 hours LAB |
| Prerequisite: | None. |
| General Education: | AA/AS Area I |
| Catalog Date: | June 1, 2019 |

This is a first semester introduction to the Spanish language. It is designed for beginning students with little or no previous exposure to the language. It is characterized by an emerging ability to understand and produce appropriate responses in high frequency situations utilizing learned materials. Speaking and writing will be comprehensible to a sympathetic listener. Verbal and written expression is limited to short, culturally appropriate communication. Students will acquire a knowledge of the geography, culture and people of regions where Spanish is spoken and of Spanish-speakers' contributions to North American and world cultures. This class consists of two hours lecture and one hour of laboratory work conducted in the classroom each week and two hours of laboratory work conducted in the Language Laboratory each week.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- SLO-1: Demonstrate increasing comprehension of language use.
• Understand and produce appropriate responses in familiar situations, such as those pertaining to classroom, family, home, travel, etc.

• SLO-2: Analyze and discuss various topics from newspapers and magazine articles.

• Create a series of basic oral presentations where the student compares and contrasts a given topic.

• SLO-3: Experience a culturally rich environment. Demonstrate knowledge of geography.

• Understand the culture of the regions where Spanish is spoken.

• SLO-4: Analyze different linguistic patterns from other Spanish speaking countries, such as gestures, the use of tú vs usted and cultural values.

• Interact with community members where the language is spoken at community activities and events.

SPAN 102 Conversational Spanish, Elementary

<table>
<thead>
<tr>
<th>Units:</th>
<th>3</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>36 hours LEC; 54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>SPAN 101 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>General Education:</td>
<td>AA/AS Area I</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2019</td>
</tr>
</tbody>
</table>

This is second semester Elementary Spanish. It is designed for students who have completed SPAN 101 or two years of high school Spanish. It provides refinement of skills begun in SPAN 101. Students will gain increased accuracy and ability to understand and produce appropriate responses in high frequency situations utilizing learned materials. Speaking and writing will be comprehensible to a sympathetic listener. Verbal and written expression will be limited to short, culturally appropriate communication on a broader scale than at the SPAN 101 level. Students will acquire a knowledge of the geography, culture and people of regions where Spanish is spoken and of Spanish-speakers' contribution to North American and world cultures. This class consists of two hours lecture and one hour of laboratory work conducted in the classroom each week and two hours of laboratory work conducted in the Language Laboratory each week.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• SLO-1: Develop the ability to communicate creatively in a real-world setting.

• Create short dialogs from learned materials.

• SLO-2: Demonstrate increased conceptual understanding and more sustained control of learned high frequency expressions and phrases in conversation.

• Follow a series of basic oral instructions requiring non-verbal response, such as commands and directions.

• SLO-3: Formulate and analyze various topics from newspaper and magazine articles.

• Discuss different topics, such as educational plans, political issues in Latin America, cultural values, and to learn about the contributions of other people from other cultures to American life.

• SLO-4: Demonstrate knowledge of geography and an understanding of the culture of the regions where Spanish is spoken.
This is a conversational course designed for students who have completed SPAN 102 or two years of high school Spanish. Refining skills obtained in previous coursework, students will continue to build their communication skills including listening, reading and speech. Students will develop the ability to respond in an unrehearsed manner on concrete topics in known situations. Students will be exposed to the geography, culture and people of regions where Spanish is spoken and to Spanish-speakers' contributions to North American and world cultures. This course will consist of one hour of lecture and two hours of laboratory work conducted in the classroom each week and one hour of laboratory work conducted in the Language Laboratory each week.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- **DEMONSTRATE INCREASING COMPREHENSION OF LANGUAGE USE. SLO#1**
  - Using listening comprehension skills identify the main ideas of natural, spoken conversation using an increasing vocabulary and idioms.

- **DEVELOP LANGUAGE SKILLS TO COMMUNICATE EFFECTIVELY. SLO#2**
  - Utilize sustained control of high-frequency expressions and phrases learned in the beginning levels in conversation.
  - Ask and answer simple questions on every day topics.

- **RECOGNIZE AND APPRECIATE PATTERNS OF CULTURE IN SPANISH SPEAKING REGIONS. SLO#3**
  - Identify physical and cultural geography of Spanish speaking countries.

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**SPAN 312 Conversational Spanish, Intermediate**

<table>
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<tr>
<th>Units:</th>
<th>2</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>18 hours LEC; 54 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>SPAN 311 or 402 with a grade of &quot;C&quot; or better; or three years of high school Spanish</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2019</td>
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</tbody>
</table>
This is second semester Intermediate Spanish. This is a conversation course designed for students who have completed SPAN 311 or SPAN 402 or three years of high school Spanish. Continuing to refine skills obtained in previous coursework, students will continue to build their communication skills including listening, reading and speech. Students will develop the ability to respond in an unrehearsed manner on concrete topics in known situations.

Students will be exposed to the geography, culture and people of regions where Spanish is spoken and to Spanish-speakers' contributions to North American and world cultures.

This course will consist of one hour of lecture and three hours of laboratory work conducted in the classroom and one hour of laboratory work conducted in the Language Laboratory each week.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- **DEMONSTRATE INCREASING COMPREHENSION OF LANGUAGE USE. SLO#1**
  - Demonstrate listening comprehension with an increased understanding of ideas presented in native-spoken conversation.

- **DEVELOP LANGUAGE SKILLS TO COMMUNICATE EFFECTIVELY. SLO#2**
  - Demonstrate sustained control of high-frequency expressions and phrases used in the intermediate levels of conversation.
  - Produce language that communicates information.
  - Ask and answer questions on every day topics.

- **RECOGNIZE AND APPRECIATE PATTERNS OF CULTURE IN SPANISH SPEAKING REGIONS. SLO#3**
  - Demonstrate knowledge of physical and cultural geography of Spanish speaking countries.

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**SPAN 401 Elementary Spanish**

<table>
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<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
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<tr>
<td>Prerequisite:</td>
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</tr>
<tr>
<td>Transferable:</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area I; CSU Area C2; IGETC Area 6</td>
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<tr>
<td>C-ID:</td>
<td>SPAN 100</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2019</td>
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</table>

This is the first semester introduction to the Spanish language. It is designed for beginning students with little or no previous exposure to the language. It is characterized by an emerging ability to understand and produce appropriate responses in high frequency situations utilizing learned materials. Speaking and writing will be comprehensible to a sympathetic listener. Verbal and written expression is limited to short, culturally appropriate communication. Students will acquire a knowledge of the geography, culture and people of regions where Spanish is spoken and of Spanish-speakers' contributions to North American and world cultures.

Student Learning Outcomes
Upon completion of this course, the student will be able to:
• PRODUCE AND COMPREHEND BASIC COURTESIES AND SIMPLE CONVERSATIONS ON STUDENT LIFE IN SPANISH.

SLO#1

• Understand short spoken dialogue and answer simple questions, such as telling time, greetings, days of the week, academic subjects, identifying people, and sports.

• Communicate minimally with learned material. The student can respond orally using core vocabulary phrases and expressions.

• Demonstrate knowledge of geography and an understanding of the culture of the regions where Spanish is spoken.

• Incorporate basic learned materials, such as phrases, paraphrastic expressions, reflexive and preterite verbs, in daily life situations.

• DEMONSTRATE ABILITY TO COMMUNICATE IN WRITING USING LEARNED GRAMMATICAL FORMS. SLO#2

• List and describe material read or heard. Supply specific biographical information. Write simple sentences about travel, family, classroom, pastimes and weather.

• ANALYZE AND INTERPRET WRITTEN MATERIAL. SLO#3

• Comprehend a reading selection based on familiar topics, such as travel, family, classroom and academic life, pastime, and weather.

• DISTINGUISH CULTURAL ELEMENTS OF THE SPANISH-SPEAKING WORLD. SLO#4

• Recognize the fundamental cultural values in a variety of situations, such as gestures and the use of tú and usted.

SPAN 402 Elementary Spanish

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<th>Units:</th>
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<td>Hours:</td>
<td>54 hours LEC; 54 hours LAB</td>
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<td>Prerequisite:</td>
<td>SPAN 401 with a grade of “C” or better</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC (SPAN 402 and 413 combined: maximum transfer credit is one course)</td>
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<td>General Education:</td>
<td>AA/AS Area I; CSU Area C2; IGETC Area 6</td>
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<td>C-ID:</td>
<td>C-ID SPAN 110</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2019</td>
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</table>

This is second semester Elementary Spanish. It is designed for students who have completed SPAN 401 or two years of high school Spanish. It provides refinement of skills begun in SPAN 401. Students will gain increased accuracy and ability to understand and produce appropriate responses in high-frequency situations utilizing learned materials. Speaking and writing will be comprehensible to a sympathetic listener. Verbal and written expression will be limited to short, culturally appropriate communication on a broader scale than at the SPAN 401 level. Students will acquire a knowledge of the geography, culture and people of regions where Spanish is spoken and of Spanish-speakers’ contribution to North American and world cultures.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• DEMONSTRATE INCREASED CONCEPTUAL UNDERSTANDING AND MORE SUSTAINED CONTROL OF LEARNED HIGH FREQUENCY EXPRESSIONS AND PHRASES IN CONVERSATION (SLO#1).
• Create and dramatize short dialogs which include routine questions, talk about future plans, including weekends and evenings, and give simple instructions, compare and contrast. Produce speech intelligible to a sympathetic listener using broader vocabulary than in SPAN 401.

• DEMONSTRATE ABILITY TO COMMUNICATE IN WRITING USING LEARNED GRAMMATICAL FORMS (SLO#2).

• Create compositions that include listing, writing simple messages and supplying basic biographical information using simple sentences. Writing will be intelligible to a sympathetic listener used to communicate with non-native speakers and demonstrate emerging creativity. It will consist of short responses and questions using basic but broader vocabulary than that used at the SPAN 401 level and will do so with increasing accuracy.

• DISTINGUISH AND EXAMINE CULTURAL ELEMENTS OF THE SPANISH-SPEAKING WORLD (SLO #3).

• Recognize characteristics of the regions where Spanish is spoken, including architecture, music, dance, literary figures, recording artists and other cultural activities, which are part of the culture.

SPAN 411 Intermediate Spanish

Units: 4
Hours: 54 hours LEC; 54 hours LAB
Prerequisite: SPAN 402 with a grade of “C” or better
Transferable: CSU; UC
General Education: AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6
C-ID: C-ID SPAN 200
Catalog Date: June 1, 2019

This is first semester Intermediate Spanish. It is designed for students who have completed SPAN 402 or three years of high school Spanish. It provides refinement of skills attained in SPAN 402. Students will work toward the ability to create with the language without relying on learned responses, to understand main ideas in routine speech and to understand main ideas in written texts. Listening and reading comprehension continue to develop; speaking and writing will be comprehensible to a somewhat sympathetic native speaker. Students will develop the ability to respond in an unrehearsed manner on concrete topics in known situations. Written expression will meet limited personal needs and culturally appropriate language at a higher level of accuracy than found in SPAN 402. The student will continue acquisition of knowledge of geography, culture and people of regions where Spanish is spoken and of Spanish-speakers’ contributions to North American and world cultures.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

• PRODUCE AND COMPREHEND BASIC COURTESIES AND SIMPLE CONVERSATIONS ON STUDENT LIFE IN SPANISH (SLO#1).

• Understand short, spoken dialogue and answer simple questions, such as telling time, greetings, days of the week, academic subjects, identifying people, and sports.

• Communicate minimally with learned material by responding orally using core vocabulary phrases and expressions.

• Demonstrate knowledge of geography and an understanding of the culture of the regions where Spanish is spoken.

• Incorporate basic learned materials, such as phrases and expressions, in daily life situations.
• Demonstrate sustained control of high-frequency expression and phrases learned at the moderate-beginning level in conversation and writing.

• DEMONSTRATE ABILITY TO COMMUNICATE IN WRITING USING LEARNED GRAMMATICAL FORMS (SLO#2).

• Write down simple sentences about travel, family, classroom, pastimes and weather.

• Demonstrate listening comprehension by getting the main ideas of natural, spoken conversation using a 1000-3000-word vocabulary.

• Identify the gist of general topics in brief passages of contemporary prose.

• Create conversations and compositions with the language by combining learned elements in a reactive mode.

• Sustain and close simple, basic communicative tasks.

• ANALYZE AND INTERPRET WRITTEN MATERIAL (SLO#3).

• Comprehend a reading selection based on familiar topics, such as travel, family, classroom and academic life, pastimes, and weather.

• Demonstrate knowledge of geography and an understanding of the culture of the regions where Spanish is spoken, including art, architecture, music, dance, literary figures, recording artists, and other activities which are part of the culture.

• DISTINGUISH CULTURAL ELEMENTS OF THE SPANISH-SPEAKING WORLD (SLO#4).

• Recognize the fundamental cultural values in a variety of situations, such as gestures and the use of tú and usted.

SPAN 412 Intermediate Spanish

<table>
<thead>
<tr>
<th>Units:</th>
<th>4</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC; 54 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>SPAN 411 with a grade of &quot;C&quot; or better</td>
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<tr>
<td>Transferable:</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6</td>
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<tr>
<td>C-ID:</td>
<td>C-ID SPAN 210</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2019</td>
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This is second semester Intermediate Spanish. It is designed for students who have completed SPAN 411 or four years of high school Spanish. It provides continued development of skills attained in SPAN 411. The focus will be the development of written narratives and expository prose combined with increased cultural awareness. Emphasis will be on culturally authentic reading and writing through the introduction of basic literary analysis. Students will develop the ability to handle complicated situations using past and future time frames. Students will continue acquisition of knowledge of geography, culture and people of regions where Spanish is spoken and of Spanish-speakers' contributions to North American and world cultures.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

• Communicate in writing using learned grammatical forms. (SLO 1, P-SLO 2)
• Write expressively with a high degree of accuracy in word choice and grammatical construction from essays and articles.

• Analyze some of the literary works and compare some of the authors and their work.

• Develop listening and reading comprehension skills by selecting topics related to the learned materials. (SLO2, P-SLO 1)

• Read and discuss a variety of written works.

• Discussions may be on cultural, social and political events.

• Use a more sophisticated and varied vocabulary than during the previous course level. (SLO 3, P-SLO 2)

• Communicate in complex situations about topics beyond immediate and personal needs.

• Narrate and describe in the present and past tenses.

• Extend his/her knowledge of the geography and culture of Spanish-speaking regions. These topics may include art, music, architecture, literary figures, and other cultural activities of those regions. (SLO 4, P-SLO 3)

• Analyze the culture of the target language by doing Internet research in Spanish.

• Compare and contrast different Spanish speaking countries’ culture and customs.

SPAN 413 Spanish for Native Speakers I

4
72 hours LEC

Spanish native speaker proficiency or the equivalent intermediate level as assessed by the instructor.

CSU; UC (SPAN 402 and 413 combined: maximum transfer credit is one course)

AA/AS Area I; CSU Area C2; IGETC Area 3B; IGETC Area 6

C-ID SPAN 220

June 1, 2019

This course offers the fundamentals of spoken and written Spanish for the native speaker of Spanish. It covers the structure of the language, oral communication, fundamentals of grammar and composition. Focus is placed primarily in the indicative tenses. The course also covers diacritical marks, like the accent mark, and their uses. In addition, the course introduces the student to the geography and culture of the Spanish speaking world. This course is conducted in Spanish.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

• SLO #1: Demonstrate proficiency in the five skills as mandated by the competency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL): comprehension, speaking, reading, writing, and an understanding of the people and culture of the Spanish-speaking countries.

• Recognize and compose with the indicative tenses: present, preterit, imperfect and future.

• Utilize correct grammatical structures of standard Spanish.

• Demonstrate critical thinking through contrastive and inductive analysis and techniques to develop logical and coherent thought and expression in written and oral language.
- Read Spanish proficiently as found, for example, in Spanish language newspapers, magazines, short stories, essays, and selections of poetry written by Spanish, Spanish-American, and Chicano authors.

- Identify the countries and the capitals of countries where Spanish is the official language.

- Speak standard Spanish with greater precision using varied grammatical patterns of enriched vocabulary.

- Identify and use diacritical marks: the accent, dieresis, tilde, question and exclamation marks.

- Name and write, with correct spelling, the forms of articles, adjectives, pronouns and nouns.

- Identify and demonstrate the correct use of direct object nouns and pronouns, and reflexive pronouns.

- Identify, differentiate and employ the parts of speech.

- Identify and demonstrate the use of gender and number in nouns and articles.

- Identify which verb forms and vocabulary words belongs to standard Spanish, colloquial Spanish, and local colloquial Spanish, influenced in lexicon and syntax by the English language and common to Spanish speakers with no formal education in the language.

- Compose sentences in Spanish using correct punctuation and capitalization.

- SLO #2: Analyze and critique, from a student's own experience and knowledge, aspects of the Spanish-speaking culture that differ significantly from contemporary United States culture.

- Research and identify names of some major landmarks and regions in Spanish-speaking nations, names of persons and events of historical and cultural importance.

**SPAN 415 Spanish for Native Speakers II**

| Units: | 4 |
| Hours: | 72 hours LEC |
| Prerequisite: | SPAN 413 with a grade of "C" or better |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C2; IGETC Area 3B |
| C-ID: | C-ID SPAN 230 |
| Catalog Date: | June 1, 2019 |

This course is a continuation of Spanish 413. It offers the fundamentals of spoken and written Spanish for the native speaker of Spanish. It covers the structure of the language, oral communication, fundamentals of grammar and composition. Focus is placed primarily on the conditional and subjunctive forms, the future tense, and the compound tenses. The course also covers diacritical marks, like the accent mark, and their uses. In addition, the course introduces the student to the geography and culture of the Spanish speaking world. This course is conducted in Spanish.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- (SLO01) Demonstrate proficiency in the five skills as mandated by the competency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL): comprehension, speaking, reading, writing, and an understanding of the people and culture of the Spanish-speaking countries
Recognize and demonstrate the correct use of the indicative tenses: present, preterite, imperfect and future

Recognize and demonstrate the correct use of the conditional form, the subjunctive form and the compound tenses

Recognize and demonstrate the correct use of the direct object, the indirect object, and reflexive pronouns

Read Spanish proficiently as found, for example, in Spanish language newspapers, magazines, short stories, essays, and selections of poetry written by Spanish, Spanish-American, and Chicano authors like Ernesto Cardenal, Octavio Paz, Gabriel García Márquez, Tomás Rivera, Elena Poniatowska, Ana Castillo, Otto René Castillo, Roque Dalton, Gioconda Belli, and others

Identify names of some major landmarks and regions in Spanish-speaking nations, names of persons and events of historical and cultural importance, holidays in the Spanish speaking world, etc.

Identify and employ diacritical marks: the accent, dieresis, tilde, question and exclamation marks

Produce sentences, paragraphs and essays in Spanish using correct punctuation and capitalization

Analyze from their own experience and knowledge aspects of the Spanish-speaking culture that differ significantly from contemporary United States culture

(SLO2) Students will improve their language skills above the prerequisite course, and will continue to expand their knowledge between standard and popular Spanish, using varied grammatical patterns and an enriched vocabulary

Identify and differentiate which verb forms and vocabulary words belongs to standard Spanish, colloquial Spanish, and local colloquial Spanish, influenced in lexicon and syntax by the English language and common to Spanish speakers with no formal education in the language

SPAN 423 Contrastive Grammar of English-Spanish I

| Units: | 1.5 |
| Hours: | 27 hours LEC |
| Prerequisite: | SPAN 412 or 413 with a grade of "C" or better; or Spanish native speaker proficiency or equivalent advanced intermediate level as assessed by the instructor. |
| Transferable: | CSU |
| Catalog Date: | June 1, 2019 |

This course presents part one of the essential elements of Spanish grammar side by side with their grammatical equivalent in English. It allows native Spanish-speakers and advanced Spanish learners to compare and contrast the grammars of both languages at a glance. It focuses upon the development of analytical abilities by presenting the interlingual differences between Spanish and English in a simple and direct way. Students will be provided with numerous exercises, through which the nature of such differences can be readily perceived and acted upon. This course will begin with an overview of grammatical terminology and sentence structure in both languages.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- SLO 1: DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF BASIC SENTENCE STRUCTURE IN ENGLISH AND SPANISH.

- Identify the five sentence types: 1) positive sentence; 2) negative sentence; 3) yes/no question; 4) negative yes/no question; and 5) content question.
• Compose grammatically correct sentences utilizing basic and intermediate structures of English and Spanish in writing.

• SLO 2: ANALYZE SPANISH AND ENGLISH GRAMMAR FROM A CONTRASTIVE PERSPECTIVE.

• Recognize and interpret intermediate structures of English and Spanish grammar in text and speech.

• Compare and contrast the five sentence types in Spanish and English.

• Examine and demonstrate the differences between and the correct use of the indicative tenses in English and Spanish.

• Contrast usage of Imperfect and Preterite tenses in Spanish and compare to their equivalent usage in English.

• SLO 3: IDENTIFY INDIVIDUAL PATTERNS OF GRAMMAR ERRORS WHEN USING THE TARGET LANGUAGE IN ORDER TO LATER AVOID THEM SUCCESSFULLY.

SPAN 424 Contrastive Grammar of English-Spanish II

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<tr>
<th>Units:</th>
<th>1.5</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>27 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>SPAN 423 with a grade of &quot;C&quot; or better; or Spanish native speaker proficiency or equivalent advanced intermediate level as assessed by the instructor.</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2019</td>
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</table>

This course presents part two of the essential elements of Spanish grammar side by side with their grammatical equivalent in English. It allows native Spanish-speakers and advanced Spanish learners to compare and contrast the grammars of both languages at a glance. It focuses upon the development of analytical abilities by presenting the interlingual differences between Spanish and English in a simple and direct way. Students will be provided with numerous exercises, through which the nature of such differences can be readily perceived and acted upon.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• SLO 1: DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF BASIC SENTENCE STRUCTURE IN ENGLISH AND SPANISH AT ALL LEVELS OF GRAMMATICAL COMPLEXITY.

• Identify the five sentence types: 1) positive sentence; 2) negative sentence; 3) yes/no question; 4) negative yes/no question; and 5) content question.

• Compose grammatically correct sentences utilizing intermediate and advanced structures of English and Spanish in speech and writing.

• SLO 2: ANALYZE SPANISH AND ENGLISH GRAMMAR FROM A CONTRASTIVE PERSPECTIVE.

• Recognize and interpret intermediate and advanced structures of English and Spanish grammar in text and speech.

• Compare and contrast word order or "syntax" in Spanish and English in the five sentence types: 1) positive sentence; 2) negative sentence; 3) yes/no question; 4) negative yes/no question; and 5) content question.

• Examine and demonstrate the differences between and the correct use of the subjunctive form and the compound tenses in English and Spanish.

• Contrast Spanish and English conditional sentences and unreal comparisons.
SLO 3: IDENTIFY INDIVIDUAL PATTERNS OF GRAMMAR ERRORS WHEN USING THE TARGET LANGUAGE IN ORDER TO LATER AVOID THEM SUCCESSFULLY.

SPAN 425 Advanced Reading and Conversation

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<th>Units:</th>
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<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>SPAN 412 or 415 with a grade of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area I; CSU Area C2; IGETC Area 3B</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2019</td>
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</table>

This class focuses on building advanced reading and conversational skills in Spanish. The emphasis is on developing critical thinking skills and academic writing proficiency through a functional grammar approach. Readings and activities provide the appropriate vocabulary, linguistic structures, and writing strategies to allow for building on vocabulary, grammar review, and meaningful dialogue.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- Demonstrate increasing comprehension of language use (SLO#1).
- Improve pronunciation, aural comprehension, reading and writing skills through practical use.
- Analyze the functions of the elements of the sentence (i.e. grammar and syntax)
- Write short narratives and expository prose combined with increased culture awareness (SLO#2).
- Develop the ability to communicate creatively in real-world setting.
- Identify and describe the geography, culture and people of regions where Spanish is spoken and of Spanish-speakers' contributions to the world cultures.

SPAN 426 Introduction to Mexican American Literature

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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>SPAN 412 or 415 with a grade of &quot;C&quot; or better, or placement through the assessment process.</td>
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<tr>
<td>Transferable:</td>
<td>CSU; UC</td>
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<tr>
<td>General Education:</td>
<td>AA/AS Area I; CSU Area C2; IGETC Area 3B</td>
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<tr>
<td>Catalog Date:</td>
<td>June 1, 2019</td>
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This course is an introductory survey to the four genres of Mexican-American literature: Poetry, Narrative, Theatre, and the Essay, and the culture which produced it. Emphasis will be given to 20th century writers and works. This course is conducted in English and Spanish.
Upon completion of this course, the student will be able to:

- SLO1: RECOGNIZE AND DESCRIBE THE FOUR TRADITIONAL LITERARY GENRES AND IDENTIFY REPRESENTATIVE MEXICAN-AMERICAN (CHICANO) AUTHORS AND THEIR WORKS.
- Name and identify representative Mexican-American (Chicano) authors and their works.
- Recognize the different Mexican-American (Chicano) literary genres.
- Describe the characteristics of each Mexican-American (Chicano) literary genre.
- SLO2: ANALYZE AND DEMONSTRATE THE SPECIFIC CHARACTERISTICS OF MEXICAN-AMERICAN (CHICANO) LITERARY WORKS AND THEIR RELATIONSHIP TO MEXICAN-AMERICAN (CHICANO) CULTURE AND SOCIETY.
- Analyze specific Mexican-American (Chicano) literary works.
- Criticize specific Mexican-American (Chicano) literary works.
- Formulate questions about the relationship between society and Mexican-American (Chicano) literature.

SPAN 427 Introduction to Spanish American Literature

| Units:    | 3 |
| Hours:    | 54 hours LEC |
| Prerequisite: | SPAN 412 or 415 with a grade of "C" or better, or placement through the assessment process. |
| Transferable: | CSU; UC |
| General Education: | AA/AS Area I; CSU Area C2; IGETC Area 3B |
| Catalog Date: | June 1, 2019 |

This course is an introductory survey to the four genres of Spanish-American literature: Poetry, Narrative, Theatre, and the Essay, and the culture which produced it. Post-independence writers and their works will be emphasized. This course is conducted in Spanish.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- SLO #1: RECOGNIZE, DESCRIBE AND ANALYZE THE FOUR TRADITIONAL LITERARY GENRES AND IDENTIFY REPRESENTATIVE SPANISH-AMERICAN AUTHORS AND THEIR WORKS.
- Name, identify and critique representative Spanish-American authors, their literary works and the socio-historical context of their literary productions.
- Criticize specific Spanish-American literary works.
- Recognize the different Spanish-American literary genres.
- Describe the characteristics of each Spanish-American literary genre.
- SLO #2: ANALYZE AND DEMONSTRATE THE SPECIFIC CHARACTERISTICS OF SPANISH-AMERICAN LITERARY WORKS AND THEIR RELATIONSHIP TO LATIN-AMERICAN CULTURE AND SOCIETY.
- Formulate questions about the relationship between society and Spanish-American literature.
• Compose narratives analyzing the relationships between specific literary productions and their socio-historical context.

SPAN 434 Spanish for the Professions - Intermediate

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<tr>
<th>Units:</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 hours LEC</td>
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<tr>
<td>Prerequisite:</td>
<td>SPAN 102 or 402 with a grade of &quot;C&quot; or better</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<td>Catalog Date:</td>
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This is an intermediate course designed for persons in law enforcement, business and finance, social services and the medical professions. The emphasis of the course is on acquiring verbal facility in interviewing, collecting data, giving instructions and general courtesies. The course will help students acquire language proficiency while reviewing and broadening the grammar foundation attained in elementary Spanish. It will introduce specific vocabulary necessary for professionals to communicate successfully in a professional situation. Cultural and behavioral attitudes appropriate for relating to persons of Hispanic heritage will be suggested.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

• UNDERSTAND AND PRODUCE APPROPRIATE RESPONSES IN FAMILIAR SITUATIONS IN THE PROFESSIONAL SETTING (SLO1).
• Demonstrate ability to communicate effectively in a professional situation.
• Demonstrate knowledge and understanding of the Spanish speaking culture.
• Demonstrate ability to interview, collect data, give instructions and sustain a logical dialogue with one another or a native speaker.

SPAN 495 Independent Studies in Spanish

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<tr>
<th>Units:</th>
<th>1 - 3</th>
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<tbody>
<tr>
<td>Hours:</td>
<td>54 - 162 hours LAB</td>
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<tr>
<td>Prerequisite:</td>
<td>None.</td>
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<tr>
<td>Transferable:</td>
<td>CSU</td>
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<td>Catalog Date:</td>
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</table>

An independent studies project involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses. See the current catalog section of "Special Studies" for full details of Independent Studies.

Student Learning Outcomes
Upon completion of this course, the student will be able to:
• SLO #1: Actively engage in intellectual inquiry beyond that required in order to pass a course of study (College Wide Learning Outcome – Area 4).

• Discuss and outline a proposal of study (that can be accomplished within one semester term) with a supervising instructor qualified within the discipline.

• Design an independent study (to be completed individually or by collaboration of a small group) to foster special knowledge, skills, and experience that are not available in any one regularly scheduled course.

• Use information resources to gather discipline-specific information.

• SLO #2: Utilize modes of analysis and critical thinking to apply theoretical perspectives and/or concepts in the major discipline of study to significant problems and/or educational activities (College Wide Learning Outcome – Area 3).

• Analyze and apply the knowledge, skills and experience that are involved in the independent study to theoretical perspectives and/or concepts in the major discipline of study.

• Explain the importance of the major discipline of study in the broader picture of society.

• SLO #3: Communicate a complex understanding of content matter of the major discipline of study (College Wide Outcome – Area 3).

• Demonstrate competence in the skills essential to mastery of the major discipline of study that are necessary to accomplish the independent study.

• SLO #4: Identify personal goals and pursue these goals effectively (College Wide Outcome – Area 4).

• Utilize skills from the “academic tool kit” including time management, study skills, etc., to accomplish the independent study within one semester term.
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Phone: (916) 691-7658
Web: Celia Samaniego's Profile Page (/about-us/contact-us/faculty-and-staff-directory/celia-samaniego)

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