

Skyline College

Official Course Outline

Date: August 2007

1. TITLE

SPAN101 – Spanish for Public Service I

Three lecture hours and one lab hour by arrangement per week.

Prerequisites: None.

2. COURSE CLASSIFICATION

Credit course applicable to the Associate degree.

3. CATALOG DESCRIPTION

Three lecture hours and one lab hour by arrangement per week. Prerequisite: None.

A course to help public service professionals learn basic Spanish grammar and vocabulary, phrases and expressions to serve Spanish-speaking clientele. Students will improve oral proficiency and listening comprehension and become familiar with questions and responses in Spanish commonly heard in public service settings. The course may be tailored to a particular public service sector, such as health care, public safety, social work, or education. May be repeated once for credit. Transfer credit: CSU.

Schedule of Classes Description

SPAN 101- Spanish for Public Service I. Prerequisite: None.

A course to help public service professionals learn basic Spanish grammar and vocabulary, phrases and expressions to serve Spanish-speaking clientele. May be repeated once for credit. Transfer credit: CSU

4. COURSE JUSTIFICATION

This course is designed to meet G. E. requirements in the Humanities for the A.A. degree and for transfer to CSU. Transfer credit: CSU

5. STUDENT LEARNING OUTCOME'S

After successfully completing the course SPAN101, students will be able to:

- Use basic Spanish grammar and vocabulary, phrases and expressions to serve a Spanish-speaking clientele.
- Perform effectively in oral proficiency and listening comprehension in Spanish as far as specific vocabulary and grammar related to public service is concerned.
- Read and write elementary expressions, questions and answers regarding health care, public safety, social work, or education.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES

- Teach basic vocabulary related to aspects of the public sector such as education, public safety, social work or health care.
- Build students' foundation, mainly in reading and writing specific Spanish vocabulary related to a particular public sector.
- Improve students' oral proficiency and listening comprehension related to specific Spanish vocabulary commonly used in the public service settings.
- Drill and practice the vocabulary learned in every chapter.

7. COURSE CONTENT

- Introduction of basic vocabulary in Spanish for public service sectors
- Practice of a clear pronunciation
- Acquisition of basic listening comprehension
- Acquisition of satisfactory pronunciation of target vocabulary
- Acquisition of basic vocabulary, phrases, and expressions in Spanish commonly used in public service settings. Study may be tailored to a specific public service sector.
- Acquisition of the basic principles of grammar, including the use of the present tense, adjectives and adverbs, and subject and object pronouns; introduction to the simple past and future tenses
- Acquisition of familiar questions and responses commonly heard in Spanish in public service settings
- Acquisition of relevant cultural contexts for communication in Spanish in public service settings
- Acquisition of knowledge about customary Spanish linguistic practices in public service settings

8. REPRESENTATIVE METHODS OF INSTRUCTION

Although this course will emphasize acquisition of basic speaking and listening skills, students will be required to read from assigned text(s) as well as other written material and to evaluate and interpret what they read. Reading selections in English, especially on cultural components, may supplement instructor lecture; students will also be asked to comprehend, evaluate, interpret, and critique these selections. Students will be required to propose, plan, and prepare their own written and oral presentations based on what they have learned. They may be asked to appraise the presentations of their classmates. Students will be required to learn about the language and cultural contexts in Spanish in public service transactions by analyzing them and comparing/contrasting them to those they are already familiar with. They will be required to distinguish between the phonemic and structural components of the language(s) they speak and Spanish in order to gain basic communicative competence. Methods of instruction include

- Lecture presentation
- Reading and interpretation of written material and in-class exercises using that material
- Practice and oral repetition to refine pronunciation and improve comprehension and fluency
- Listening comprehension from dictation and with tapes
- Written practice and exercises to reinforce what students have learned from oral practice, listening comprehension exercises, and written materials
- Written and oral student presentations; critique of student presentations
- Analysis, comparison and contrast of language, culture, and linguistic features of Spanish with the student language(s)
- Video presentations about public service conventions in Spanish-speaking settings
- Guest speakers from various fields related to the provision of public service to the Spanish-speaking community

9. ASSIGNMENTS:

Typical assignments:

- I. Listening, practicing and creating oral and written statements and questions regarding basic needs in the vocabulary of public service sectors
- II. Students will comprehend, evaluate and interpret what they read, especially basic written expressions in Spanish
- III. Speaking:
 - A. Role-playing in pairs or groups..
 - B. Oral exercises with a partner and also the teacher.

IV. Reading comprehension

- A. Read sentences.
- B. Read sentences the instructor provides; answer questions.
- C. Translate statements.

V. Writing

- A. Write or read basic dialogues emphasizing cultural aspects of the professional world of public service in Spanish
- B. Write statements based on information given in class by the instructor or induced by audio and audio visual materials.
- C. Take vocabulary quizzes.
- D. Demonstrate correct usage of grammar in paragraph writing and written exercises.

10. EVALUATION OF STUDENT PERFORMANCE

Grade Option.

Tests, quizzes, and a final examination will be given. In addition, evaluation of student presentations in oral and written form will be used to determine the final grade. Assignments will be evaluated for accuracy and for the right format in the target language.

11. RECOMMENDED OR REQUIRED TEXT(S)

A basic text, such as "Entrevistas," by Davis, Siskins, and Ramos, McGraw Hill, may be used.

Additional texts that are public service sector specific may also be used and include:

"Spanish for Law Enforcement," by Jarvis and Lebrede, latest edition,
Houghton Mifflin

"Spanish for Medical Personnel," by Jarvis and Lebrede, latest edition,
Houghton Mifflin

"Spanish for Social Services," by Jarvis and Lebrede, latest edition, Houghton
Mifflin

"Spanish for Teachers," by Jarvis and Lebrede, latest edition, Houghton Mifflin