

LAST REVIEW: 2010-2011

NEXT REVIEW: 2015-2016

STATUS: A

COURSE TITLE: Beginning Spanish 2

COMMON COURSE NUMBER: SPN 1121

CREDIT HOURS: 4

CONTACT HOUR BREAKDOWN

CLOCK HOURS:

Lecture: 64

Lab:

Clinic:

Other:

PREREQUISITE(S): A grade of C or better in SPN 1120 or equivalent and/or instructor's approval.

COREQUISITE(S): None

PRE/COREQUISITE(S): None

COURSE DESCRIPTION: Continuation of SPN 1120. Further development of the basic skills in speaking, listening-comprehension, reading, writing, and appreciation of culture. Classroom practice and exercises supplemented by laboratory and/or multi-media activities designed to develop and enhance communicative competence and cultural sensitivity. Skills and concepts are further polished in SPN 2220. Students are encouraged to study abroad. Special fee charged.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s):

Area 2B an 8

General Education Requirements – Associate in Science Degree (AS), meets Area(s):

Area 2 or 5

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s):

Area

UNIT TITLES

- 1. Review and Reinforce learning Outcomes of SPN 1120**
- 2. Express Past Experience**
- 3. Communicate Preferences, Desires, and Emotions**
- 4. Use of Pronouns**
- 5. Cultural Readings**

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	1.6, 5.1, 5.3
2. Write clearly and coherently**	1.2, 1.3, 2.3, 4.4, 4.5, 5.2
3. Demonstrate literacy as appropriate within a given discipline**	1.1 (b), 2.5 (d), 3.1 (c), 5.2 (b), 5.1 (c), 5.4 (g)
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	1.4, 2.3, 3.4, 5.4
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	2.5, 3.2, 5.1
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	1.5, 2.5, 5.1, 5.4
8. Speak and listen effectively.	1.1, 2.4, 3.1

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) Environmental literacy is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	
3. Research Papers	5.2
4. Group projects	3.2, 3.4, 4.3, 4.4
5. Discussions (In class and online)	2.5, 3.1, 3.2, 3.4, 4.4, 5.1
6. Multiple Choice tests	
7. Presentations	5.2
8. Service Learning Projects	5.4
9. Quizzes (pop, announced, etc.)	1.2, 1.3 2.1, 2.2, 2.4, 3.2, 3.4, 4.1, 4.2, 4.5
10. Take-home tests	
11. Summaries, critiques, and analyses	
12. Reaction papers	
13. Surveys	
14. Performance	1.2, 2.4, 3.2, 5.0
15. Short answer tests	2.4, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3
16. Classroom debates and colloquia	
17. Online lab and internet assignments	1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1, 4.4, 4.5, 5.2
18. Short compositions	1.6 2.4, 2.5, 3.2, 5.1, 5.2, 5.3, 5.4

UNITS

Unit 1 Review and Reinforce Learning Outcomes of SPN 1120

General Outcome:

- 1.0 The students shall be able to demonstrate comprehension and application of Spanish grammar and important Hispanic cultural aspects learned in SPN1120.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 1.1 Analyze and apply basic Spanish Pronunciation and Communication skills. Students shall use the online lab program to accomplish tasks.
- 1.2 Describe people, places and things.
- 1.3 Express Present Reality.
- 1.4 Apply Idioms and compare relevant aspects of the Hispanic culture to the U.S.
- 1.5 Communicate time and numbers and distinguish its implications in the daily life of Hispanics.
- 1.6 Demonstrate an ability to read and interpret select cultural readings in Spanish.

Unit 2 Express Past Experience

General Outcome:

- 2.0 The students shall be able to demonstrate the proper use of the preterit and the imperfect tenses in oral and written communication.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 2.1 Recognize and use regular and irregular verbs in the preterit tense.
- 2.2 Recognize and use regular and irregular verbs in the imperfect tense.
- 2.3 Compare the use of preterit vs. imperfect and examine the difference of their use in other languages.
- 2.4 Combine both tenses to formulate narrations, both orally and in writing.
- 2.5 Apply the knowledge of both tenses in discussion of historical, religious, and cultural events in the Hispanic world.

Common Course Number: SPN 1121

Unit 3 Communicate Preferences, Desires, and Emotions

General Outcome:

- 3.0 The students will be able to use formal commands as well as the verb “gustar” and others similar which express likes and dislikes.

Specific Measurable Learning Outcomes:

Upon the successful completion of this unit, the students will be able to:

- 3.1 Create and respond to formal commands in a cultural context that includes the social, business and medical environments. Utilize commands to formulate a set of instructions, directions, and advice.
- 3.2 Apply the superlative construction to compare extremes in geography, recreational activities and personal descriptions.
- 3.3 Conjugate gustar and similar verbs (encantar, fascinar, interesar, etc.) to express preferences.
- 3.4 Compare how these preferences are expressed differently in English, with emphasis on the cultural and philosophical concept of loving people, things and activities.

Unit 4 Use of Pronouns

General Outcome:

- 4.0 The students shall be able to successfully employ direct and indirect object pronouns. Additionally, the students will identify reciprocal actions and learn how to link words and phrases with relative pronouns.

Specific Measurable Learning Outcomes:

Upon completion of this unit, the students will be able to:

- 4.1 Recognize the direct object of a sentence and properly used pronouns to avoid repetition.
- 4.2 Recognize the indirect object of a sentence and properly used pronouns. Illustrate the difference between an indirect object pronoun and a disjunctive pronoun in Spanish.
- 4.3 Demonstrate correct pronoun placement with formal commands.
- 4.4 Express the idea of each other or one another.
- 4.5 Select relative pronouns to link multiple phrases.

Unit 5 Cultural Readings

General Outcome:

- 5.0 The students will demonstrate a better understanding of the world and recognize its diversity and commonalities through readings, writing opportunities and class discussions.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 5.1 Read and comprehend selected readings in Spanish. Demonstrate cultural literacy and a greater understanding of others and self in terms of linguistic and cultural differences. Through a series of cultural readings and dialogues students shall be able to discuss and compare cultural differences on important topics dealing with college life, family, shopping, home life, entertainment, and food.
- 5.2 Acquire vocabulary, improve pronunciation, and write short compositions. Expand their linguistic and cultural literacy beyond the textbook by researching and presenting other related cultural topics through written and oral assignments and the use of technology and multimedia tools.
- 5.3 Analyze grammatical and cultural aspects of the readings and argue its universal value.
- 5.4 Relate and value the natural and social settings that inform our planet across the experience of the different civilizations that make up the Hispanic world, i.e. natural phenomena and development, ecotourism and the environment, modern living and its consequence on the physical world and social relations and institutions.