



COURSE OUTLINE

Course Number
SPA102

Course Title
Beginning Spanish II

Credits
3

Hours: 3 Lecture

Co- or Pre-requisite: none

**Implementation
Semester & Year**

Fall 2022

Catalog description: For students who either completed SPA101 or have otherwise gained elementary prior knowledge of Spanish. Spoken communication in Spanish is the goal and means of instruction. Reading and writing are assigned out of class to facilitate effective listening and speaking practice in class. Basic grammar and culture are also introduced.

General Education
Category:
Goal 6: Humanities

Course coordinator: Daniel D'Arpa, (609) 570-3318,
darpad@mccc.edu

Required texts & Other materials:

- *Libro libre: Beginning Spanish* 2018, Attribution-NonCommercial ShareAlike CCBY-NCSA 4.0
- [https://human.libretexts.org/Bookshelves/Languages/Spanish/Libro_Libre - Beginning Spanish \(Huebener\)](https://human.libretexts.org/Bookshelves/Languages/Spanish/Libro_Libre_-_Beginning_Spanish_(Huebener))
- *Spanish I: Beginning Spanish Language and Culture* 2020 ISBN 13: 9781947112421
Publisher: [Humboldt State University Press](#)
- *Extemporeapp.com*
- [Portales](#) Author: Jose A. Blanco and Philip Redwine Donley. Publisher: Vista Higher Learning.

Course Student Learning Outcomes (SLO):

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

1. Demonstrate reading comprehension of written Spanish on basic level. (ILG 6,10; PLO 1)
2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6,10; PLO 1)
3. Write Spanish on a basic level. (ILG 6, 10; PLO 1)
4. Identify basic grammatical elements of Spanish sentence structure. (ILG 4, 6, 10)
5. Demonstrate knowledge of the daily lives of the Spanish-speaking peoples of the world; and current and past contributions made by Spanish-speaking peoples to world literature, art, music, science, and commerce. (ILG 8, 10)

Course-specific Institutional Learning Goals (ILG):

Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work

Program Learning Outcomes for Liberal Arts (PLO)

1. Speak, write, read, and comprehend a world language commensurate with the level of study

Units of study in detail – Unit Student Learning Outcomes:

Unit 6: Shopping [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Discuss and describe clothing
2. Express preferences in a store; negotiate and pay for items to buy
3. Recognize and pronounce the similarities and differences between the Spanish consonant sounds of 'd' and 't', conjugate the present tense of 'SABER' and 'CONOCER' and demonstrate knowledge of when to apply each verb in context, use indirect object pronouns to replace nouns, conjugate the present tense of "DAR", conjugate the preterite tense of regular verbs, and list and use demonstrative adjectives in context.
4. Discuss retail sales in Hispanic countries
5. Compare and contrast cultural constructions in the practice of retail commerce.

Unit 7: Daily Routine [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Describe their daily routine activities.
2. Discuss personal hygiene habits and products.
3. Distinguish and pronounce the Spanish 'r' sounds, conjugate reflexive verbs, recognize and use indefinite and negative words in utterances, conjugate the preterite forms of 'SER' and 'IR', and list and conjugate verbs that function similarly to 'GUSTAR'
4. Compare and contrast social behaviors in the daily routines of North American and Hispanic cultures.

Unit 8: Food [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Order food in a restaurant.
2. Describe foods and discuss meals.

3. Describe the location of people and things.
4. Recognize, list and pronounce the Spanish consonant sounds of “ll, ñ, c and z”, conjugate the preterite tense of stem changing verbs, use double object pronouns, and use comparisons and superlatives to express degrees of quality.
5. Identify fruits and vegetables native to Hispanic countries.
6. Compare and contrast differences in the cuisines between the U.S. and Hispanic countries.

Unit 9: Celebrations and Parties [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Express congratulations and gratitude
2. Discuss stages and milestones in life
3. Ask for and pay the bill at a restaurant
4. Recognize, list and pronounce the Spanish sounds of consonants “h”, “j” and “g”, conjugate the preterite tense of irregular verbs, use verbs that change meaning in the preterite, review the meanings of interrogative words, and identify and use pronouns after prepositions.
5. Identify some traditional celebrations and holidays in Hispanic countries and compare and contrast these with those of North Americans.
6. Identify contributions of Chileans to anthropology, sports, science and economy

Unit 10: A visit to the doctor’s office [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Describe parts of the body and how they feel physically
2. Discuss health, symptoms, medical conditions and treatments
3. Distinguish and pronounce word stress and written accent marks in Spanish, conjugate and use the imperfect tense, distinguish differences between the preterite and the imperfect tenses, use the pronoun “SE”, and identify, form, and use adverbs
4. Discuss aspects of place, economy and society in Costa Rica
Compare and contrast cultural differences in health services between Hispanic countries and those practiced in the U.S..

Evaluation of student learning:

Homework(flipped class design): reading/written practice activities/ recorded voice activities (20% of final grade)

Required work in preparation for each class includes the reading and practice of vocabulary lists and grammar explanations. Activities that contextualize these points will be completed on a daily basis. These assignments can be done individually by students and are not necessarily communicative in nature.

Participation during class meetings in small and large group discussion; guided dialogue (20% of final grade)

In-class course work will be comprised of communicative activities which develop precisely those skills that the student cannot perform alone at home: that is, speaking

with others in Spanish. The language of instruction and classroom business is in the target language.

Short spoken presentations (prerecorded or during class) (15% of final grade)

Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of spontaneous dialogue.

Short essays (15% of final grade)

Assessment of writing skills will be evaluated by at least three in-class short essay writing.

Written unit tests (20% of final grade)

Students will complete a written test after each unit studied including a Midterm and a Final examination. The Midterm will be comprehensive of units 1-3 and the Final will be comprehensive of units 4-6. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.

Final exam or project (10%)