Effective Semester / Session: Spring 2013

Type of Action:

- New
- X Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: SP 102

Course Title: Elementary Spanish II

Reason for initiating, revising, or canceling course:

This course guide has been revised to propose (1) changes in student learning outcomes (SLOs), (2) the inclusion of additional department-approved materials, and (3) an increase in the required English placement level, this with a view to ensuring that (a) the SLOs are aligned with best practices (in the field of second/foreign language teaching), (b) the materials provide options that support academic freedom, and (c) the level of students' literacy skills and grammatical competency in English provide a foundation that facilitates second language acquisition (SLA). Note: The catalogue description has been changed.

Proposer: J. Marcelino González Date: 12.18.12

Department Chair: James Kline Date: 12.18.12

Dean of Academic Programs and Services: Ms. Barbara Merfalen Date: 12.15.12
Course: SP 102 Elementary Spanish II

1. Department
Languages and Humanities

2. Purpose
The purpose of this course is to provide those interested with an opportunity to continue the study of the language and culture of the Spanish-speaking world, comprising 20 countries in several continents with over 328 million native speakers.

3. Description

A. Required/Recommended Textbook(s) and Related Materials
   Recommended:

B. Contact Hours
   1. Lecture: 4 hours per week / 60 hours per semester
   2. Lab: N/A
   3. Other: None

C. Credits
   1. Number: 4
   2. Type: Regular degree units

D. Catalogue Course Description
   This is the second of two elementary-level courses in Spanish in which students acquire basic skills in listening, speaking, reading and writing. The course is designed to foster the development of a basic level of linguistic competency while providing a strong foundation for continued
learning. Spanish will be learned and reinforced through continuous exposure to, and guided practice in, the target language. Prerequisite: SP 101 or instructor's permission. English Placement Level: EN 093/094. (Offered Fall and Spring)

E. Degree or Certificate Requirements Met by Course
Fulfills language requirements for associate degrees.

F. Course Activities and Design
Course activities include listening, speaking, reading and writing exercises, as well as pair/small-group work, presentations, quizzes and a final exam.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)
Prerequisite(s): SP 101 or instructor's permission.
English Placement Level: EN 093/094

5. Estimated Cost of Course; Instructional Resources Needed
Cost to the Student: Tuition for a 4-credit course, a textbook, a bilingual dictionary, and any applicable fees.

Cost to the College: Instructor's salary.

Instructional resources needed for this course include chalk and chalkboard (or markers and whiteboard), TV/VCR, videotaped material, overhead projector, audio-visual projector and CD/cassette player.

6. Method of Evaluation
Student grades will be based on the regular letter grade system as described below:

A: Excellent – grade points: 4.0;
B: Above average – grade points: 3.0;
C: Average – grade points: 2.0;
D: Below average – grade points: 1.0;
F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.
7. **Course Outline**

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

Common topics and grammatical structures include:

- Greetings: Formal and informal
- The Spanish alphabet
- Pronunciation (including regional differences)
- Phonological recognition and written representation/orthography and the use of accents
- Numbers: Cardinal and ordinal
- The use of *Hay* [pronounced as the "long" "i" sound in English]: The equivalent of there is/are
- Question words
- Describing locations: Objects/people
- Prepositional phrases
- Likes and dislikes
- The present (tense) indicative (mode)
- Describing routines: Times/days of the week
- The use of the present participle in conjunction with *Hay*: e.g., *Hay niños jugando en el parque* (There are children playing in the park.)
- Describing actions
- The use of the present (tense) progressive (aspect)
- Gender, articles, and agreement
- Pronouns: Subject and object
- Vocabulary: In the context of the classroom, the home, work, play, and daily life
- Describing oneself
- Adjectives and adverbs
- The Spanish verb system
- Modes: Indicative, imperative, and subjunctive
- Aspects: Progressive, preterit, perfect, and imperfect
- Voice: Passive vs. active
- Conjugation and agreement
- Formal vs. informal "you": *tú* vs. *usted*
- The distinction between *ser* and *estar* (to be)
- Irregular, stem-changing, and reflexive verbs
- Comparisons and superlatives
- Spanish/Latin American culture
8. **Instructional Goals**
   This course will introduce students to:

   1.0 Greetings used in both formal and informal contexts;

   2.0 Vocabulary related to daily activities in the context of school, home, work, and play;

   3.0 Grammatical structures necessary to communicate effectively in both speech and writing;

   4.0 The receptive skills of reading and listening necessary to comprehend both written and spoken discourse at an elementary level of complexity; and

   5.0 The people and culture of the target language.

9. **Student Learning Outcomes**
   Upon successful completion of this course, students will be able to:

   1.0 Demonstrate knowledge of the sound system with a view to facilitating orthography and promoting learner autonomy;

   2.0 Write complete sentences that include both "hay" (there is/are) and the present participle;

   3.0 Demonstrate an appropriate level of listening comprehension;

   4.0 Discuss their class schedules or daily routines;

   5.0 Translate a simple Spanish-language text (that may include both the present and past tenses, as well as the indicative and subjunctive modes) into English;

   6.0 Demonstrate an appropriate level of reading comprehension;

   7.0 Give a bilingual (Spanish/English) presentation or performance;

   8.0 Translate a simple English-language text (that may include both the present and past tenses) into Spanish;
9.0 Demonstrate knowledge of Hispanic culture in relation to the music/dance, food, art or celebrations of at least one country of relevance; and

10.0 Demonstrate an emerging receptive-skills-competency in relation to the subjunctive mode.

10. Assessment Measures
Assessment of student learning may include, but not be limited to, the following:

1.0 Class attendance

2.0 Participation

3.0 Quizzes/tests

4.0 Presentations/performances

5.0 A final evaluation/exam