**Catalog description:** A grammar course taught conversationally in Spanish and within the context of a variety of topics related to Hispanic culture and society including some reading of short examples from authentic Hispanic literature. This course builds vocabulary and develops speaking and writing skills but the main emphasis is oral practice of grammar with explicit review of grammatical constructions for the purpose of improving the non-native student’s oral and written communication skills with a variety of personalized exercises to stimulate conversation.

**Is course New, Revised, or Modified?** Revised

**Required texts/other materials:**
Title: Conversación y repaso Tenth Edition.
Authors: Lynn Sandstedt and Ralph Kite
Publisher: Beth Kramer, 2011.

**Revision date:** Spring 2017
**Course coordinator:** Daniel D’Arpa, (609) 570-3318, darpad@mccc.edu

**Information resources:**
A pass code, included with the book when purchased new, gives students access to a web-based instructional system that supports the textbook and includes learning and assessment tools.

**Other learning resources:**
Students are encouraged to purchase a Spanish-English dictionary or gain access to such online dictionaries. Spanish tutoring is available in the Learning Center. Spanish language learning software is available in the library.

**Course Competencies/Goals:**
**Upon successful completion of the course, the student will be able to:**
1. Identify, apply and explain the communicative significance of fundamental elements and constructions of Spanish grammar.
2. Demonstrate reading comprehension of Spanish on a high intermediate level.
3. Demonstrate listening comprehension of Spanish on a high intermediate level.
4. Write Spanish on a high intermediate level.
5. Speak Spanish on a high intermediate level.
6. Demonstrate knowledge of the culture, history, and daily lives of the Spanish-speaking peoples of the world.
7. Contribute personal opinions in oral discussions on a diverse set of cultural topics.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals
- **Goal 1. Communication.** Students will communicate effectively in both speech and writing.
- **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.** Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills
- **Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
- **Goal D. 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.
- **Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.
- **Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.
- **Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

**Unit 1: Spanish Culture Class**
- Within the context of introductory Spanish culture class, students will identify, apply and explain the communicative significance of the:
  1. Nouns and articles
  2. Subject Pronouns
  3. Present indicative of regular verbs
  4. Stem-changing verbs
  5. Spelling changes in verbs
  6. Present indicative of irregular verbs
  7. Adjectives
  8. The personal “a”

**Unit 2: Hispanic American Discussions**
- Within the context of out-of-class intellectual exchanges on Hispanic culture, students will identify, apply and explain the communicative significance of the:
  1. Imperfect tense
  2. Preterite of regular verbs
  3. Preterite of irregular verbs
  4. The uses of imperfect and preterite
  5. Direct object pronouns
  6. Reflexive verbs and pronouns

**Unit 3: Religion in the Hispanic World**
- Within the context of religion in Hispanic culture, students will identify, apply and explain the communicative significance of the:
  1. “ir” + infinitive
2. Future tense
3. Future tense and the conditional tense
4. Indirect object pronouns
5. Double object pronouns
6. *Gustar* and similar verbs
7. “*ser*” and “*estar*”

**Unit 4: The Hispanic Family**

*Within the context of Family issues in the Hispanic world, students will identify, apply and explain the communicative significance of the:*
1. Progressive tenses
2. Perfect tenses
3. Future and conditional perfect tenses
4. Possessive adjectives and pronouns
5. Interrogative words
6. “*hacer*” and “*haber*” with weather expressions
7. “*hacer*” with expressions of time

**Unit 5: Men and Women in Hispanic Society**

*Within the context of gender roles in Hispanic culture, students will identify, apply and explain the communicative significance of the:*
1. Subjunctive mood
2. Forms of the present subjunctive
3. Uses of the subjunctive
4. Commands
5. Relative pronouns

**Unit 6: Customs and Beliefs**

*Within the context of customs and beliefs in Hispanic culture, students will identify, apply and explain the communicative significance of the:*
1. Imperfect subjunctive
2. Present perfect and past perfect subjunctive
3. Subjunctive in nouns clauses
4. Sequence of tenses
5. Subjunctive after impersonal expressions
6. Affirmative and negative expressions

**Evaluation of student learning:**
- Students will complete a written test after each unit studied. These written assessments will primarily measure knowledge of grammar constructions.
- Spoken communication (speaking and listening) will be assessed daily during class discussions and debates. The language of instruction and classroom business is Spanish.
- Further assessment of speaking skills will be evaluated by at least two oral presentations in the form of spontaneous dialogues and debates or prepared summary presentations of readings.
- Assessment of writing skills will be evaluated by short essays written in class which express personal opinions based on the readings and discussions.
- Required work in preparation for each class includes the study of grammar rules and explanations, vocabulary lists and short readings.

**Academic Integrity Statement: Academic Integrity Policy:**
The *Academic Integrity Policies* of Mercer County Community College are based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate academic dishonesty in the college community, and (3) to foster a high sense of integrity and social responsibility on the part of the college community. Students should become familiar with and strictly adhere to MCCC’s Academic Integrity policies. Refer to [http://www.mccc.edu/admissions_policies_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml).