



COURSE OUTLINE

Course Number	Course Title	Credits
SPA 102 (Online)	Beginning Spanish II (Online)	3
Hours: 3 lecture	Co- or Pre-requisite SPA 101 with a minimum C- grade, placement by exam, or permission of instructor	Implementation Fall 2017

Catalog description: Prerequisite: SPA 101 with a minimum C- grade, placement by exam, or permission of instructor. SPA101 is the second in a sequence of courses designed for students with little or no prior knowledge of Spanish. Spoken communication in Spanish is both the end goal and the means of instruction. Emphasizes the four communicative skills in an authentic language context. Reading, writing, and grammar study are assigned out of class to facilitate effective listening and speaking practice in class.

3 lecture hours

This course is fully online but the Midterm and Final Exams are conducted on-site in a proctored testing center.

Is course New, Revised, or Modified? Revised and modified for online venue.

Required texts/other materials:

Portales Author: Jose A. Blanco and Philip Redwine Donley. Publisher: Vista Higher Learning.

Revision date:

Fall 2021

Course coordinator:

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Other learning resources:

Access code to vhlcentral.com

(The passcode gives students access to a web-based instructional system that supports the textbook and includes learning and assessment tools.)

Access to Blackboard learning platform

Course Competencies/Goals:

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

1. Demonstrate reading comprehension of written Spanish on basic level. (ILG 6,10) [*Methods of assessment: small and large group discussion; individual written assignments; written test*]
2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6,10) [*Methods of assessment: small and large group discussion; guided dialogue*]
3. Write Spanish on a basic level. (ILG 6, 10) [*Methods of assessment; short essay; written test*]
4. Identify basic grammatical elements of Spanish sentence structure. (ILG 4, 6, 10) [*Methods of assessment: completion of written tasks; tests*]
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) [*Methods of assessment: small and large group discussion; tests; completion of homework assignments*].

ILGs: The course meets the following 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

Units of study in detail.

Unit 6: Shopping [SLO 1-5; ILG 4,6,8,10]

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; ILG 4,6,8,10]

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; ILG 4,6,8,10]

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; ILG 4,6,8,10]

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; ILG 4,6,8,10]

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
5. Compare and contrast cultural differences in health services between Hispanic countries and those practiced in the U.S.

Evaluation of student learning:

- Students will complete an online written test after each unit studied including an on-site (face-to-face) Midterm and an on-site 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.
- Further assessment of writing skills will be evaluated by at least three discussion board short essay writing.
- Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of spontaneous dialogue in online activities.
- Required work in preparation for each class includes the study 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.
- Daily online 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 Spanish.

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.