



COURSE OUTLINE

Course Number SPA252	Course Title Advanced Spanish II	Credits 3
Hours: 3 Lecture	Co- or Pre-requisite:	Implementation Semester & Year Fall 2022

Catalog description: For students who completed SPA152 or otherwise acquired reading, writing and speaking in Spanish at mid to high-intermediate level. Emphasizes oral practice of grammar with explicit review of grammatical constructions. Taught conversationally in Spanish within topics of Hispanic culture through Hispanic texts. Develops speaking and writing.

General Education
Category:
Goal 6: Humanities

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

Required texts & Other materials:

Title: Civilización y cultura: Intermediate Spanish, Tenth Edition

Authors: Lynn Sandstedt and Ralph Kite

Publisher: Beth Kramer, 2011.

Other learning resources:

Students are encouraged to purchase a Spanish-English dictionary and grammar reference guide or gain access to such tools online.

Spanish tutoring is available in the Learning Center.

Spanish language learning software is available free on the MCCC library website.

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 an intermediate-high level. (ILG 6,10; PLO 1)
2. Demonstrate the ability to move a spoken conversation forward, with intermediate-mid to intermediate-high listening comprehension and speaking skills. (ILG 6,10; PLO 1)
3. Write Spanish on an intermediate-high level. (ILG 6, 10; PLO 1)
4. Demonstrate an intermediate-high competency in grammatical elements of academic standard Spanish. (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)
6. Contribute opinions in oral debates on a diverse set of social issues. (ILG 11)

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

Goal 11. Critical Thinking: Students will use critical thinking skills to understand, analyze, and apply information or solve problems.

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 1: Spanish Culture Class [SLO 1-6]

Within the context of a hypothetical 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 [SLO 1-6]

Within the context of hypothetical 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 [SLO 1-6]

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 [SLO 1-6]

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 [SLO 1-6]

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 [SLO 1-6]

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:

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

Required work in preparation for each class includes the pre-reading texts, low-stakes writing communications (discussion boards), and researching vocabulary and grammar structures.

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

In-class course work will be comprised of discussion, dialogue, and debate of readings. The language of instruction and classroom business is in the target language.

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

Spoken communication (speaking and listening) will be assessed by at least two oral presentations.

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. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.

Final exam or project (10%)