**ESSEX COUNTY COLLEGE**

**Bilingual Studies Division**

**SPN 102 – Elementary Spanish II**

**Course Outline**

**Course Number & Name:**  SPN 102 Elementary Spanish II

**Credit Hours:**  3.0 **Contact Hours:**  3.0 **Lecture:** N/A **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in SPN 101

**Co-requisites:** None **Concurrent Courses:** SPN 100 for non-native speakers

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course is a continuation of SPN 101. The student's knowledge of vocabulary and grammar expands to include multiple tenses and use of the verbs. The four language skills listening comprehension, speaking, reading and writing continue to be developed.

**General Education Goals**: SPN 102 is affirmed in the following General Education Foundation Category: **Humanistic Perspective.** The corresponding General Education Goal is as follows: Students will analyze works in the field of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. proficiently write, read, speak and listen to beginning-level Spanish; and

2. describe the various cultures of the Spanish-speaking world.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Proficiently write, read, speak and listen to beginning-level Spanish:

1.1 *write simple prose;*

1.2 *read and summarize simple prose;*

1.3 *say short descriptions and directions;*

1.4 *answer questions and ask questions on familiar topics that arise in real-life situations;*

1.5 *compare and contrast the structure of the Spanish language and the English language to enhance critical thinking;* and

1.6 *express* *oneself in a culturally-acceptable and authentic way appropriate to this level course*

2. Describe the various cultures of the Spanish-speaking world:

2.1 *distinguish between the Spanish spoken in the different countries of the Hispanic world*;

2.2 *recognize and describe the rich, vast culture and civilization of the Hispanic world;*

2.3 *discuss the influences of the Hispanic culture on the American society;* and

2.4 *describe the various schedules in the Hispanic world*

**Methods of Instruction**: Language use is encouraged through communicative activities including videos, compact discs (CDs), Spanish language computer software, on-line study center, group work, use of appropriate Spanish websites, role-playing, games, reading assignments from the text and other sources, current events, class lectures, discussions and cultural trips.

**Outcomes Assessment:** Quiz, test, and exam questions are blueprinted to course objectives. Oral components of class activities and the final exam are evaluated for the presence of course objectives via checklist rubrics. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Take four written tests on the material presented in each chapter of the textbook and at least three short quizzes. Note: Each test will include reading and listening comprehension, grammar, and vocabulary.
2. Become familiar with and apply correctly the minimum of grammatical forms contained in the textbook.
3. Use and spell all words and idioms covered during the semester.
4. Paraphrase basic Spanish sentences using the verbs in context in sentences.
5. Actively participate in classroom activities designed to enhance conversational fluency.
6. Complete and submit on time weekly homework assignments from the textbook or other sources.
7. Attend at least 90% of all scheduled class sessions.
8. Take the comprehensive final exam, which may include oral and written components.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* **Class attendance and participation in group and whole class activities** **30%**

Students must attend 90% of all classes and participate in all class activities, which are designed to emphasize course objectives.

* **Homework**   **20%**

Students complete homework, which is evaluated to ensure that they are meeting course objectives.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* **4 or more Chapter tests and 3 or more quizzes 20%**

Written and oral tests and quizzes contain questions that are blueprinted to course objectives. Data analysis of the blueprinting results will provide evidence of the extent to which students master course objectives.

* **Final exam (Written and Oral)**  **30%**

A comprehensive final exam will provide evidence of the extent to which students have mastered course objectives and have synthesized all course material.

Note: Students must demonstrate 70% competency on chapter tests, homework assignments, and the final exam to pass this course. Also, students must participate actively in all group and whole class activities and cultural trips (if applicable).

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text **Plazas**, 3rd edition, by Hershberger/Navey-Davis/Borrás A; published by Heinle/Cengage Learning

**Week Content**

1 Introduction and explanation of class syllabus

Conversación; “¿Quieres Comer Conmigo esta Noche?”

Class activity – Talk about food and beverages for breakfast, lunch, and dinner; make comparisons; order food in a restaurant; describe a past event in detail

**Unit 1, Capítulo 6A**

**Cultural Information**

Armando Scannone

El Santo Angel

Las Hallacas

2 Comparatives and Superlatives

Regular verbs and verbs with spelling changes in the simple past tense, verbs with stem-changes in the simple past tense, and review

**Unit 1, Capítulo 6B**

**Cultural Information**

PDVSA

Dulces criollos

“Amarito” by Maracaibo 15

Reading: Doña Bárbara by Rómulo Gallegos

3 Lectura; “De Compras: Argentina”

Class activity – Talk about shopping for clothing, fashion and emphatic statements about possession; talk about singular and/or completed events in the past; use irregular verbs in the simple past tense

**Unit 2, Capítulo 7A**

**Cultural Information**

Diseñadores y modelos argentinos

Eva Duarte de Perón

Plaza Dorrego, San Pedro Telmo

**Quiz 1**

4 Class activity – Make selections and talk about sizes and of shopping preferences; describe on-going and habitual past actions

Direct object pronouns, imperfect tense review

**Unit 2, Capítulo 7B**

**Cultural Information**

Los gauchos

Cuero y plata argentinos

“Santa Maria del buen ayer” by Gotan Project

¡A Leer! La Colección de Verano de Adriana Constantini

**Week Content**

5 Fiestas y Vacaciones: Guatemala y El Salvador

Lectura; “Una Fiesta de Sorpresa”

Class activity – Talk about holidays, events and activities at the beach and in the countryside; describe changes in emotion; inquire and provide information about people and events; narrate in the past

**Unit 3, Capítulo 8A**

**Cultural Information**

Arzobispo Óscar Arnulfo Romero

La Cultura Maya en América Central

Tikal

**Written Test 1**

6 State indefinite ideas and quantities; talk about period of time since an event took place; parties and celebrations; the simple past and the past progressive or past habitual; affirmative and negative expressions; “hace” and “hace que”

Review and Practice Test

**Unit 3, Capítulo 8B**

**Cultural Information**

Bordados y tejidos guatemaltecos

Las Sorpresas de Ionesco

“Mojado” by Ricardo Arjona

7 Review of all units, including verbs in the present tense, present progressive, “gustar”, “ir

a + infinitive” studied in SPN 101

Practice Test

**Written Test 2**

8 De Viaje por El Caribe; La República Dominicana, Cuba y Puerto Rico

Lectura; “En el Aeropuerto de las Américas”

Class activity – Talk about air travel, hotels, other types of transportation and lodging; simplify expressions with indirect and double direct pronouns; getting around in the city

**Unit 4, Capítulo 9A**

**Cultural Information**

Sammy Sosa

Puerto Rico: “Estado Libre Asociado”

Santo Domingo

9 Give directions and express desires; make informal requests; indirect object pronouns, double object pronouns, prepositions of location, adverbs, relevant expressions, formal commands and negative “tú” commands; and review

**Unit 4, Capítulo 9B**

**Cultural Information**

Los Tres Reyes

Artistas y artesanos cubanos

“Guavaberry” by Juan Luis Guerra

¡A Leer! ¿Ernest Hemingway vivió en Cuba?

**Week Content**

10 Las Relaciiones Sentimentales; Honduras y Nicaragua

Lectura; “El Noviazco de Franciscio Morazán y Celia Herrera”

Class activity – Talk about relationships, courtships, receptions, banquets; describe recent actions, events, conditions, reciprocal actions and qualifying actions

**Unit 5, Capítulo 10A**

**Cultural Information**

Rubén Darío

Copán, Honduras

Las Islas de la Bahía

**Quiz 2**

11 Present perfect tense, reciprocal constructions with “se”, “nos”, and “os”, adverbs and adverbial expressions of time, sequencing events and relative pronouns, and review

**Unit 5, Capítulo 10B**

**Cultural Information**

Plantaciones bananeras en Honduras y Nicaragua

Humacas de Masaya

“La Danza del Cielo” by Nicaragua Libre

¡A Leer! “Programa V” by Ernesto Cardenal

12 El Mundo de Trabajo: Panamá

Conversación; “En Una Oficina en Panama”

Class activity – Talk about professions, the office, work-related activities; make statements about motives, intentions, periods of time, professions, trades, and the job hunt

**Unit 6, Capítulo 11A**

**Cultural Information**

Vivian Fernández de Torrijos

Santa María Antigua del Darién

**Written Test 3**

13 Express subjectivity, uncertainty, desires, and intentions; discuss personal finances

**Unit 6, Capítulo 11B**

**Cultural Information**

Bocas del Toro

Canal de Panamá

**Quiz 3**

14 “Por” versus “para”

The subjunctive mood with statements of volition

**Unit 6, Capítulo 11C**

**Cultural Information**

Los emberá y los waounán

**Written Test 4**

15 Review

**Final Exam**