**SPAN 1234: Elementary Spanish II**

**COURSE CONTENT AND METHODOLOGY**

Learning a second language is a process inextricably connected to the culture or cultures in which the language is spoken. Thus, this course focuses on developing students’ Spanish-language proficiency through modes of communication that reflect real life communication in the varied cultures of the Spanish-speaking world. By employing interpersonal, interpretive and presentational communicative modes in the target language, students will explore the ideas, values, beliefs and other cultural aspects of Spanish-speaking peoples across the world and how these aspects work together to affect human experience.

**SKILLS AND OUTCOMES**

This course involves the development of specific Spanish grammar, vocabulary and idiomatic usage in the context of the varied cultures of the Spanish-speaking world for the purpose of exploring ideas that foster aesthetic and intellectual creation in order that students may understand the human condition across cultures. In this course, student will also continue to develop awareness of and practice the use of appropriate cultural norms in the Spanish-speaking world for formality, informality, personal space and gestures. Furthermore, students will continue developing language in the context and manner it used in the Spanish- speaking cultures and recognize how these uses are different from those of English-speakers. By the end of the semester, students will be able to:

* Make reservations for travel, inquire about hotel amenities, order in a restaurant, shop for food and clothing, follow or give instructions for recipes.
* Engage in simple question/answer conversations using memorized and/or high-frequency expressions indicating cultural sensitivity and awareness to talk about pastimes, hobbies, holidays, celebrations and daily chores.
* Provide and request basic information (continued development).
* Give and receive instructions and directions (continued development).
* Express ongoing actions, routine actions, future actions and past actions in the context and manner these are used in the Spanish-speaking cultures and recognize how these uses are different from those of English-speakers (continued development).
* Express preferences and comparisons.
* Describe the state of objects and people (continued development).
* Use impersonal expressions and expressions of doubt and uncertainty.
* Describe and illustrate aspects of the cultures of Spanish-speaking countries and make comparisons between these cultures and their own culture(s) using basic linguistic structures and vocabulary in the target language.
* Evaluate their own values, behaviors and worldviews on the socio-cultural topics presented and compare these to those of Spanish-speakers.

**Assessment of THECB core objectives for LANGUAGE, PHILOSOPHY, & CULTURE**

* **Critical Thinking Skills:**
	+ To assess critical thinking skills, the Global Assessment Rubric will be applied to the Personal Reflection Essay
* **Communication Skills:**
	+ To assess communication skills, the Global Assessment Rubric will be applied to the Personal Reflection Essay.
* **Personal Responsibility:**
	+ To assess personal responsibility, the Global Assessment Rubric will be applied to the Personal Reflection Essay.
* **Social Responsibility:**
	+ To assess social responsibility, the Global Assessment Rubric will be applied to the Personal Reflection Essay.

**Required texts and materials**

* + Textbook: *Exploraciones.* Blitt, Mary Ann/ Casas, Margarita. 2nd edition, ISBN 978-1-305-25247-9
	+ 10 Long Scantrons
	+ 1 Blue Book

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| Assignments | Percentage of Course Grade |
| Quizzes and Graded Homework | 15% |
| Participation | 6% |
| Attendance | 4% |
| Language Laboratory Quizzes (6 total) | 5% |
| Personal Reflection Essay (Core Curriculum Assessment) | 5% |
| Exam 1 (Chapters 1 & 2) | 15% |
| Exam 2 (Chapters 3 & 4) | 15% |
| Exam 3 (Chapters 5, 6 & a portion of 7) | 15% |
| Comprehensive Final Exam | 20% |
| Total | 100% |

**Course Schedule**

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| **Week** | **Chapter** | **Content** |
| Week 1  | Chapter 7 | * Introduction and Review
* Fruit, vegetables, condiments
* Using numbers greater than 100
* Irregular verbs in the preterit
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| Week 2  | Chapter 7 | * Uses of *por* and *para* and prepositional pronouns
* Culture: Food and cultural identity
* Reading (Reading out loud): *Los alimentos del Nuevo Mundo*
* Meals and utensils
* Culture: Unique restaurants in the Spanish-speaking world; Eating habits; specialty stores
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| Week 3  | Chapter 7 | * Direct object pronouns
* Reading: *La comida rápida en Latinoamérica*
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| Chapter 8 | * Home and household vocabulary
* Introduction to the imperfect tense
* Indefinite and negative expressions
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| Week 4  | Chapter 8 | * Reading (recognizing root words): *La ciudad es nuestra casa*
* Activities and Pastimes
* Indirect Object Pronouns and verbs like

*gustar** Double Object Pronouns
* Culture: Entertainment
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| Week 5  | Chapter 8**EXAM I** | * Reading (Combining Strategies): *Todos necesitamos un pasatiempo*
* Exploring Literature: José Martí
* Review of Chapters 7 and 8

**Chapters 7 and 8** |
| Week 6  | Chapter 9 | * Celebrations and those unique to the Spanish-speaking world
* Culture: Festivals and Celebrations
* Comparison of the preterit and the imperfect
* Uses of the preterit and the imperfect
* Reading (Reading interactively): *El Día de los Muertos*
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| Week 7  | Chapter 9 | * Overview and Practice with the Preterit and Imperfect
* More practice with the Preterit and Imperfect
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| Chapter 10 | * Travel by plane and train; transportation
* Culture: The tourism industry
* Relative pronouns
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| Week 8  | Chapter 10 | * Formal and *nosotros* commands; giving directions
* Reading (visualization and paraphrasing):

*¿Adónde ir de vacaciones?** Hotel and hotel services
* Culture: Unique lodging in the Spanish- speaking world
* Informal commands
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| Week 9 | Chapter 10**Exam 2** | * Pronoun use with command forms
* Reading: *¿Dónde quedarse: hoteles, moteles, pensiones o albergues?*
* Exploring Literature: Marco Denevi
* Review of Chapters 9 and 10

**Chapters 9 and 10** |
| Week 10  | Chapter 11 | * Clothing and shopping for clothing
* Culture: Traditional dress and fashion
* Passive *se* and impersonal *se*
* Comparisons of equality and inequality and superlatives
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| Week 11  | Chapter 11 | * Reading (identifying patterns): *Las tapadas: una moda escandalosa*
* Art, description of art work
* Culture: Traditional art forms
* *Estar* with the past participle
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| Week 12  | Chapter 11 | * *Se* to indicate accidental occurrences
* Reading (identifying patterns): *Remedios Varo*
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| Chapter 12 | * Nature, geographical terms, environmental concerns
* Culture: Geographic Diversity
* Future tense
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| Week 13  | Chapter 12 | * Present Perfect
* Reading: *Los parques nacionales de Costa Rica y de Ecuador*
* Farm animals and wild animals
* Culture: Animals; *El burro y la flauta*; biodiversity; ecology
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| Week 14  | Chapter 12 | * The present subjunctive and its use with impersonal expressions
* Subjunctive with expressions of doubt
* Exploring Literature: Mario Benedetti
* Review of Chapters 11 and 12
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| Week 15 | **Exam 3** | **Chapters 11 and 12****Personal Reflection Essay (in class)*** Review for Comprehensive Final Exam
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**Personal Reflection Essay**

This essay serves as an assessment of the student’s performance of the core curriculum objectives in the specific context of this course. The subject of the essay will be a cultural topic or topics assigned by the instructor according to the instructor’s preference. The cultural topic will present the student with an ethical dilemma or issue for resolution. Students should demonstrate that they have adequately researched and considered the topic in the framework of the core curriculum objectives.

In responding to the topic, students must identify their core beliefs and the origins of those core beliefs, recognize the ethical issue(s) presented and the relationships between issues, state a position on the issue(s) and connect their position to implied actions and consequences. In other words, students must answer the following questions in their essays:

* + - What are the ethical aspects of the issue presented? Identify these.
		- What is your opinion about the issue?
		- How did you come to hold this opinion? (E.g. how you were raised, influence of culture, religion, a personal experience, something you learned in school, life lesson, etc.)
		- What can/will you do personally concerning the issue?
		- What are the implications of your opinion and the consequences of actions that you take or do not take regarding the issue?

**Global Assessment Rubric**

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|  | Excellent Satisfactory Failing |
| **Critical Thinking Skills:** Essay demonstrates creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information. | **4 3 ½ 3 2 ½ 2 1 ½ 1 ½ 0** |
| **Communication Skills:** Essay demonstrates effective development, interpretation and expression of ideas through written, oral and visual communication. | **4 3 ½ 3 2 ½ 2 1 ½ 1 ½ 0** |
| **Personal Responsibility:** Essay demonstrates the ability to connect choices, actions and consequences to ethical- decision making. | **4 3 ½ 3 2 ½ 2 1 ½ 1 ½ 0** |
| **Social Responsibility:** Essay demonstrates intercultural competence, knowledge of civic responsibility and the ability to engage effectively in regional, national and global communities. | **4 3 ½ 3 2 ½ 2 1 ½ 1 ½ 0** |