### COURSE OUTLINE

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<th>Course Number</th>
<th>Course Title</th>
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<td>SPA 102</td>
<td>Beginning Spanish II</td>
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**Hours:**

- 3 lecture

**Co- or Pre-requisite:**

SPA 101 with a minimum C- grade, placement by exam, or permission of instructor

**Implementation:**

Fall 2014

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**Catalog description:**

Prerequisite: SPA 101 with a minimum C- grade, placement by exam, or permission of instructor. 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

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

**Required texts/other materials:**

“Vistas: Introduccion a la lengua española” 5th ed. w/Supersite access. Author: Jose A. Blanco and Philip Redwine Donley. Publisher: Vista Higher Learning.

**Revision date:**

Spring 2017

**Course coordinator:**

Daniel D’Arpa, (609) 570-3318, darpad@mccc.edu

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**Information resources:**

Vistas Supersite <vhlcentral.com>

(The Supersite passcode -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.

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**Course Competencies/Goals:**

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

1. Demonstrate reading comprehension of written Spanish on a basic level.
2. Demonstrate listening comprehension of spoken Spanish on a basic level.
3. Write Spanish on a basic level.
4. Speak Spanish on a basic level.
5. Identify basic grammatical elements of Spanish sentence structure.
6. Demonstrate knowledge of the culture, history, and daily lives of the Spanish-speaking peoples of the world.
7. Identify current and past contributions made by Spanish-speaking peoples to world literature, art, music, science, and commerce.

**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 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
- **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 7: Daily Routine**

*Students will demonstrate in Spanish how to:*

1. Describe their daily routine activities.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Discuss personal hygiene habits and products.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
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'.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Compare and contrast social behaviors in the daily routines of North American and Hispanic cultures.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

**Unit 8: Food**

*Students will demonstrate in Spanish how to:*

1. Order food in a restaurant.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Describe foods and discuss meals.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Describe the location of people and things.
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
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.  
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
5. Identify fruits and vegetables native to Hispanic countries.  
   (Course Goal 6, 7; General Education Goals 4, 6, 8; Core Skills E, G)
6. Compare and contrast differences in the cuisines between the U.S. and Hispanic countries.  
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 9: Celebrations and Parties

Students will demonstrate in Spanish how to:

1. Express congratulations and gratitude  
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Discuss stages and milestones in life  
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Ask for and pay the bill at a restaurant  
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
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.  
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
5. Identify some traditional celebrations and holidays in Hispanic countries and compare and contrast these with those of North Americans.  
   (Course Goal 6, 7; General Education Goals 4, 6, 8; Core Skills E, G)
6. Identify contributions of Chileans to anthropology, sports, science and economy  
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 10: A visit to the doctor’s office

Students will demonstrate in Spanish how to:

1. Describe parts of the body and how they feel physically  
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Discuss health, symptoms, medical conditions and treatments  
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
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.  
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Discuss aspects of place, economy and society in Costa Rica.  
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
5. Compare and contrast cultural differences in health services between Hispanic countries and those practiced in the U.S.  
   (Course Goal 6; General Education Goals 4, 6, 7, 8; Core Skills E, G)

Unit 11: Technology

Students will demonstrate in Spanish how to:

1. Discuss using computer technology and electronic products  
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Identify car parts and discuss car troubles  
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Distinguish between homonyms using accent marks, conjugate informal commands, distinguish between the similarly translated words “POR” and “PARA”, express shared or reciprocal action with reflexive verbs, identify and use stressed possessive adjectives and pronouns.  
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Identify contributions to history, art and nature preservation in Argentina.  
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
5. Compare and contrast the use of cell phone, internet and motorbikes among youth in Spanish-speaking countries with other places familiar to students.
(Course Goal 6; General Education Goals 4, 6, 7, 8; Core Skills E, G)
Unit 12: Home

Students will demonstrate in Spanish how to:

1. Describe their house or apartment
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Welcome people to their home
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Discuss and give instructions for household chores
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
4. List the rules that govern capitalization, combine sentences using relative pronouns, conjugate formal commands, conjugate and demonstrate an understanding of when to apply the present subjunctive,
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
5. Identify contributions to art, economy, and engineering in Panama.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
6. Compare and contrast cultural constructions in the practice of home design, furnishings and function between the homes of Hispanics and those of other cultures.
   (Course Goal 6; General Education Goals 4, 6, 7, 8; Core Skills E, G)

Evaluation of student learning:

- Students will complete a written test after each unit studied including a Midterm and a 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 in-class short essay writing.
- Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of spontaneous dialogue.
- 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 in-class 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.