COURSE OUTLINE

Course Number  
SPA 251

Course Title  
Advanced Spanish I

Credits  
3

Hours:  
3 lecture

Pre-requisite  
SPA 152, placement by exam, or permission of Instructor

Implementation  
Fall 2017

Catalog description: (2018-2019 Catalog): Prerequisite: SPA 152 or permission of instructor
A conversation course which covers a variety of topics related to Hispanic culture through the reading and interpretation of texts including examples of authentic Hispanic literature. Taught entirely in Spanish, this course additionally develops speaking and writing skills, builds vocabulary, and stimulates debate, conversation, and class discussion. 3 lecture hours

Is course New, Revised, or Modified? Revised

Required texts/other materials:
Title: Civilización y cultura: Intermediate Spanish, Tenth Edition
Authors: Lynn Sandstedt and Ralph Kite
Publisher: Beth Kramer, 2011.

Revision date: Spring 2019

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

Information resources:
A pass code, 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 on the MCCC library website.

Course Competencies/Goals:
Upon successful completion of the course, the student will be able to:

1. Demonstrate reading comprehension of written Spanish on an intermediate-high 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 intermediate to intermediate-high listening comprehension and speaking skills. (ILG 6,10) [Methods of assessment: small and large group discussion; guided dialogue]
3. Write Spanish on an intermediate-high 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].
6. Contribute opinions in oral debates on a diverse set of social issues. (ILG 11) [Methods of assessment: small and large group discussion; individual written 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

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

**Units of study in detail.**

**Unit 1: The Origins of Hispanic Culture: Europe [SLO 1-6; ILG 4,6,8,10,11]**

*Students will summarize, discuss and debate, in Spanish, themes within the topics of:*

1. Roman culture
2. Visigoth culture
3. Arab culture
4. The Re-conquest of Spain
5. The Spanish Civil War

**Unit 2: The Origins of Hispanic Culture: America [SLO 1-6; ILG 4,6,8,10,11]**

*Students will summarize, discuss and debate, in Spanish, themes within the topics of:*

1. Aztec Culture
2. Mayan Culture
3. Incan Culture
4. Cultures of Ethnic Minorities
5. Rituals of Indigenous Peoples

**Unit 3: Religion in the Hispanic World [SLO 1-6; ILG 4,6,8,10,11]**

*Students will summarize, discuss and debate, in Spanish, themes within the topics of:*

1. Religion and Society
2. Religion and Personal Life
3. Religion and Hispanic America
4. Religion Today
Unit 4: Aspects of the Family in the Hispanic World \([\text{SLO 1-6; ILG 4,6,8,10,11}]\)

*Students will summarize, discuss and debate, in Spanish, themes within the topics of:*  
1. Aspects of Family in the Hispanic World  
2. Family Ties  
3. The Family and Politics  
4. The Family and Society  
5. The Meaning of Family  
6. Tensions in the Contemporary Family

Unit 5: Men and Women in Hispanic Society \([\text{SLO 1-6; ILG 4,6,8,10,11}]\)

*Students will summarize, discuss and debate, in Spanish, themes within the topics of:*  
1. Hispanic Names  
2. The Patriarchal Society  
3. Women in Hispanic Literature  
4. Women in Politics

Unit 6: Customs and Beliefs \([\text{SLO 1-6; ILG 4,6,8,10,11}]\)

*Students will summarize, discuss and debate, in Spanish, themes within the topics of:*  
1. Schedules and Social Life  
2. Hispanic Attitudes Toward Death  
3. Indigenous Attitudes Toward Death  
4. The Presence of Death

**Evaluation of student learning:**  
- Spoken communication (speaking and listening) will be assessed daily during class discussions and debates.  
- Further assessment of speaking skills will be evaluated by at least two oral presentations in the form of spontaneous dialogues and debates or prepared summary presentations of readings.  
- Assessment of writing skills will be evaluated by short essays written in class which express personal opinions based on the readings and discussions.  
- Required work in preparation for each class includes the study of vocabulary lists and short readings.

**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](http://www.mccc.edu/admissions_policies_integrity.shtml).