COURSE OUTLINE

Course Number: SPA 252
Course Title: Advanced Spanish II
Credits: 3

Hours: 3 lecture
Pre-requisite: SPA 251, or 152, placement by exam, or Permission of Instructor
Implementation: Fall 2017

Catalog description: (2018-2019 Catalog) A grammar course taught conversationally in Spanish and within the context of a variety of topics related to Hispanic culture and society including some reading of short examples from authentic Hispanic literature. This course builds vocabulary and develops speaking and writing skills but the main emphasis is oral practice of grammar with explicit review of grammatical constructions for the purpose of improving the non-native student’s oral and written communication skills with a variety of personalized exercises to stimulate conversation.

Is course New, Revised, or Modified? Revised

Required texts/other materials:
Title: Conversación y repaso 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 in the library.

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. Demonstrate an intermediate-high competency in grammatical elements of academic standard Spanish. (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]

IGs: 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: Spanish Culture Class [SLO 1-6; ILG 4,6,8,10,11]
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; ILG 4,6,8,10,11]
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; ILG 4,6,8,10,11]
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; ILG 4,6,8,10,11]
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; ILG 4,6,8,10,11]
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; ILG 4,6,8,10,11]
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:
- Students will complete a written test after each unit studied. These written assessments will primarily measure knowledge of grammar constructions.
- Spoken communication (speaking and listening) will be assessed daily during class discussions and debates. The language of instruction and classroom business is Spanish.
- 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 grammar rules and explanations, 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.