Date: January 22, 2021

ROSE STATE COLLEGE

Division Course Syllabus

Division: Humanities
Course Prefix and Number: SPAN 1225

Course Title: ELEMENTARY SPANISH II
Semester and Year Submitted: Updated Spring 2021
Prepared by: Edmund Gert

Credit Hours: 5
Hours Per Week: Class 5, Lab 0

Course Description (as it appears in Catalog):
This course is a continuation of Elementary Spanish I. Through study of Spanish
grammar, vocabulary, and pronunciation, this course emphasizes the continuing
development of speaking, writing, reading, and understanding the language at a novice
level while developing an appreciation of life in Spain and Hispanic America.
Prerequisite: SPAN 1115

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Text(s):
Title: Español activo 2 (provided free to students on Canvas)
Author: Edmund Gert
Publisher: 
Copyright Date: 
ISBN #: 
Reading Level: 

Supplemental Materials:
(Other books, audio visual aids, etc.)
Extempore Access for voice recording activities
Outline for Remainder of Syllabus:

Rationale: Students who plan to transfer to four-year institutions and complete degrees in the College of Arts and Sciences are generally required to demonstrate some competence in a modern language. For those students with no language background, two five-hour courses in the elementary language provide the foundation for further study. Elementary Spanish II continues that study in more depth.

Furthermore, there is a demand for bilingual skills in the work place. In order to be more competitive in the global market, American workers must understand other cultures and demonstrate the ability to communicate in other languages.

Expected Outcomes:

Upon successful completion of this course, students will be able to:

1. Demonstrate listening ability at the novice-mid level as defined by American Council on the Teaching of Foreign Languages (ACTFL).

2. Demonstrate reading ability at the novice-mid level as defined by ACTFL.

3. Demonstrate speaking ability at the novice-mid level as defined by ACTFL.

4. Demonstrate writing ability at the novice-mid level as defined by ACTFL.

5. Demonstrate cultural competence.

6. Demonstrate pronunciation acumen by approximating standard Spanish diction and phonetics.

Methods of Instruction:

Brief lecture (introductory in English, review in Spanish)
Whole class discussion Demonstration
Questioning
Repetition drills
Pattern drills
Communicative paired activities
Assigned conversational groups
Brainstorming
Role-playing
Individualized instruction
Audio-tutorial
Total Physical Response Teaching Proficiency through Reading and Storytelling
Internet Activities
Assessment (Including Critical Thinking measurements):
Students will receive daily practice with writing, listening, speaking, reading, and pronunciation.

Students will be evaluated through a variety of assessments. This include:

• Expressive assessments in which students will listen to prompts and record appropriate responses.

• Interpretive assessments in which students read an article in Spanish and answer questions about the article.

• Interpretive assessments in which students listen to a recording in Spanish and answer questions about the recording.

• Interpretive assessments in which students watch a video clip in Spanish and answer questions about the video.

• Presentational assessments in which students produce original written work or create a short video demonstrating their ability to use the language to meet the unit goals.

• Interpersonal assessments in which students carry on a conversation with another student in order to meet the unit goals.

Although some students in this class will be able to communicate at higher than the novice-mid level, all assessments should be leveled appropriately for a novice-mid learner based on the following ACTFL standards:

• Novice-mid listening: At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

• Novice-mid reading: At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

• Novice-mid speaking: Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.
Novice-mid writing: Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

Learning Objectives:

Students will demonstrate that they can do the following in written or spoken Spanish at a novice-mid level or higher:

- Make plans with others.
- Visit a restaurant, order, and pay.
- Shop for groceries.
- Express likes, dislikes, interests, etc.
- Tell other people what to do both informally and formally.
- Discuss actions that have happened in the past.
- Go shopping and haggle, when appropriate, to get a good price.
- Describe and compare different items (such as clothing) available to purchase.
- Express numbers beyond 100.
- Indicate location of people and things in relation to the speaker and the listener.
- Discuss events that occurred in the past.
- Make plans for international travel.
  - Deal with security, customs, and immigration officials.
  - Check into a hotel.
  - Get help with travel difficulties.
- Discuss events that occurred in the past.
- Describe a place they have visited in the past.
- Describe a setting in the past and present.
  - Identify and describe the rooms in a house and the furniture within those rooms.
  - Ask questions about and describe the weather in the past, present, and future.
- Employ the past tenses (preterite and imperfect) to tell a story in the past.
- Speak about things and places using indefinite and negative words.
- Distinguish the present, present progressive, present perfect, preterite, imperfect, past progressive, and past perfect tenses.