**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 mid-to-high level while developing an appreciation of life in Spain and Hispanic America. Prerequisite: SPAN 1115

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**Prerequisites**

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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. No longer are students just enrolling in language courses for personal enrichment or to meet a requirement.

Expected Outcomes:

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

1. Communicate orally and in writing at a novice-mid to novice-high level of proficiency.
2. Demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures and their differences.
3. Reinforce and further their knowledge of other disciplines through language study while recognizing distinct viewpoints.
4. Demonstrate understanding of the nature of language and cultures through comparisons of the language and cultures studied and their own language and cultures.
5. Participate in multilingual communities at home and around the world.

Methods of Instruction:

- Brief lecture (introductory in English, review in Spanish)
- Discussion
- Demonstration
- Questioning
- Repetition drills
- Pattern (substitution) drills
- Assigned conversational groups
- Brainstorming
- Role-playing
- Individualized instruction
- Audio-tutorial
- Total Physical Response
- Teaching Proficiency through Reading and Storytelling
Assessment (Including Critical Thinking measurements):

**Pretests:** Since students come into this class with prior knowledge, the use of pretest is very important, especially at the beginning of the course. Pretests will allow the instructor to assess where students may have deficiencies in their knowledge.

**Tests:** At the completion of each chapter, students may be required to complete a chapter test. A final and/or midterm exam may be given by the instructor. Tests should evaluate all four skills (listening, speaking, reading and writing).

**Daily Participation:** Instructors may choose to give students a daily participation grade. To receive full credit, students should be in attendance and participate in all in-class activities.

**Daily Work and Quizzes:** This includes both homework and announced or unannounced daily quizzes. Homework should be assigned every night.

**Online exercises:** MySpanishLab must be used as an integral component of the course. The grading of activities from MySpanishLab is determined by the professor. Students will complete assigned online activities by the due date determined by the professor.

**Writing Activities:** Instructors may choose to have their students complete rudimentary writing activities that emphasize the vocabulary and grammatical structures learned.

**Oral Evaluations:** Individual exams requiring the student to ask and answer questions in Spanish may be administered by the instructor. Times should be scheduled during class hours and, if necessary, during the instructor’s office hours. The professor should determine how often oral evaluations are administered.

Students who successfully complete Elementary Spanish II should be able to speak, listen, read, and write at a novice level.

**Speaking** – Novice level, including novice-mid to novice-high sublevels, can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Novice-mid level speakers use a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. 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-high level speakers are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to express personal meaning by relying heavily on learned phrases or recombintions of
these and what they hear from their interlocutor. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a novice-high speaker can sometimes respond in intelligible sentence, but will not be able to sustain sentence-level discourse.

Listening – Novice level listeners, including novice-mid and novice-high sublevels, can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extra-linguistic support to derive meaning. Novice level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

Reading – Novice level readers, including novice-mid and novice-high, can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Novice level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar. Readers at the novice level may rely heavily on their own background knowledge and extra-linguistic support to derive meaning. Readers at the novice level are best able to understand a text when they are able to anticipate the information in the text. At the novice level, recognition and key words, cognates, and formulaic phrases make comprehension possible.

Novice-mid level readers can identify many highly contextualized words and phrases including cognates and borrowed words but rarely understand subject matter exceeding a single phrase.

Novice-high level can understand key words, cognates, and formulaic phrases with relative ease. Where vocabulary has been learned, they can understand predictable language and messages found on train schedules, roadmaps, and street signs. The novice-high level reader can derive meaning from short, non-complex texts without aide of extralinguistic support.

Writing - Novice level writers, including novice-mid and novice-high sublevels, can produce lists and notes by writing key words and phrases. They can give limited information on forms and documents, and they can reproduce rehearsed phrases to convey simple messages.

Novice-mid level writers can reproduce a limited number of words and phrases and provide information on simple forms and documents, and they can reproduce basic biographical information. They exhibit a high degree of accuracy on practiced, memorized material. However, a marked decrease in accuracy is exhibited with less familiar, not memorized topics. Their writing may be difficult to understand even by those accustomed to the writing of non-native writers.

Novice-high-level writers are able to express themselves within the context in which the language was learned by using practiced material. They mainly focus on basic, familiar
topics and are not able to maintain sentence-level writing at all times due to limited vocabulary and/or grammar. Their writing is comprehensible to natives who are accustomed to the writing of non-native writers, but with gaps in communication.

Learning Objectives:

Communicative objectives (Outcomes 1, 2, 3, 4, 5):

On written and oral examinations and in written assignments, students will be able to demonstrate in Spanish that they can:

- Give details about themselves.
- Relate daily activities.
- Create and answers questions.
- Convey likes and dislikes.
- Offer opinions on sports and pastimes.
- Express actions.
- Identify places in and around town.
- Paraphrase what they hear.
- Discuss music.
- Identify people and things.
- Explain how something is done.
- State what needs to be accomplished.
- Discuss food, shopping, and party planning.
- Describe things that happened in the past.
- Describe clothing.
- Relate daily routines.
- Describe the human body.
- Narrate in the past.
- Communicate about ailments and healthy living.
- Discuss modes of transportation.
- Influence others and give advice.
- Compare people, places, and things.

Students’ ability to communicate orally and in writing will be gained through understanding of grammar, vocabulary, and pronunciation.

Grammatical Constructs needed for Communication (Outcomes 1, 3, 4, 5)

- Preterit Tense
- Imperfect Tense
- Present Subjunctive Tense
- Formal and Informal Commands
- Adjective Agreement
• Possessive, demonstrative adjectives
• Direct object, indirect object, and reflexive pronouns
• Prepositions and Prepositional Pronouns

Vocabulary (Outcomes 1, 3, 4, 5)

A variety of vocabulary topics will be learned by students to help them communicate in Spanish. These typically may include:

• Animals
• Body Parts
• Clothes
• Environment
• Food
• Pastimes
• Places
• Rooms, furniture and chores
• Sports and leisure activities
• Transportation

Pronunciation (Outcomes 1, 4)

• Vowels, consonants and diphthongs
• Word stress
• Written accent marks

Cultural Awareness (Outcomes 2, 5)

• Cultural awareness of the different Spanish-speaking countries and Spanish-speakers in the United States.
• Differences in and similarities of customs, beliefs, philosophies between students' native culture and language and those studied.