

Syllabus
SPAN 1020
Elementry Spanish II
2024

Committee Members:

- Juan Lara, Central Community College
- Dallas Jurisevic, Metropolitan Community College
- Tamina Hartman, Mid-Plains Community College
- N/A, Northeast Community College
- Mariano Ayala, Southeast Community College
- Stacy Wilson, Western Nebraska Community College
- N/A, Little Priest Tribal College
- N/A, Nebraska Indian Community College

Facilitator: Tamina Hartman

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	04/19/2024	Adopt
 Chief Academic Officer, Little Priest Tribal College	04/25/2024	Not Offered
 Chief Academic Officer, Metropolitan Community College	04/19/2024	Decline
 Chief Academic Officer, Mid-Plains Community College	04/19/2024	Adopt
 Chief Academic Officer, Nebraska Indian Community College	04/19/2024	Adopt
 Chief Academic Officer, Northeast Community College	04/20/2024	Decline
 Chief Academic Officer, Southeast Community College	04/25/2024	Adopt
 Chief Academic Officer, Western Nebraska Community College	04/19/2024	Adopt

I. CATALOG DESCRIPTION

SPAN1020

Elementary Spanish II

Prerequisite: Elementary Spanish I (or by placement exam)

Course Description: Students continue to focus on the skills begun in Elementary Spanish I. The course generally covers past tenses and double object pronouns among other grammatical structures. The course allows language learners to further develop proficiency in Spanish while expanding community connections in and out of the classroom through local and global Spanish-speaking communities. Technology is incorporated to enhance language skills. The class emphasizes an interactive, proficiency-oriented approach to learning language and culture.

5 semester hours/7.5 quarter hours/75 contact hours

II. COURSE OBJECTIVES/COMPETENCIES

The course will:

A. Interpretive communication

1. Prepare students to analyze authentic informational and fictional texts.
2. Present opportunities for students to analyze conversations and discussions.

B. Interpersonal communication

4. Prepare the student to exchange information and ideas in conversations.
5. Prepare the student with tools to meet their needs or to address situations in conversations.
6. Present opportunities for students to express, react to, and support preferences and opinions in conversations.

C. Presentational communication

7. Present opportunities to narrate about their life, experiences, and events.
8. Enable student to give a preference, opinion, or persuasive argument.
9. Prepare student to present information to inform, describe, or explain elementary concepts.

D. Intercultural communication

10. Provide a context for students to investigate products and practices to understand cultural perspectives.
11. Equip students with the ability to interact with others in and from another culture.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

1. Identify the topic and some facts from complex sentences in informational texts.
2. Identify the topic and elements from complex sentences in short fictional texts.

3. Identify familiar questions and statements from complex sentences in conversations.
4. Exchange information by asking and answering original questions on familiar and everyday topics, using complex sentences most of the time.
5. Interact with others to meet their needs related to routine everyday activities, using complex sentences and questions most of the time.
6. Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using complex sentences most of the time and asking questions to keep the conversation on topic.
7. Present personal information about life and activities, using complex sentences most of the time.
8. Express preferences on familiar and everyday topics of interest, using complex sentences most of the time.
9. Present on familiar and everyday topics, using complex sentences most of the time.
10. Identify products and practices to help understand perspectives and interact in some everyday contexts.
11. Communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
12. Use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

IV. COURSE CONTENT/TOPICAL OUTLINE

(Sequence may vary)

- A. The past tense: imperfect and preterite
- B. Pronouns: Object (direct and indirect,) reflexive and prepositional
- C. Affirmative, indefinite and negative words
- D. Verbs like ‘gustar’
- E. Comparisons of equality, inequality, and superlatives
- F. Relative pronouns
- G. Passive “se” and accidental occurrences
- H. Adverbs of time, manner, and frequency

V. INSTRUCTIONAL MATERIALS

Suggested texts:

¡Arriba!: Comunicación y cultura (7th Edition); Eduardo J. Zayas-Bazán, Susan Bacon & Holly J. Nibert; Prentice Hall.

Portales (1st Edition); José Blanco; Vista Higher Learning.

Vistas (6th Edition); José Blanco & Philip Donley; Vista Higher Learning.

Panorama (5th Edition); José A. Blanco & Philip Redwine Donley; Vista Higher Learning.

Dicho y Hecho (10th Edition); Kim Potowski, Laila M. Dawson & Silva Sobral; Wiley.
Aventuras (5th Edition); José A. Blanco & Philip Redwine Donley; Vista Higher Learning.
Supplemental reading materials.

VI. METHODS OF PRESENTATION

1. Lecture
2. Small group activities
3. PowerPoint
4. Digital lessons
5. Video activities
6. Online Tutorials (computer aided instruction)
7. Pronunciation Drills
8. Paired activities and group discussions
9. Worksheets and creative writing skills
10. Virtual meeting apps

VII. METHODS OF EVALUATION

1. Exams
2. Written assignments
3. Projects
4. Tests
5. Portfolios
6. Quizzes
7. Essays
8. Presentations
9. Oral assessment
10. Blog/Open Forum

VIII. INSTITUTIONAL DEFINED SECTION

To be used at the discretion of each community college as deemed necessary.