

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: SPAN 102

Course Title: Beginning Spanish II

Year: 2020-2021

Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, Upon successful completion of this course: students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

Building on the skills and knowledge mastered in SPAN 101, students continue to learn the essentials of Spanish grammar and the vocabulary needed for effective communication in everyday situations. Outside preparation using CD-ROMs, the internet, or other audio-visual materials is required. Students are expected to be able to communicate in the present and preterit tenses in Spanish. SPAN 102 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: SPAN 101; prior completion or concurrent enrollment in ENGL 100 or ESL 120, 121, and 122 (or prior completion of ESL 103). 3 Cr. (3 Lec.) Fall and spring semesters.

Course Context/Audience

This course can be used to fulfill a Liberal Arts Humanities elective requirement. It is also appropriate for anyone wishing to fulfill the language requirement for New York state teacher certification or for individuals who plan to travel to a Spanish speaking country or need to communicate with the Spanish speaking communities of the United States.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

In this course, the student will:

- 1) Learn to communicate in present indicative and preterite.
- 2) Comprehend simple spoken and written Spanish dealing with everyday situations.
- 3) Be able to talk and write about everyday situations.
- 4) Learn vocabulary associated with everyday situations such as travel, weather, clothing, shopping, daily routines, food and restaurants.
- 5) Be able to write short compositions in simple Spanish.

6) Become familiar with Hispanic culture as seen in Latin America and many parts of the U.S.

7) Be able to give oral presentations in Spanish.

8) Learn the geography of the Spanish speaking countries.

Course Objectives/Topics

Objective/Topic	% Course
As a result of taking this course, students will:	
1) Be able to write short compositions in simple Spanish.	5%
2) Become familiar with Hispanic culture as seen in Latin America, Spain and in many parts of the U.S.	5%
3) Be able to discuss their daily activities using reflexive verbs.	5%
4) Be able to express their likes and dislikes.	5%
5) Be able to talk about travel, weather, shopping, clothing, daily routines, food and dining.	13%
6) Learn the geography of the Spanish-speaking countries.	2%
7) Use direct and/or indirect object pronouns correctly.	5%
8) Be able to use comparatives and superlatives to compare and contrast like and unlike things.	10%
9) Be able to discuss past actions using the preterite.	10%
10) Be able to talk and write about their future activities.	5%
11) Be able to read and comprehend short simplified texts.	5%
12) Be able to understand simple spoken Spanish.	10%
13) Be able to orally ask and respond to simple questions about many everyday activities.	10%
14) Be able to use saber and conocer to discuss what one knows or knows how to do.	
15) talk about temporary emotions and conditions using estar	5%
16) talk about actions in progress using the present progressive	5%
Need to add % for 14 and adjust all	Total of 1 - 13 plus 15 & 16 = 100%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to	
➤ develop meaningful questions to address problems or issues.	Not addressed.
➤ gather, interpret, and evaluate relevant sources of information.	Not addressed.
➤ reach informed conclusions and solutions.	Not addressed.
➤ consider analytically the viewpoints of self and others.	Through reading about Hispanic culture in Spanish-speaking countries and viewing videos about these topics, students will learn about important issues such as immigration, self-identity, politics, education, economic inequality, etc. They will analyze what they learn about other countries with their own

	experiences in the U.S. By learning about life in other countries, students will be able to make connections about the events and people in other countries. Students will make cross-cultural comparisons between the Hispanic Culture and the United States' culture.
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>By learning another language, students will be able to communicate with people in other countries as well as with Spanish speakers in the United States. Activities such as guest speakers and pen pals can facilitate this communication.</p> <p>Students will see how Hispanic culture and the Spanish language exists in the United States culture.</p> <p>N/A</p>

Instructional Methods

Chapters 5-8 of Vistas, 4th edition-should be covered in SPAN 102. Assignments should require a balanced mix of reading, writing, listening and speaking. Short lectures about the grammar should be enhanced by class and small group discussions, and cooperative learning exercises and other communicate activities.

Students should perform various listening comprehension exercises which may include watching Spanish language videos or listening to music in order to enhance listening comprehension. Additionally, students could benefit greatly by completing a project that involves researching an aspect of the Spanish-speaking world and then presenting an oral and/or written report.

The goal of all learning activities should be meaningful and authentic communication--Students should be encouraged to use resource materials available at TC3 and to utilize the tutors in the Baker Center for Learning. Every effort should be made to provide authentic language use to the students. Classroom directions should be given in Spanish. As soon as possible, Spanish should be the principal language used in the class.

Methods of Assessment/Evaluation

Method	% Course Grade
Oral exam(s), skits, and/or speeches	5-10%

Written tests and quizzes	35-60%
Preparation and participation	15-30%
Written homework and listening comprehension exercises	10-20%

Written tests should test students listening and reading comprehension as well as their writing. The tests must require students to use the language in a meaningful context. (i. e. no multi-choice bubble sheet tests nor tests requiring strictly conjugating isolated verbs that do not require the student to know the meaning of what is written.) Students should be required to write short compositions covering the vocabulary and grammar from chapters 4-8. .

Text(s)

Vistas, 4th Edition: Introducción a la lengua española, Blanco/Donley, © 2011 Vista Higher Learning; 4 Pck Har/ edition

Bibliography

15,000 Spanish Verbs by Stephen Thompson, Ph.D., © 1999, Center for Innovative Language Learning.

A Picture is worth.... 1000 words by Anthony Mollica, © 1999, Soleil.

501 Spanish Verbs by Christopher Kendris, Ph.D & Theodore Kendris, Ph.D., © 2003, Barron's Educational Series.

Fluency through TPR Storytelling by Blaine Ray & Contee Seely, © 2000, Command Performance Language Institute.

Una imagen Vale... 1000 Palabras... by Anthony Mollica, Julie Ashcroft, Anne-Marie Finger & Juan Fernández, © 1992, Soleil.

Patricia va a California by Blaine Ray, © 2001, Command Language Institute.

Other Learning Resources

Audiovisual

VTC PC 4128.D3 1992 DANZON (video, 103 min., 1992)

A surprising love story about a woman who finally discovers the passion that has been missing from her life. (In Spanish with English subtitles)

VTC PC 4128 .D47 1992 DESTINOS series (52 programs, 30 min. each, on 26 videos, 1996)

A comprehension-based approach to learning Spanish. The programs take the viewers to various locations where Spanish is spoken. They experience the cultural diversity while following a soap-opera story line format. Each of the programs is designed to stand alone as a complete show as well as to fit into the overall purpose and scope of the series. (Individual program descriptions are on separate sheet.)

VTC PC 4128 .N67 1984 EL NORTE (video, 141 min., 1984)

A drama about a Guatemalan brother and sister seeking better lives. They set out for the Promised Land, "El Norte." (In Spanish with English subtitles)

VTC PC 4128 .N84 1996 NUEBA YOL (video, 102 min., plus 10 min., short film, 1996)

Videocassette release of the 1995 motion picture.

Short film is documentary on the filming of Nueba Yol. (In Spanish with English subtitles)

VTC PC 4128.S54 1998 EL SILENCIO DE NETO -THE SILENCE OF NETO

(video, 106 min., 1998) "Enhanced subtitles"--Container.

Produced entirely in Guatemala and filmed in the colonial city of Antigua, this film tells the story of a young boy's coming of age while his country struggles to preserve democracy amidst CIA cold-war propaganda. Through the eyes of young Neto, the viewer is given an authentic insider's look at the diverse people of Guatemala and the historical events in the mid-1950's that have shaped their destiny. (In Spanish with English subtitles)

VTC PC 4128 .V47 1991 A VERY OLD MAN WITH ENORMOUS WINGS (video, 90 min., 1991)

Amid the debris of a Columbian cyclone lands a man whose seemingly miraculous anatomy attracts the curious and devout from around the world. Silent and disheveled, this fantastical "creature" is housed in a chicken coop as onlookers wait for his heavenly message which turns out to be a very mixed blessing. (In Spanish with English subtitles)

VTC PC 4129 .ES D47 1997 NUEVOS DESTINOS (15 episodes, 12-19 min. each, on 3 videos, 1997)

1. Dos abogadas – 2. Encuentros – 3. El viaje comienza – 4. Datos importantes – 5. Mas Datos – 6. La busqueda – 7. Consejos – 8. Malas noticias – 9. Imposible – 10. Pistas – 11. Entre hermanos – 12. Asuntos de familia – 13. Medidas drásticas – 14. Voces del pasado – 15. Pasado, presente, futuro.

Electronic

www.bbc.co.uk/education/languages/spanish/news/index.shtml

<http://www.weston.gor/conjuguemos/>

<http://www.vhlcentral.com>

<http://www.merlot.org>

(Search under humanities/world languages/Spanish to find a large assortment of web sites.)

<http://www.studyspanish.com>

<http://tell.cla.purdue.edu/JapanProj/FLClipart/> Great collection of clip art for language learners

<https://www.youtube.com/watch?v=78AhSHXcw6g> "Me gustas" great for teaching gustar. (Joan Sebastian)

<https://www.youtube.com/watch?v=fGsQaqViiwU> "Me gustas tú" great song for teaching gustar with clip art and subtitles to illustrate.

http

- <http://web.cortland.edu/flteach/>
- <http://www.spanish4teachers.org/>
- http://www.123teachme.com/learn_spanish/beginner/
- <://www.studyspanish.com/>
- <https://srtanrodriguez.wordpress.com/2013/03/18/top-20-websites-spanish-teachers-should-know-about-and-use/>
- www.fluentu.com/spanish/blog/spanish-teacher-blogs/
- <http://funforspanishteachers.blogspot.com/2012/07/14-of-my-favorite-online-resources-for.html>
- <http://www.miscositas.com/spanish.html>
- www.pinterest.com
- <http://www.languagenut.com/us/spanish-teaching-resources/>
- <http://www.abcteach.com/directory/languages-esl-spanish-2448-2-1>
- <http://www.speakinglatino.com/free-spanish-resources-for-teachers/>
- <http://spanish-resources.com/>
- <http://smartclasscommunity.robotel.com/2014/06/12/list-of-free-online-resources-for-spanish-language-classes/>
- <http://languageteacherscollaborate.pbworks.com/w/page/32527240/SPANISH%20CLASS%20RESOURCES>
- <http://www.sparklebox.co.uk/spain/spanish/>
- <http://spanishplans.org/>

Other

No resources specified