

**Course Outline for Spanish 1B2****ELEMENTARY SPANISH 2****Catalog Description:****SPA 1B2 - Elementary Spanish 2****3.00 units**

Continue study of Spanish-speaking cultures of the world featuring the acquisition of the four language skills (listening, speaking, reading, and writing) of Spanish begun in Spanish 1B1. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. May not receive credit if SPA 1B has been completed.

**Prerequisite:** SPA 1B1 (completed with a grade of "C" or higher)

	Units	Contact Hours	
		Week	Term
	3.00		
<b>Lecture</b>		3.00	52.50
<b>Laboratory</b>		1.00	17.50
<b>Clinical</b>		0.00	0.00
<b>Total</b>	<b>3.00</b>	<b>4.00</b>	<b>70.00</b>

**Prerequisite Skills:**

None

**Measurable Objectives:****Upon completion of this course, the student should be able to:**

1. communicate at an upper-elementary level through speech and writing;
2. demonstrate a working knowledge of the basic grammar and structures of the Spanish language at an upper-elementary level by being able to apply the sentence patterns and grammar structures presented in the course to create new sentences in culturally appropriate ways both orally and in writing;
3. respond appropriately to spoken and written Spanish at an upper-elementary level understanding pronunciation and intonation;
4. complete the acquisition of a basic vocabulary and to become aware of the regional vocabulary differences;
5. demonstrate the ability to comprehend an authentic conversation of native speakers composed chiefly of the vocabulary and grammar studied;
6. converse on topics studied with some degree of fluency and with accurate pronunciation and intonation;
7. apply the principles of syntax and grammar introduced at this level in both speech and writing;
8. write a well-constructed and culturally appropriate paragraph of one hundred words or more on a topic studied and/or discussed in class demonstrating an understanding and appreciation of the culture of Spanish-speaking people, including the most formative historical events and the most important geographical features;
9. demonstrate practical applications of their Spanish communicative skills in applied professional and/or in service learning fields.

**Course Content:****Course Content (Lecture):**

1. Review, "recycling," and extension of content of Spanish 1B1
2. Comparative analysis of Spanish and American cultures
3. Further study of Spanish customs, values, attitudes, relationships, civil institutions, families, geography, and history.
4. Introduction of elements of Spanish phonetics for good pronunciation.

**Functional vocabulary and grammar to allow students to:**

1. communicate about urban and rural life
2. express emotional reactions and opinions
3. share information about conversation and exploitation of natural resources
4. communicate about television programs and cinema
5. distinguish between habitual actions, completed actions, and anticipated actions
6. share information about the arts and artists
7. share information about forms of government, politics, political issues and the media
8. communicate about future events
9. express conjecture and probability about present and past events, conditions, and situations
10. share information about computers and other electronic devices
11. communicate about emotions, influence, doubt, and denial in the past

## 12. express hypothetical situations

Syntax and grammar that allows students to correctly use orally and in writing:

1. subjunctive following verbs of emotion, impersonal expressions, and ojalá
2. subjunctive with verbs or expressions of doubt and uncertainty and adjective clauses
3. subjunctive with purpose and time clauses
4. no-fault se construction
5. the future tense
6. the conditional tense
7. the present perfect subjunctive
8. imperfect subjunctive
9. if clauses

### **The following cultural topics will be covered:**

1. geography of the Hispanic world
2. historical dates and sites in the Hispanic world
3. traditions and customs of the Hispanic world
4. current events
5. immigration and minority groups
6. stereotypes

### **Cultural Pluralism/Diversity**

Students will be exposed to a pluralistic and comparative approach to the study of the Spanish language and Hispanic civilization and culture. The learning of a language involves the study of the cultural values and other cultural factors that influence the language development. Consequently, this course fulfills the college's goal of ensuring that students be exposed to cultural pluralism and diversity.

### **Critical Thinking**

Students will be expected to learn the rules of grammar, pronunciation, and spelling. Throughout the learning of the language, a methodical and logical analysis of the rules and their exceptions is required in order to make appropriate grammar application. As communication, rather than a mastery of the rules in themselves, is the ultimate goal, a variety of assignments is given which illustrate the student's ability to apply the material what he/she has learned.

### **Course Content (Laboratory):**

1. Activate lecture content using interactive audio and audiovisual programs on iLrn  
*Plazas* iLrn passkey which includes access to:
  - A. *Plazas* electronic Student Activities Manual (workbook + lab manual = homework)
  - B. Textbook assignments (part of homework)
  - C. *Plazas* eBook (online textbook)
  - D. Video Library (part of homework)
  - E. Enrichment- flashcards, web quizzes, games, glossary, Internet activities, Google Earth coordinates, interactive learning games, Heinle iRadio, grammar & vocab tutorials, verb conjugator.
  - F. Diagnostic exams with personalized learning plans
2. Organized laboratory activities including conversation groups.
3. Activate lecture content using interactive audio and audiovisual programs on CDs, DVDs, CD ROMS, target language websites, etc., featuring culturally authentic and contextual guided speaking, reading, and writing activities such as cued repetition of native speech, dictations, cued oral responses, listening comprehension, and interactive realia (culturally authentic texts).

### **Fundamentals of Spanish pronunciation:**

Diphthongs  
The consonants c, s, and z  
The consonants g and j  
The consonant h  
Linking  
Intonation  
Rhythm in Spanish sentences

### **Methods of Presentation**

1. Lecture/Discussion
2. Laboratory
3. Group Activities
4. Class and group discussions

### **Assignments and Methods of Evaluating Student Progress**

#### **1. Typical Assignments**

- A. Critical Writing assignment: after studying the aspect of the action reported by verbs in the past tense and the narrative components of a fairy-tale in Spanish write your own version of a fairy-tale, fable, or traditional story using the preterit and the imperfect. The actions include a beginning, a middle or progression, and an end of the story.
- B. Oral assignment: prepare a skit in which one person accepts an invitation and the other declines an invitation; both use culturally appropriate expressions.
- C. Cultural Writing Assignment: Prepare a travel itinerary to five different Spanish-speaking areas on three different continents to demonstrate proper use of prepositions with numerous geographical names.
- D. Laboratory Assignment: After studying linking and intonation in Spanish pronunciation, make a recording of poem.

#### **2. Methods of Evaluating Student Progress**

- A. Exams/Tests
- B. Quizzes
- C. Class Participation
- D. Homework
- E. Final Examination
- F. Lab Activities
- G. Oral Presentation
- H. Papers

**Textbook (Typical):**

1. Hershberger, R., Navey-Davis, S., Borrás Alvarez, G. (2012). *Plazas: Lugar de encuentros* (4th/e). Boston Heinle, Cengage Learning.

**Special Student Materials**

1. None