

COMPREHENSIVE COURSE GUIDE

COURSE DEPARTMENT AND NUMBER: SPAN 1002

TITLE: Elementary Spanish II

CREDIT HOURS: 3

CONTACT HOURS: 3 class

COURSE DESCRIPTION: Continuation of SPAN 1001. Continued listening, speaking, reading, and writing in Spanish, and orientation to the cultures of Spanish-speaking regions.

PREREQUISITE: SPAN1001 or equivalent.

FREQUENCY OF OFFERING: Each Semester.

REQUIRED TEXTS: Vistas: Introducción a la lengua española, 2nd ed., Blanco, Donley; Vista Higher Learning: Boston; accompanying student CD-ROMs, workbook/video manual, and lab manual.

SUPPLEMENTAL MATERIALS: Vistas audio program in the Foreign Language Lab, occasional handouts, tutorial programs in the Lab, and language and culture information websites on the Internet. Useful websites may be accessed via the Darton College Spanish Web Page at <http://www.darton.edu/programs/Humanities/foreign-language/spanish.php>

COURSE OBJECTIVES: To give students primary communication skills, enabling them to function in a variety of formal and informal settings and describe present, past, and future action; to introduce them to the diversity of the globe-spanning Hispanic culture. At the end of the course, students will be able to:

- Recognize dialectal differences in various parts of the Spanish-speaking world.
- Enter into basic dialogues with classmates. Describe themselves, their families, where they live, and routine activities today, yesterday, tomorrow. Be able to give a few statements about the past.
- Make reference to indefinite and nonexistent persons, places, things, and times.
- Talk about what and whom they know
- Have a command of interrogative words and be able to use them correctly
- Start formulating opinions about predictable events.
- Use appropriate pronouns when the antecedent is known.
- Describe the locations of persons and things relative to other persons and things.
- Make equal and unequal comparisons and express extremes.
- When listening to a simple story, be able to distinguish between what they did and what they used to do.
- Understand many oral classroom directions and recombinations of set phrases.

- Understand simple oral summaries of last week, yesterday, and what we used to do.
- Use a variety of reading strategies to aid comprehension of all-Spanish texts such as movie and sale ads and weather reports.
- Read short segments of prose with familiar vocabulary.
- Read and explain simple all-Spanish texts such as movie and sale ads and weather reports.
- Write short paragraphs about plans for the future or descriptions of past activities.
- Write descriptions of classroom and daily activities including assigned vocabulary and recombinations of assigned phrases.
- Write description of self, family, holidays, leisure and routine daily activities. Write about things that happened recently and plans for next summer.
- Discuss at least one issue of current concern in the Spanish-speaking world and relate it to issues of concern in the United States.
- Recognize and describe some of the contributions of the Hispanic world to the humanities and to Western culture.
- Recognize and discuss the growing Hispanic presence and its influence in the United States.
- Relate given cultural features of the Hispanic world with those of the United States.
- Locate and utilize supplemental cultural resources through the Internet.

MINIMAL PROCEDURAL REQUIREMENTS: Acquisition of vocabulary and structures (enhanced through usage in class), readings, discussions, introduction of grammatical and syntactical rules, pertinent exercises, and impromptu discussions of current affairs in Spain and Latin America.

Written lesson tests that include cultural awareness, aural comprehension, written expression, and a variety of grammatical exercises. The student's ability to communicate orally is also evaluated on an individual basis at the end of the semester. Email account required for the course.

OTHER REQUIRED EVALUATIVE WORK: Students will prepare a research paper on an assigned topic related to Hispanic history, culture, or current events, and may be called upon to make a brief oral presentation to the class about his findings. This research assignment will equal one test grade. In addition, students are required to work a minimum of one hour per week in the Foreign Language Lab in addition to time in class. Lab work may include working through the audio activities, use of foreign language tutorial software, accessing information from the Internet, and other assigned activities. Students may bring blank audiocassettes or CDs for duplication if they wish to do listening activities at home.

POLICIES:

- A. Attendance - Irregular attendance reduces a student's opportunity for success in the course. **More than five absences will deduct 75 points from the attendance portion of the final grade. Two tardies count as one absence. On the day a student returns to class after an absence, he should see the instructor before class to collect any handouts he may have missed. Otherwise he is unprepared for class and unable to participate, further lowering this portion of his grade.** Students in GSAMS classes

should contact their instructor by phone or email in the case of an absence, and should speak with their facilitators about seeing the video(s) for the day(s) missed, if available.

- B. Make-up work - **If it is necessary for a student to be absent on a testing day, the student must notify the instructor and make arrangements in advance to take the test at another time.** This may be done by phone or by email if necessary. **Unless the instructor has prior notice, and unless legitimate documentation for the absence is provided, the student will not be allowed to make up work.**

- C. Grading.

Option One (Regular): Grading is on a 100-point scale (no curving). The final grade is made up of individual test scores (totaling 40%), class attendance and participation, evaluated on the basis of evidence of preparation and collection of selected assignments (20%), lab attendance (10%), final oral examination (10%), and final written examination (20%). The written final examination is largely a reformulation of all the previous tests.

Option Two (Service Learning Component): Grading is on a 100-point scale (no curving). The final grade is made up of service learning component (10%), individual test scores (totaling 30%), class attendance and participation, evaluated on the basis of evidence of preparation and collection of selected assignments (20%), lab attendance (10%), final oral examination (10%), and final written examination (20%). The written final examination is largely a reformulation of all the previous tests.

Option Three (Service Learning Component): Grading is on a 100-point scale (no curving). The final grade is made up of service learning component (10%), individual test scores (totaling 40%), class attendance and participation, evaluated on the basis of evidence of preparation and collection of selected assignments (10%), lab attendance (10%), final oral examination (10%), and final written examination (20%). The written final examination is largely a reformulation of all the previous tests.

- D. Disability - In compliance with the Americans with Disabilities Act (ADA). Darton College will honor requests for reasonable accommodations made by individuals with disabilities. Students must self-disclose their disability to the Office of Disability Services before academic accommodations can be implemented.
- E. Electronic Devices – It is the individual student’s responsibility to silence the ringer of his or her cell phone, beeper, or any other device before entering a class (including guest lectures and performances/recitals). The production of any audible alert by these devices when a class is in session is considered disruptive classroom behavior. The instructor may take appropriate actions to curb such disruption in accordance with the College’s Policies of Disruptive and Obstructive Behavior under Code of Conduct in the Student Handbook.
- F. Plagiarism – Presenting someone else’s phrasing and/or ideas as one’s own will result in 0 for the assignment and may result in an F for the course.

- G. Individual Conferences - **Students are always encouraged to visit or call the instructor during office hours.** They may also contact the instructor via email. Students are referred to the peer tutoring program if necessary, and should be aware from the beginning of the course that they will have a private oral performance session with the instructor near the end of the semester.

Congratulations on your completion of reading this comprehensive course guide, which will certainly give you a better chance to succeed in this course. Please log into **MyDC** and send an email message to your instructor to acknowledge that you have read the complete document and understand the objectives, requirements, and policies of this course.