

SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Humanities
Revision Date: 01-09-23

I. CATALOG DESCRIPTION

Course Number: SPAN2100
Course Title: Accelerated Second-Year Spanish
Prerequisite(s): SPAN1020 or appropriate score in placement exam.
Description: An accelerated class that covers the same material as SPAN2010 and SPAN2020 and counts as 2010-2020 in satisfying the liberal education requirements for language learners. The class emphasizes an interactive, proficiency-oriented approach to learning language and culture. Technology is incorporated in this class to enhance language skills.
Credit Hours: 6.0
Class Hours: 90
Lab Hours: 0
Total Contact Hours: 90

II. COURSE OBJECTIVES: *Course will:*

- A. Provide students with communication tools to express themselves orally and in writing at the intermediate proficiency level
- B. Provide information regarding the customs, arts, literature, history, and geography associated with the Spanish language.
- C. Provide students with opportunities to observe and analyze the cultural products and contributions of various Spanish speaking communities to the Hispanic culture.
- D. Provide venues for students to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.
- E. Provide students with opportunities to convey information, concepts, and ideas to listeners and readers for a variety of purposes.
- F. Provide opportunities for using the four linguistic skills through appropriate controlled and open-ended online activities.
- G. Prepare the student for advanced Spanish studies and for using Spanish outside the classroom.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES

- A. Student Learning Outcomes: *Student will be able to:*
 - 1. *Analyze* in greater detail customs and cultural aspects through *interactive presentations* on a variety of topics. *Create* simple projects to present ideas and concepts.
 - 2. *Reinforce*, in the target language, various skills and knowledge being acquired in other classrooms.
 - 3. *Use the target language* to carry out varied activities related to these connections.
 - 4. *Apply* newly learned vocabulary to new situations and *rearrange parts* of learned material to *create* and *compose* simple presentations.
 - 5. Use the target language to *solve problems* and *design* simple projects.
 - 6. *Transform* elements of their extended repertoire of memorized material to *express* personal information.
 - 7. *Ask* and *answer* questions and *convert* simple spoken patterns to writing.
 - 8. *Grasp* the main message and *ascertain* important details as listening and reading skills increase, Students can understand some abstract ideas within their vocabulary range and are able to *analyze* ideas in a face-to-face discussion.

- B. General Education Learning Outcomes**
1. GELO #1: Oral Communication
Outcome: Competently communicate messages - both verbally and nonverbally - to a variety of audience types and in a variety of situations.
Outcome: Utilize active and critical listening behaviors.
 2. GELO #2: Written Communication
Outcome: Comprehend, analyze, and evaluate a given text.
Outcome: Identify and evaluate evidence from a variety of printed, visual, and electronic sources.
 3. GELO #4: Global Awareness and Citizenship
Outcome: Demonstrate awareness and knowledge of U.S. history and culture as it relates to race, class, gender, sexual orientation, and culture.
Outcome: Explain the connections between historical and recent events and current global situations related to political systems, economic systems, social systems, and /or environmental issues.
Outcome: Function effectively in multicultural settings.
Outcome: Discuss issues from a global perspective.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

- A. The past tense: the preterite and the imperfect.
- B. Por and Para.
- C. Stressed possessive adjectives and pronouns.
- D. The imperative: *tú, usted, ustedes* and *nosotros(as)* commands.
- E. The present subjunctive after verbs of will and influence; emotion; doubt, disbelief and denial; conjunctions and in adjective clauses.
- F. The past subjunctive.
- G. The past participle used as adjective and in perfect tense formation (present, present perfect and past perfect constructions).
- H. The simple future tense.
- I. The conditional tense.

V. INSTRUCTIONAL MATERIALS

- A. Required Text(s):
 1. Blanco, Jose. *Portales 1, Chapters 13-16*. Please check with your instructor for the correct edition of this textbook.
 2. Textbook website: <https://www.vhlcentral.com/>
- B. Other Recommended Resources
 1. A headphone headset and a webcam.

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation typically include a combination of the following:
 1. Lectures
 2. Small and large group activities
 3. Collaborative projects
 4. Research
 5. Peer response
 6. Essays
 7. Student presentation on assigned topics

VII. METHODS OF EVALUATION

- A. Methods of evaluation typically include a combination of the following:
 1. In-class and collaborative project participation
 2. Daily work

3. Online work
 4. Assessments
 5. Oral and written assignments.
- B. SCC GRADING SCALE**
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|----|--------|----|-------|---|------------|
| A+ | 95-100 | C+ | 75-79 | F | 59 or less |
| A | 90-94 | C | 70-74 | | |
| B+ | 85-89 | D+ | 65-69 | | |
| B | 80-84 | D | 60-64 | | |

VIII. COURSE REQUIREMENTS

- A. General Requirements**
1. In order to receive a passing grade, students must complete all work assigned by the instructor, attend class and follow instructor guidelines.
 2. Content, assessment and schedule determined by program coordinator.