SPAN-1021: BEGINNING SPANISH LANGUAGE AND CULTURE II

Cuyahoga Community College

Viewing: SPAN-1021 : Beginning Spanish Language and Culture II

Board of Trustees:

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Academic Term:

Spring 2021

Subject Code

SPAN - Spanish

Course Number:

1021

Title:

Beginning Spanish Language and Culture II

Catalog Description:

Second beginning course continues introducing Spanish Language and Cultures through multiple approaches with emphasis on development of spoken and written communication, listening and reading comprehension, and cultural awareness. Practice of functional Spanish in oral (listening-speaking) and written (reading-writing) communication situations and cultural contexts.

Credit Hour(s):

4

Lecture Hour(s):

3

Lab Hour(s):

2

Requisites

Prerequisite and Corequisite

SPAN-1011 Beginning Spanish Language and Culture I, or one year of high school Spanish, or departmental approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour

Courses offered in other part of terms (e.g. 14 week, 8 week, flexibly scheduled, etc.) ensure equivalent workloads. Students should prioritize their time accordingly, particularly when taking part of term courses.

II. ACCESSIBILITY STATEMENT

Tri-C is committed to providing online services, software, and electronic information that is accessible and usable by all of our students, including those with disabilities. It is our mission to provide accessible opportunities and services by complying with Federal and State accessibility guidelines.

If you need any special course adaptations or accommodations because of a documented disability, please contact Student Accessibility Services (SAS) (https://www.tri-c.edu/student-accessibility-services)
services/) or SAS via email at CCCSAS@TRI-C.EDU. Students have the right to request accommodations at any point in the semester, however, accommodations are not retroactive.

Eastern (216) 987-2052 - Voice. (216) 987-2423 - Fax
Metropolitan (216) 987-4344 – Voice. (216) 987-3257 - Fax.
Western (216) 987-5079 – Voice. (216) 987-5118 - Fax.
Westshore (216) 987-3900 – Voice. (216) 987-5294 - Fax.
Brunswick (216) 987-5079 – Voice. (216) 987-5118 - Fax.
Off-Site (216) 987-5079 – Voice

III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

• For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

• For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have "Never Attended" a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

VI. CORONAVIRUS/COVID-19 STATEMENT

Students are responsible for adhering to all College health and safety guidance, including that which relates to the COVID-19 pandemic.
Public health requirements and standards are changing rapidly, and the College is adapting its guidance accordingly. Please check your Tri-C email and visit tri-c.edu/coronavirus regularly for updates.

All students must adhere to the following general guidelines, until further notice:

• Remain at home if you are ill or experiencing symptoms of illness. Do not attend any in-person class or gathering.
• Notify your instructor(s) if you are ill, have tested positive for COVID-19, or were exposed to an individual who has tested positive for COVID-19 and they will report the information to the Tri-C Compliance & Risk Management team and you may be contacted for follow-up information.
• Wear a mask or face covering at all times, including, but not limited to: upon entering and exiting any Tri-C facility, in class, and in all common areas.
• Maintain a distance of at least six feet between yourself and others at all times and if you must pass near an individual do it quickly and do not linger.
• Provide the College with relevant information about your current health status and participate in any required on-site checks (e.g., temperature checks, current contact information, symptom profile, etc.).
• Use only designated areas of Tri-C facilities, including entrances and exits. Sign in and out of Tri-C facilities as directed.

The general guidelines listed above do not encompass all coronavirus-related guidance. These guidelines are subject to change at the discretion of the College and under the direction of public health authorities. Students who fail to adhere to this guidance may be subject to disciplinary action under the College’s Student Code of Conduct and the Student Judicial Code.

Outcomes

Course Outcome(s):
Recognize and produce Spanish sounds, stress, intonation, and linking patterns, in order to understand and be understood by a native speaker.

Objective(s):
1. Recognize Spanish sounds in context. Realize that dialectal variations exist, and apply coping strategies to hear and adjust to variations.
2. Produce Spanish sounds with reasonable accuracy, in order to be understood by a native speaker.
3. Recognize and imitate stress patterns.
4. Recognize and produce patterns of intonation.
5. Recognize linking patterns in order to understand a native speaker.
6. Imitate linking patterns.
7. Relate sounds to their spelling, in order to be able to pronounce new words when reading them for the first time, and to be able to write them with reasonable accuracy when hearing them for the first time.
8. Demonstrate ability to write from dictation what has been spoken or read.

Course Outcome(s):
Recognize, produce and apply an elementary active vocabulary in oral (listening-speaking) as well as written (reading-writing) functional communicative contexts.

Objective(s):
1. Demonstrate that he/she has developed skills to recognize cognates.
2. Demonstrate that he/she has developed skills to recognize, discuss, and adjust to dialectal differences in vocabulary.
3. Employ phrases, expressions and useful questions that are used by a native speaker in daily life most common situations.

Course Outcome(s):
Recognize grammatical functions of words, and demonstrate ability to use them in simple and compound sentence structures, when communicating personal thoughts in speaking and in writing.

Objective(s):
1. Distinguish the subject, verb, direct and indirect object of a sentence.
2. Demonstrate ability to use direct and indirect object pronouns.
3. Use “gustar” constructions.
4. Distinguish reflexive and non-reflexive constructions and their meanings.
5. Compose sentences demonstrating ability to use reflexive and non-reflexive structures.
6. Recognize and use the pronoun “se” in impersonal constructions.
7. Recognize possessive pronouns, and demonstrate ability to use them.
8. Use relative pronouns "que" and "quien."
9. Comprehend the meanings of "hacer" in time expressions used in present or past tense structures, and produce sentences incorporating those concepts.
10. Recognize the forms and meanings of most common regular and irregular verbs in the simple past tenses (preterit and imperfect).
11. Demonstrate a basic ability to use the preterit and the imperfect.
12. Use the preposition "por" to convey motion, cause, transportation or communication means, unit of measure, exchange, duration, and fetching someone or something.
13. Use the preposition "para" to convey destination, objective, purpose, goal, and the recipient of something.
14. Differentiate an adjective from an adverb; demonstrate ability to form adverbs from adjectives, and to use them in context.
15. Demonstrate ability to apply some uses of the definite article.
16. Recognize the subjunctive mood meanings and structures.
17. Demonstrate ability to use the most common regular and irregular verbs in the present subjunctive in contexts that express volition, emotion, doubt, disbelief, and denial.
18. Use formal commands ("usted" and "ustedes" forms).
19. Recognize and demonstrate ability to use simple and compound sentence structures.

Course Outcome(s):
Proficiently read (comprehend) texts, including authentic materials, that use the vocabulary, structures and cultural components acquired in this course, by applying the reading techniques and strategies targeted in the course.

Course Outcome(s):
Understand and interpret basic Spanish spoken at a slower than normal pace, some spoken at normal pace, and develop skills and coping strategies for filling in gaps when comprehension is not perfect.

Course Outcome(s):
Carry out a basic functional conversation (in speaking and in writing).

Objective(s):
1. Ask and answer useful questions and questions on a limited variety of everyday topics and situations.
2. Apply vocabulary, structures, oral and writing skills pertinent to a beginner’s level to describe traveling plans, lodging facilities, flowers, pets, groceries, a meal, parts of a house or an apartment, home furniture or appliances, automobiles, and road emergencies.
3. Apply vocabulary, structures, oral and writing skills pertinent to a beginner’s level to narrate in the present and in the past.
4. Perform the basic communicative skills of asking about accommodations and traveling services, planning and taking a trip, and checking in at a hotel.
5. Perform the basic communicative skills of asking about banking, running errands, and shopping for groceries.
6. Perform the basic communicative skills of asking about talking about a meal preparation, daily routines, flowers, pets, and musical instruments.
7. Perform the basic communicative skills of asking about expressing likes and dislikes, wishes, desires, emotions, doubt, disbelief, and uncertainty.
8. Perform the basic communicative skills of asking about renting an apartment or a house.
9. Perform the basic communicative skills of asking about talking about road emergencies.
10. Perform the basic communicative skills of asking about giving and asking for directions.
11. Perform the basic communicative skills of asking about giving and asking for advice.
12. Perform the basic communicative skills of asking about telling people to do something.
13. Perform the basic communicative skills of asking about asking how long something has been going on.
14. Perform the basic communicative skills of asking about indicating how long ago something took place.

Course Outcome(s):
Write compositions using single and compound sentences. A written composition should range from a short paragraph to two pages (five to twenty-sentence compositions, double spaced).

Course Outcome(s):
Recognize and apply cultural nuances that may be shared by the majority of Spanish-speakers of different countries.

Objective(s):
1. Recognize and apply cultural nuances when performing communicative tasks.
2. Recall there may be an array of cultural variations when applying cultural nuances.
3. Distinguish countries in which Spanish is spoken as an official language, their capital, currencies and limited political, historical, economical, sociological, linguistic and cultural traits.
4. Recognize that Spanish-speaking countries have diverse cultures.

Methods of Evaluation:
1. Periodic quizzes
2. Periodic speaking/functional communication assessments (interview, situation, or short oral presentation)
3. Compositions (two or three short compositions [one paragraph or two, five to ten sentences], and a minimum of one process-based composition [with a minimum of one draft and a minimum of 20 sentences] using course topics, vocabulary, structures and cultural facts)

4. Examination after completion of each lesson during 16/14 week courses. (Exams will include listening and reading comprehension sections, vocabulary assessment, structures assessment, functional communication and writing assessment, and cultural knowledge assessment)

5. Midterm oral and written comprehensive examination in lieu of an examination after completion of each lesson during 10, 8, or 5 week intensive courses. (A midterm exam will include listening and reading comprehension sections, vocabulary assessment, structures assessment, functional communication and writing assessment, and cultural knowledge assessment)

6. Final oral and written comprehensive examination. (A final exam will include listening and reading comprehension sections, vocabulary assessment, structures assessment, functional communication and writing assessment, and cultural knowledge assessment)

Course Content Outline:

1. Pronunciation topics
   a. Reinforcement of Spanish sounds in context
      i. a, e, i, o, u
      ii. b and v
      iii. g before a, o, or u
      iv. j and g before e or i
      v. g in gue and gui combinations
      vi. h
      vii. c in ca, co, cu combinations
      viii. c before e or i, and z
      ix. l, ll, ñ and y
      x. r and rr
      xi. p, t, d
   b. Reinforcement of stress in context
   c. Reinforcement of intonation in context
   d. Development of linking skills in context

2. Functional communication topics and vocabulary
   a. Traveling
      i. at a travel agency
      ii. at the airport (boarding a plane)
      iii. at a hotel
      iv. about tourist/business services
      v. about meals
   b. Running errands
      i. Banking
      ii. Shopping
   c. Flowers
   d. Pets
   e. Musical instruments
   f. Talking about a meal preparation
      i. Shopping for groceries
   g. Talking about daily routines
   h. Time expressions
      i. Ordinal numbers
      j. Renting an apartment
   k. Discussing parts of a house and utilities
   l. Describing home furniture and appliances
   m. Talking about cars
   n. Service stations and road emergencies

3. Structural (morphological and syntactical/grammatical topics)
   a. Indirect object pronouns
   b. Direct and indirect object pronouns used together
   c. Constructions with "gustar"
   d. Reflexive constructions
   e. Possessive pronouns
f. Relative pronouns "que" and "quien"
g. Constructions with the impersonal pronoun "se"
h. Time expressions with "hacer" in present tense constructions  
i. "Hace" meaning ago in past tense constructions  
j. Preterit of  
   i. most common regular -ar, -er, and -ir verbs  
   ii. -car, -gar, and -zar verbs  
   iii. -er and -ir verbs with the stem ending in a vowel  
   iv. -ar and -er verbs that are stem-changing in the present indicative but regular in the preterit  
   v. ser, ir, and dar  
   vi. e:i and o:u stem-changing verbs  
   vii. irregular verbs  
k. The imperfect of regular and irregular verbs  
l. The preterit contrasted with the imperfect  
m. Verbs that change meaning in the preterit  
   n. The subjunctive mood  
o. The present subjunctive of regular and irregular verbs  
p. The subjunctive with verbs of volition  
q. The subjunctive with verbs of emotion  
r. The subjunctive to express doubt, disbelief and denial  
s. The formal commands ("usted" and "ustedes")  
t. Uses of "por" and "para"  
u. Some uses of the definite article  
v. Formation of adverbs  
w. Ordinal numbers  

4. Cultural topics  
   a. Travel  
   b. Currency exchange  
   c. Accommodations  
   d. Transportation  
e. Some customs related to travel  
f. Meals (breakfast, lunch, dinner, light supper, supper, snacks)  
g. Ground floor and first floor concepts  
h. Banks and banking  
i. Bad-luck day  
j. The custom of living with parents until marriage  
k. Some engagement customs  
l. Baptism and the role of godparents  
m. Roles of senior family members  
   n. Intergenerational attitudes among family members  
   o. Specialty stores and open-air markets  
   p. Housing  
   q. Housekeeping assistance  
   r. Metric system  
   s. The meanings of "salsa" and "barrio"  
t. Focus on basic general geographical, socio-political, economic, linguistic, artistic, entertainment, touristic, and other selected and limited cultural aspects of the following Spanish-speaking countries  
   i. Colombia  
   ii. Costa Rica  
   iii. Cuba  
   iv. Dominican Republic  
   v. Ecuador  
   vi. Panama  
   vii. Peru  
   viii. Puerto Rico  
   ix. Venezuela
Resources


Berman, Russell A. "Foreign Languages and Foreign Cultures". New York: The Association of Departments of Foreign Languages, 2002.


Instructional Services

OAN Number:
Transfer Assurance Guide OFL020 and OFL023 (2 of 2 courses, both must be taken)

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