

SPAN-102H: HONORS BEGINNING SPANISH LANGUAGE AND CULTURE II

Cuyahoga Community College

Viewing: SPAN-102H : Honors Beginning Spanish Language and Culture II

Board of Trustees:

June 2023

Academic Term:

Fall 2023

Subject Code

SPAN - Spanish

Course Number:

102H

Title:

Honors Beginning Spanish Language and Culture II

Catalog Description:

Second beginning course incorporates on-site visits to locations in Cleveland (in person and/or virtually) in which students apply vocabulary, grammar, and cultural lessons covered in coursework, making connections between content and their broader Cleveland community. Class sessions are discussion based, encouraging extensive speaking and writing as the method to practice Spanish. Students will draw from these on-site visits to chose their own pathway by selecting one Cleveland-based institution or community organization to research in greater depth. As a part of this process, students will create a portfolio synthesizing material and reflecting on their experiences in the target language.

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.

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.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):

- a. Recognize Spanish sounds in context. Identify dialectal variations exist and apply coping strategies to hear and adjust to variations.
- b. Produce Spanish sounds with reasonable accuracy, in order to be understood by a native speaker.
- c. Recognize and imitate stress patterns.
- d. Recognize and produce patterns of intonation.
- e. Recognize linking patterns in order to understand a native speaker.
- f. Imitate linking patterns.
- g. Relate sounds to their spelling, in order to be able to pronounce new words when reading them for the first time.

- h. Write new words with reasonable accuracy upon hearing them for the first time.
- i. 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 as well as written functional communicative contexts. (Interpretive listening and reading, interpersonal and presentational speaking and writing.)

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

- a. Recognize cognates.
- b. Recognize, discuss, and adjust to dialectal differences in vocabulary.
- c. Employ words, phrases, expressions and useful questions that are commonly used by a native speaker in daily life.
- d. Use functional vocabulary.

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 interpersonal and presentational speaking and in interpersonal and presentational writing.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

- a. Distinguish the subject, verb, direct and indirect object of a sentence.
- b. Demonstrate ability to use direct and indirect object pronouns by themselves and together.
- c. Use "gustar" and similar verb constructions.
- d. Distinguish reflexive, reciprocal reflexive and non-reflexive constructions and their meanings.
- e. Compose sentences demonstrating ability to use reflexive, reciprocal reflexive and non-reflexive structures.
- f. Recognize and use the pronoun "se" in impersonal constructions.
- g. Recognize stressed possessive adjectives and pronouns, and demonstrate ability to use them.
- h. Recognize uses and differences between "¿Qué?" and "¿Cuál?"
 - i. Use the forms of "saber" and "conocer" and explain their different meanings and uses in the present and the past.
 - j. Recognize the forms and meanings of most common regular and irregular verbs in the simple past tenses (preterit and imperfect).
- k. Use the preterit and the imperfect in basic written and oral narrations.
 - l. Use the preposition "por" to convey motion, cause, transportation or communication means, unit of measure, exchange, duration, and fetching someone or something.
 - m. Use the preposition "para" to convey destination, objective, purpose, goal, and the recipient of something.
- n. Differentiate an adjective from an adverb; demonstrate ability to form adverbs from adjectives, and to use them in context.
- o. Demonstrate ability to apply some uses of the definite article.
- p. Recognize the subjunctive mood meanings and structures.
- q. 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.
- r. Use informal commands.
- s. Recognize and demonstrate ability to use simple and compound sentence structures.
- t. Use demonstrative adjectives and pronouns.
- u. Use indefinite and negative words.
- v. Compare and use superlatives.
- w. Recognize and use verbs that change meaning in the preterit.

- x. Use pronouns after prepositions.
- y. Use adverbs to describe actions.

Course Outcome(s):

Apply beginning reading techniques and strategies to comprehend texts including authentic materials, that use the vocabulary structures and cultural components acquired in this course.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

- a. Describe the main idea, as well as some additional details, and idiomatic expressions, on familiar topics in a variety of texts.
- b. Use context cues for basic comprehension of texts..
- c. Use student's own cultural background and some easily recognizable elements from the target language cultures to derive meaning from texts.

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.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):

- a. Describe main idea, as well as some additional details, cognates, idiomatic and formulaic expressions, in a variety of oral texts and media.
- b. Use keywords and phrases to understand simple oral texts and media on familiar topics, with and/or without visual support.
- c. Use context cues for basic comprehension of oral texts and media.
- d. Use student's own cultural background and some easily recognizable elements from the target language cultures to derive meaning.

Course Outcome(s):

Carry out a basic functional conversation (in speaking and in writing).

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

- a. Ask and answer useful questions and questions on a limited variety of everyday topics and situations.
- b. Apply a beginning level vocabulary, structures, oral and writing skills 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.
- c. Apply a beginning level vocabulary, structures, oral and writing skills to narrate in the present and in the past.
- d. Ask basic questions about accommodations and traveling services, planning and taking a trip, and checking in at a hotel.
- e. Ask basic questions about banking, running errands, and shopping for groceries.
- f. Ask basic questions about talking about a meal preparation, daily routines, flowers, pets, and musical instruments.
- g. Ask basic questions about expressing likes and dislikes, wishes, desires, emotions, doubt, disbelief, and uncertainty.
- h. Ask basic questions about renting an apartment or a house.
- i. Ask and answer basic questions about road emergencies
- j. Ask for and give directions.
- k. Ask for and give basic advice.
- l. Ask basic questions about telling people to do something.

- m. Ask basic questions about asking how long something has been going on.
- n. Ask basic questions 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 one page (five to twenty-sentence compositions, double-spaced).

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

- a. Write short guided messages, notes, brief reports, interviews questions, descriptions, brief reviews (expressing and supporting opinions), plans, and short narrations of past events using vocabulary, structures, phrases, simple and complex sentences.
- b. Use practiced, culturally appropriate formulaic expressions and basic writing conventions.
- c. Communicate in various time-frames (present, past simple tenses, future with "ir", and present subjunctive (familiar negative commands) on a variety of familiar topics using simple and complex sentences in paragraphs.

Course Outcome(s):

Recognize and apply cultural nuances that may be shared by the majority of Spanish speakers of different countries.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

- a. Recognize and remember factual information about basic geographical, political, socio-economic, linguistic and cultural aspects from specific Spanish-speaking countries targeted in the course.
- b. Draw connections and compare cultural similarities and differences between those countries' cultures, the cultures of other Spanish-speaking countries and student's own country and culture.
- c. Recognize and apply cultural nuances when performing communicative tasks.
- d. Recall there may be an array of cultural variations when applying cultural nuances.
- e. Distinguish between countries in which Spanish is spoken as an official language.
- f. Describe basic information about countries targeted in the course: their capitals, currencies and limited political, historical, economical, sociological, linguistic and cultural traits.
- g. Recognize that Spanish-speaking countries have diverse cultures.

Course Outcome(s):

Make a simple oral presentation on familiar topics.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

- a. Make simple presentations on familiar topics using vocabulary, expression, cultural nuances, phrases and sentences practiced.
- b. Give simple explanations and opinions.
- c. Compare and contrast familiar topics.
- d. Describe people, places, and objects with some details.

- e. Narrate a past event.
- f. Write in various simple indicative and subjunctive (familiar negative commands) time-frames.

Methods of Evaluation:

- a. Portfolio including special projects related to experiential course components
- b. Journal reflections in the target language on learning experiences
- c. Periodic quizzes
- d. Periodic speaking/functional communication assessments (interview, situation, or short oral presentation)
- e. Multiple paragraph compositions
- f. Examinaton after completion of all lessons in 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)
- g. 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)
- h. Final oral and written comprehensive examination for all lessons 16, 14, 10, 8 and 5 week courses. (A final exam will include listening and reading comprehension sections, vocabulary assessment, structures assessment, functional interpersonal and presentational communication, writing assessment, and cultural knowledge assessment)

Course Content Outline:

- a. Pronunciation topics
 - i. Reinforcement of Spanish sounds in context
 - 1. a, e, i, o, u
 - 2. b and v
 - 3. g before a, o, or u
 - 4. j and g before e or i
 - 5. g in gue and gui combinations
 - 6. h
 - 7. c in ca, co, cu combinations
 - 8. c before e or i, and z
 - 9. l, ll, and y
 - 10. r and rr
 - 11. p, t, d
 - ii. Reinforcement of stress in context
 - iii. Reinforcement of intonation in context
 - iv. Development of linking skills in context
 - v. Spelling, word stress and written accents
- b. Functional interpersonal and presentational oral and written topics, as well as interpretive listening and reading topics and vocabulary
 - i. Clothing and shopping topics
 - ii. Negotiating a price and buying
 - iii. Identifying and naming colors
 - iv. Describing clothing
 - v. Talking about daily routine (i.e. waking up time, getting up, taking a shower or bath, getting dress/undressed, combing or brushing one's hair and more using reflexive verbs and related vocabulary)
 - vi. Personal hygiene
 - vii. Using time expressions for present, past and future activities
 - viii. Talking about food
 - ix. Food descriptions
 - x. Talking about meals
 - xi. Talking about parties and celebrations
 - xii. Talking about personal relationships
 - xiii. Talking about stages of life
 - xiv. Talking about health and using basic medical terms
 - xv. Talking about parts of the body

- xvi. Talking about symptoms and medical conditions
- xvii. Talking about health professions
- xviii. Talking about computers and the internet
- xix. Using vocabulary to speak about cars and their accessories
- c. Compositions
 - i. Two or three short compositions [one paragraph or two, five to ten sentences]
 - ii. 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
 - 1.
- d. Structural (morphological and syntactical/grammatical topics)
 - i. Forms and uses of saber and conocer
 - ii. Indirect object pronouns
 - iii. Direct and indirect object pronouns used together
 - iv. Constructions with "gustar" and verbs like "gustar"
 - v. Reflexive constructions
 - vi. Stressed possessive adjectives and pronouns
 - vii. Demonstrative adjectives and pronouns
 - viii. Pronouns after prepositions
 - ix. Uses of "por" and "para"
 - x. Constructions with the impersonal pronoun "se"
 - xi. Reciprocal reflexives
 - xii. Preterit of
 - 1. most common regular -ar, -er, and -ir verbs
 - 2. -car, -gar, and -zar verbs
 - 3. -er and -ir verbs with the stem ending in a vowel
 - 4. -ar and -er verbs that are stem-changing in the present indicative but regular in the preterit
 - 5. ser, ir, and dar
 - 6. e:i and o:u stem-changing verbs
 - 7. irregular verbs
 - xiii. The imperfect of regular and irregular verbs
 - xiv. The preterit contrasted with the imperfect
 - xv. Verbs that change meaning in the preterit
 - xvi. Familiar commands
 - xvii. Comparisons and superlatives
 - xviii. Formation of adverbs
 - xix. Uses of indefinite and negative words
 - xx. "¿Qué?" and "¿Cuál?"
- e. Cultural topics
 - i. Commerce - shopping - markets
 - ii. Spanish-speaking world most famous fashion designers
 - iii. "La siesta" origin and customs
 - iv. "El mate"
 - v. Fruits and vegetables from the Americas
 - vi. Some typical dishes from specific Spanish-speaking countries
 - vii. Spanish-speaking world most famous chefs
 - viii. Some Spanish-speaking world's current famous composers and singers
 - ix. Spanish-speaking world religious and non-religious celebrations
 - x. Health services in the Spanish-speaking world
 - xi. "Curanderos", "chamanes" and medicinal plants
 - xii. The internet, social networks and other means of telecommunication
 - xiii. 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
 - 1. Cuba
 - 2. Peru
 - 3. Guatemala
 - 4. Chile
 - 5. Costa Rica

6. Argentina

Resources

American Council on the Teaching of Foreign Languages. *National Standards for Foreign Language Learning in the 21st Century*. 3rd. Alexandria: American Council on the Teaching of Foreign Languages, 2012.

Banks, James A. and Banks, Cherry A. Mcgee, editors. "John Willey & Sons, Inc." *Multicultural Education: Issues and Perspectives*. 10th ed. New Jersey: John Willey & Sons, Inc., 2020.

Blanco, José A. *Vistas*. 6th ed. Vista Higher Learning, 2020.

Davin, Kristin J. and Heneke, Amy J. *Promoting Multiculturalism in Schools: A Framework for Implementing the Seal of Biliteracy*. ACTFL, 2022.

Resources Other

The National Standards Collaborative Board. *World-Readiness Standards for Learning Languages*. 2015. 4th Edition. Alexandria, Va. Ohio's Learning Standards World Languages and Cultures. 2020.

Instructional Services

OAN Number:

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

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