**Course Title**: Beginning Spanish II  
**Course Prefix and Number**: SPAN 1412  
**Department**: Humanities and Foreign Language  
**Division**: CFA  
**Course Type**: (check one)  
☐ Academic General Education Course (from ACGM – not in WCJC Core)  
☒ Academic WCJC Core Course  
☐ WECM course (This course is a Special Topics or Unique Needs Course: Y ☐ or N ☐)  

**Semester Credit Hours # : Lecture Hours # : Lab/Other Hours #**: 4:4:0  
**Equated Pay hours for course**: 4  

**Course Catalog Description**: Continued development of basic Spanish language skills in listening, speaking, reading, and writing within a cultural framework. Students acquire the vocabulary and grammatical structures necessary to communicate and comprehend at the high beginner to low intermediate level.  

**Prerequisites/Co-requisites**: SPAN 1411

---

**Prepared by**: Anaisabel Ortiz-Avila  
**Date**: Nov. 14, 2014  
**Reviewed by Department Head**: Scott Stripling  
**Date**: 3-16-15  
**Accuracy Verified by Division Chair**: Patrick Ralls  
**Date**: 3-16-15  
**Approved by Dean or Vice President of Instruction**: gghunt  
**Date**: 3-17-15
I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

   This course is the continuation of SPAN 1411 and offers an introduction to the Spanish language and South and Central American cultures. This course will allow students to develop all four language skills: reading, speaking, listening and writing along with the cultural background necessary to improve the communication skills of students. The class will be taught as much as possible in Spanish. By the end of the semester, students will be able to understand more complex dialogues and texts and engage in longer conversations on every day topics. Students will know enough words and phrases to understand and communicate with native speakers on a basic level. The followings are the topics will be included in the course (chapters 5-10):

   - Specific vocabulary about travel and vacations, months of the year, clothing and shopping, negotiating a price for products and buying products, daily routines, personal hygiene, time expressions, parties and celebrations, personal relationships, health and medical terms.
   - Grammar Structure: “Estar” with conditions, present progressive, direct objects nouns, verb to know, indirect objects, demonstrative adjectives and pronouns, reflexive verbs, indefinite words, preterite of “ser” and “ir” comparisons, superlative, pronouns after prepositions, verbs that change meaning in the preterite, imperfect tense, the preterite and the imperfect, constructions with “se” and adverbs.
   - Cultural awareness of the following countries: Puerto Rico, Cuba, Perú, Guatemala, Chile, and Costa Rica.

II. Course Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of this course, students will:</td>
<td>1. Daily questions in class for participation points; oral exams. Unit exams and quizzes.</td>
</tr>
<tr>
<td>1. Engage in conversations using level-appropriate grammatical structures</td>
<td>2. Graded discussions based on audiovisuals containing spoken Spanish produced by Spanish speakers of diverse origins. Unit exams and quizzes.</td>
</tr>
<tr>
<td>including narrating events that take place in the past.</td>
<td>3. Graded homework assignments; graded composition. Unit exams and quizzes.</td>
</tr>
<tr>
<td>2. Demonstrate understanding of level-appropriate spoken Spanish produced by Spanish speakers of diverse origins.</td>
<td>4. Graded comprehension questions based on a variety of texts.</td>
</tr>
<tr>
<td>3. Write simple to moderately complex sentences using level-appropriate grammatical structures and organize them into cohesive paragraphs.</td>
<td>5. Graded class participation about audiovisuals showcasing the traditions, customs, and values of the Hispanic world.</td>
</tr>
<tr>
<td>4. Read and comprehend level-appropriate authentic texts.</td>
<td>6. Graded class participation about audiovisuals showcasing the traditions, customs, and values of the Hispanic world. Comparisons will include: poetry, drama, art, music, and other types of human expression.</td>
</tr>
<tr>
<td>5. Identify and discuss traditions, customs and values of the Hispanic world.</td>
<td></td>
</tr>
<tr>
<td>6. Compare and contrast the traditions, customs and values of the Hispanic world with characteristics of their own culture.</td>
<td></td>
</tr>
</tbody>
</table>
III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

IV. Suggested Course Maximum - 30

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.
   Audiovisual equipment: (projector and computer).

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course
   
   Unit exams (30%)
   Final exam (20%)
   Class participation (10%)
   On-line Workbook/homework (20%)
   Project-assignment:
      1) Written composition (10%)
      2) Oral presentation (10%)

   A=90-100 B=80-89 C=70-79 D=60-69 F= 59 below

VII. Curriculum Checklist

☐ - Academic General Education Course (from ACGM – but not in WCJC Core)
   No additional documentation needed

☒ - Academic WCJC Core Course
   Attach the Core Curriculum Review Forms
   • ☒ Critical Thinking
   • ☒ Communication
   • ☒ Empirical & Quantitative Skills
   • ☒ Teamwork
   • ☒ Social Responsibility
   • ☒ Personal Responsibility

☐ - WECM Courses
   If needed, revise the Program SCANS Matrix & Competencies Checklist.
Foundational Component Area: **Language, Philosophy, & Culture**  
Course Prefix & Suffix: **SPAN 1412**

Core Objective: **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

<table>
<thead>
<tr>
<th>SLO Status</th>
<th>Student Learning Outcome (SLO)</th>
<th>Learning Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SLO is:</td>
<td>Insert SLO (from Administrative Master Syllabi) below</td>
<td>Provide a brief name and description of the sample learning activity:</td>
<td>Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:</td>
</tr>
<tr>
<td>☐ Existing</td>
<td>☐ Revised</td>
<td>☐ New</td>
<td>☐ State Mandated</td>
</tr>
<tr>
<td>☐ Existing</td>
<td>☐ Revised</td>
<td>☐ New</td>
<td>☐ State Mandated</td>
</tr>
<tr>
<td>☐ Existing</td>
<td>☐ Revised</td>
<td>☐ New</td>
<td>☐ State Mandated</td>
</tr>
</tbody>
</table>

- **Write simple to moderately complex sentences using level-appropriate grammatical structures and organize them into cohesive paragraphs.**
- **Comparisons can include: poetry, drama, art, music, and other types of human expression**

- **Compare and contrast the traditions, customs and values of the Hispanic word with characteristics of their own culture.**
- **Research, read and write a recipe from a Spanish speaking country and expose it in class adapting it with ingredients available in US by replacing at least one-two unavailable ingredients**

- **Research, videos and class discussion about a Hispanic family and their journey of reinvention in a Latin American society. Student will describe his/her family and its role (dynamics) in our current society. Partner grouping and feedback activity.**

- **Research, read and write a short essay assignment Graded comprehension, Oral Presentation Rubric. Group participation and peer feedback.**

- **Research, write and oral presentation rubric.**
## Core Curriculum Review Form

### Foundational Component Area: **Language, Philosophy, & Culture**  
### Course Prefix & Suffix: **SPAN 1412**

### Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

<table>
<thead>
<tr>
<th>SLO Status</th>
<th>Student Learning Outcome (SLO)</th>
<th>Learning Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SLO is:</td>
<td>Insert SLO (from Administrative Master Syllabi) below</td>
<td>Provide a brief name and description of the sample learning activity:</td>
<td>Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:</td>
</tr>
<tr>
<td></td>
<td>Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the past.</td>
<td>To read, write and discuss a classified page in a Spanish newspaper from 1970s or older and to search and select for an inexistent-obsolete job position where the student's talents would have fit the criteria.</td>
<td>Reading comprehension, graded essay, Oral presentation rubric and Peer feedback.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate understanding of level-appropriate spoken Spanish produced by Spanish speakers of diverse origins.</td>
<td>Class discussion, classwork, research, write paragraphs in Spanish, and To create a power point presentation made with a small essay and pictures where the student describes getting ready through daily routine.</td>
<td>Quizzes, exams, Short Essay assignment and Oral Presentation Rubric. Group participation and Oral Rubric Presentation</td>
</tr>
</tbody>
</table>

---

**Department Head:** DAVID S. STRIPLING  
**WCJC Core Curriculum Review Form-Language, Philosophy, & Culture (April 2013)**  
(Modified from Collin College)
Core Curriculum Review Form

Foundational Component Area: **Language, Philosophy, & Culture**  Course Prefix & Suffix: **SPAN 1412**

Core Objective: **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

<table>
<thead>
<tr>
<th>SLO Status</th>
<th>Student Learning Outcome (SLO)</th>
<th>Learning Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SLO is:</td>
<td>Insert SLO (from Administrative Master Syllabi) below</td>
<td>Provide a brief name and description of the sample learning activity:</td>
<td>Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:</td>
</tr>
<tr>
<td>□ Existing</td>
<td>□ Revised</td>
<td>Compare and contrast the traditions, customs and values of the Hispanic word with characteristics of their own culture. <strong>Comparisons can include: poetry, drama, art, music, and other types of human expression.</strong></td>
<td>To create social or environmental campaign for the media about a past problem (20 years or older) in the student’s community. To propose a solution to such problem and create a catchy slogan.</td>
</tr>
<tr>
<td>□ New</td>
<td>□ State Mandated</td>
<td></td>
<td>Group Participation and Oral Presentation Rubric.</td>
</tr>
<tr>
<td>□ Existing</td>
<td>□ Revised</td>
<td>Identify and discuss traditions, customs and values of the Hispanic world <strong>to include: poetry, drama, art, music, and other types of human expression.</strong></td>
<td>Class discussion, research, in class and online assignments</td>
</tr>
<tr>
<td>□ New</td>
<td>□ State Mandated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Existing</td>
<td>□ Revised</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ New</td>
<td>□ State Mandated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Department Head: **DAVID S. STRIPLING**  
WCJC Core Curriculum Review Form-Language, Philosophy, & Culture (April 2013)  
(Modified from Collin College)
Core Curriculum Review Form

Foundational Component Area: **Language, Philosophy, & Culture**  
Course Prefix & Suffix: **SPAN 1412**

Core Objective: **Personal Responsibility**—to include the ability to connect choices, actions and consequences to ethical decision-making

**Student Learning Outcome supporting core objective:**

<table>
<thead>
<tr>
<th>SLO Status</th>
<th>Student Learning Outcome (SLO)</th>
<th>Learning Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SLO is:</td>
<td><strong>Insert SLO (from Administrative Master Syllabi) below</strong></td>
<td>Provide a brief name and description of the sample learning activity:</td>
<td></td>
</tr>
<tr>
<td>☐ Existing</td>
<td>☐ Revised</td>
<td>☐ New</td>
<td>Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:</td>
</tr>
<tr>
<td>☐ New</td>
<td>☐ State Mandated</td>
<td>☐ State Mandated</td>
<td>☐ State Mandated</td>
</tr>
<tr>
<td>☐ Existing</td>
<td>☐ Revised</td>
<td>☐ New</td>
<td>☐ State Mandated</td>
</tr>
<tr>
<td>☐ New</td>
<td>☐ State Mandated</td>
<td>☐ State Mandated</td>
<td>☐ State Mandated</td>
</tr>
<tr>
<td>☐ Existing</td>
<td>☐ Revised</td>
<td>☐ New</td>
<td>☐ State Mandated</td>
</tr>
<tr>
<td>☐ New</td>
<td>☐ State Mandated</td>
<td>☐ State Mandated</td>
<td>☐ State Mandated</td>
</tr>
</tbody>
</table>

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.

- **Comparisons can include:** poetry, drama, art, music, and other types of human expression.