



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title** – Beginning Spanish II

**Course Prefix and Number** – SPAN 1312

**Department** – English and Humanities

**Division** - CFA

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but 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 #** 3:3: 0

**Equated Pay hours for course** - 3

**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.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

**Prerequisites/Co-requisites** – SPAN 1311

**Prepared by** Anaisabel Ortiz-Avila

**Date** Aug 30, 2013.

**Reviewed by Department Head** Scott Stripling

**Date** September 2013

**Accuracy Verified by Division Chair** *gg hunt*

**Date** September 2013

**Approved by Dean or Vice President of Instruction** *gg hunt*

**Date** September 2013



**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 1311 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**

<b>Learning Outcomes</b>	<b>Methods of Assessment</b>
<p><b>Upon successful completion of this course, students will:</b></p> <ol style="list-style-type: none"> <li>1. Engage in conversations using level-appropriate grammatical structures including narrating events that take place in the past.</li> <li>2. Demonstrate understanding of level-appropriate spoken Spanish produced by Spanish speakers of diverse origins.</li> <li>3. Write simple to moderately complex sentences using level-appropriate grammatical structures and organize them into cohesive paragraphs.</li> <li>4. Read and comprehend level-appropriate authentic texts.</li> <li>5. Identify and discuss traditions, customs and values of the Hispanic world.</li> <li>6. Compare and contrast the traditions, customs and values of the Hispanic word with characteristics of their own culture.</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily questions in class for participation points; oral exams. Unit exams and quizzes.</li> <li>2. Graded discussions based on audiovisuals containing spoken Spanish produced by Spanish speakers of diverse origins. Unit exams and quizzes.</li> <li>3. Graded homework assignments; graded composition. Unit exams and quizzes.</li> <li>4. Graded comprehension questions based on a variety of texts.</li> <li>5. Graded class participation about audiovisuals showcasing the traditions, customs, and values of the Hispanic world.</li> <li>6. Graded class participation about audiovisuals showcasing the traditions, customs, and values of the Hispanic world.</li> </ol>

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

Textbook: *Vistas* by Blanco and Donley, current edition, Vista Higher Learning accompanying student packet including textbook code for the Websam. On-line access

**IV. Suggested Course Maximum - 25**

**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**

The grade will be based on the following criteria:

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.



**Core Curriculum Review Form**

Foundational Component Area: **Language, Philosophy, & Culture** Course Prefix & Suffix: \_\_\_\_\_

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

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
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Department Head: \_\_\_\_\_

Date: \_\_\_\_\_



**Core Curriculum Review Form**

Foundational Component Area: **Language, Philosophy, & Culture** Course Prefix & Suffix: \_\_\_\_\_

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

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
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**Core Curriculum Review Form**

Foundational Component Area: **Language, Philosophy, & Culture** Course Prefix & Suffix: \_\_\_\_\_

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

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
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Department Head: \_\_\_\_\_

Date: \_\_\_\_\_



**Core Curriculum Review Form**

Foundational Component Area: **Language, Philosophy, & Culture** Course Prefix & Suffix: \_\_\_\_\_

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

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
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Date: \_\_\_\_\_