

## SPA 112 Elementary Spanish II

### COURSE DESCRIPTION:

Prerequisites: DRE 097 or ENG-002 and SPA 111 with minimum grade of C; or satisfactory score on placement test

Co-requisites: SPA 182

This course is a continuation of SPA 111 and focuses on the fundamental elements of the Spanish language within a cultural context. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and should be able to demonstrate further cultural awareness. *This course must be taken with the accompanying lab. This course has been approved to satisfy the Comprehensive Articulation Agreement for the general education core requirement in humanities/fine arts.*

Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

### LEARNING OUTCOMES:

Upon completion of this course, successful students will be able to do the following with sufficient accuracy to be understood by someone accustomed to working with language learners:

1. Use the language to engage in interpersonal communication on well-practiced, familiar topics using limited language, sometimes creating language beyond simple sentences and sentence fragments. May rely on repetition and extralinguistic clues (e.g., gestures and tone of voice) to negotiate meaning.
  - A. Ask and answer questions about a variety of familiar situations and topics of interest
  - B. Discuss everyday life and daily routines in the present and past, using simple sentences and familiar vocabulary
  - C. Discuss likes and dislikes and justify opinions
  - D. Interact with others in unrehearsed situations (e.g., role-play and spontaneous conversation)
2. Understand words and concepts presented in the language in spoken and written texts which use familiar topics and language structures. May rely on repetition, one's own background knowledge and extralinguistic cues (e.g., visuals or gestures) to interpret meaning.
  - A. Understand simple conversations about a variety of familiar topics, with repetition when needed
  - B. Identify main ideas and key details in short texts dealing with a familiar topic, relying on repetition and extralinguistic support when needed
  - C. Extract basic information on unfamiliar topics from written or audio texts
  - D. Navigate a website in Spanish
3. Use the language to present information to an audience through written and spoken forms on well-practiced, familiar topics, sometimes creating language beyond simple sentences and sentence fragments.
  - A. Offer descriptions of self, other people, familiar places and objects in short discourse using simple sentences and a variety of vocabulary
  - B. Provide basic information about familiar situations, activities and topics of interest with some details
  - C. Express likes and dislikes on familiar and everyday topics and explain why
4. Demonstrate an awareness of the relationship between the products, practices and perspectives of the cultures in the Spanish-speaking world.
  - A. Identify and describe distinguishing features of countries and regions of the Spanish-speaking world
  - B. Identify products and practices related to familiar topics
  - C. Give examples of the cultural and linguistic diversity of the Spanish-speaking world

- D. Compare and contrast patterns of behavior in the cultures of the Spanish-speaking world and the student's own culture

### **OUTLINE OF INSTRUCTION:**

- I. Introduction to the study of foreign language and culture
  - A. Language learning strategies
  - B. The alphabet and linguistic sounds
  - C. Hispanic countries and capitals
  - D. Professions that benefit from foreign language study
- II. Discussing daily routine and physical activity in the present and in the past
  - A. Reflexive verbs and personal hygiene
  - B. Indefinite and negative words
  - C. Preterite tense
  - D. Stem-changing verbs in the preterite
  - E. Comparison of daily routines
  - F. Role of sports in culture
- III. Communicating travel needs and plans
  - A. Hotel vocabulary
  - B. Numbers above 100
  - C. Irregular verbs in the preterite
  - D. Use of prepositions *por* and *para*
  - E. Food vocabulary
  - F. Direct object pronouns
  - G. Variety of lodging in the Hispanic world
  - H. Comparison of foods and dining experiences
- IV. Discussing daily life and activities in the present and in the past
  - A. Food and cooking vocabulary
  - B. Indirect object pronouns
  - C. Constructions with *se*
  - D. Vocabulary for hobbies
  - E. Imperfect tense
  - F. Use direct and indirect object pronouns together
  - G. Comparison of shopping experiences
  - H. Discussion of the role of food in culture
  - I. Comparison of pastimes of the past and present
  - J. Diversity of music in the Hispanic world
- V. Describing events in the past
  - A. Vocabulary related to celebrations
  - B. Use of preterit and imperfect tenses
  - C. Vocabulary related to traffic and accidents
  - D. Comparison of celebrations in the Hispanic world
  - E. Discussion of transportation and emergency services
- VI. Giving and receiving directions for travel and at home
  - A. Vocabulary related to air and train travel
  - B. Relative pronouns
  - C. Formal commands
  - D. Nosotros commands
  - E. Vocabulary for household chores
  - F. Informal commands
  - G. Use pronouns with commands

- H. Discussion of tourism
- I. Comparison of family life and responsibilities in the Hispanic world

**REQUIRED TEXTBOOKS:**

The textbook and other instructional material will be determined by the instructor.