

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Spring 2013

Type of Action:


- New
- Modification**
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: SP 102

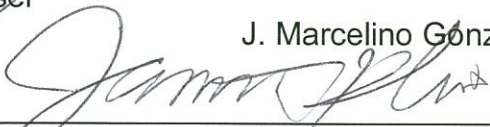
Course Title: Elementary Spanish II

Reason for initiating, revising, or canceling course:

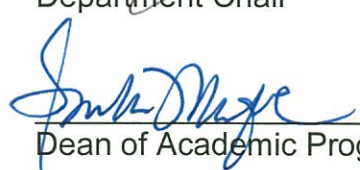
This course guide has been revised to propose (1) changes in student learning outcomes (SLOs), (2) the inclusion of additional department-approved materials, and (3) an increase in the required English placement level, this with a view to ensuring that (a) the SLOs are aligned with *best practices* (in the field of second/foreign language teaching), (b) the materials provide options that support academic freedom, and (c) the level of students' literacy skills and grammatical competency in English provide a foundation that facilitates second language acquisition (SLA). **Note: The catalogue description has been changed.**

OK  12-18-12

Proposer J. Marcelino González Date

 12-18-12

Department Chair James Kline Date

 12-18-12

Dean of Academic Programs and Services Date

Ms. Barbara Merfalen

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1. Department

Languages and Humanities

2. Purpose

The purpose of this course is to provide those interested with an opportunity to continue the study of the language and culture of the Spanish-speaking world, comprising 20 countries in several continents with over 328 million native speakers.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Recommended:

López, Nelson. *Vértice. Español para la comunicación moderna*. Unpublished manuscript (Dr. Nelson López Rojas, Marquette University).

Tardy, William. *¡Así Leemos! A multi-level Spanish reader*. (NTC's Spanish Readers Series). 2nd ed. NTC Publishing Group, 2002.

Knorre, Marty, et al. *Puntos de partida: An invitation to Spanish*. New York, NY: McGraw Hill, 2005.

Kendris, Christopher, and Theodore Kendris. *501 Spanish Verbs with CD-ROM and Audio CD (510 Verb Series)*. Barron's Educational Series. 7th ed. 2010.

B. Contact Hours

1. **Lecture:** 4 hours per week / 60 hours per semester
2. **Lab:** N/A
3. **Other:** None

C. Credits

1. **Number:** 4
2. **Type:** Regular degree units

D. Catalogue Course Description

This is the second of two elementary-level courses in Spanish in which students acquire basic skills in listening, speaking, reading and writing. The course is designed to foster the development of a basic level of linguistic competency while providing a strong foundation for continued

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learning. Spanish will be learned and reinforced through continuous exposure to, and guided practice in, the target language.

Prerequisite: SP 101 or instructor's permission. English Placement Level: EN 093/094. (Offered Fall and Spring)

E. Degree or Certificate Requirements Met by Course

Fulfills language requirements for associate degrees.

F. Course Activities and Design

Course activities include listening, speaking, reading and writing exercises, as well as pair/small-group work, presentations, quizzes and a final exam.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisite(s): SP 101 or instructor's permission.

English Placement Level: EN 093/094

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 4-credit course, a textbook, a bilingual dictionary, and any applicable fees.

Cost to the College: Instructor's salary.

Instructional resources needed for this course include chalk and chalkboard (or markers and whiteboard), TV/VCR, videotaped material, overhead projector, audio-visual projector and CD/cassette player.

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

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7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

Common topics and grammatical structures include:

- Greetings: Formal and informal
- The Spanish alphabet
- Pronunciation (including regional differences)
- Phonological recognition and written representation/orthography and the use of accents
- Numbers: Cardinal and ordinal
- The use of *Hay* [pronounced as the “long” “i” sound in English]: The equivalent of there is/are
- Question words
- Describing locations: Objects/people
- Prepositional phrases
- Likes and dislikes
- The present (tense) indicative (mode)
- Describing routines: Times/days of the week
- The use of the present participle in conjunction with *Hay*: e.g., *Hay niños jugando en el parque* (There are children playing in the park.)
- Describing actions
- The use of the present (tense) progressive (aspect)
- Gender, articles, and agreement
- Pronouns: Subject and object
- Vocabulary: In the context of the classroom, the home, work, play, and daily life
- Describing oneself
- Adjectives and adverbs
- The Spanish verb system
- Modes: Indicative, imperative, and subjunctive
- Aspects: Progressive, preterit, perfect, and imperfect
- Voice: Passive vs. active
- Conjugation and agreement
- Formal vs. informal “you”: *tú* vs. *usted*
- The distinction between *ser* and *estar* (to be)
- Irregular, stem-changing, and reflexive verbs
- Comparisons and superlatives
- Spanish/Latin American culture

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8. Instructional Goals

This course will introduce students to:

- 1.0 Greetings used in both formal and informal contexts;
- 2.0 Vocabulary related to daily activities in the context of school, home, work, and play;
- 3.0 Grammatical structures necessary to communicate effectively in both speech and writing;
- 4.0 The receptive skills of reading and listening necessary to comprehend both written and spoken discourse at an elementary level of complexity; and
- 5.0 The people and culture of the target language.

9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Demonstrate knowledge of the sound system with a view to facilitating orthography and promoting learner autonomy;
- 2.0 Write complete sentences that include both "hay" (there is/are) and the present participle;
- 3.0 Demonstrate an appropriate level of listening comprehension;
- 4.0 Discuss their class schedules or daily routines;
- 5.0 Translate a simple Spanish-language text (that may include both the present and past tenses, as well as the indicative and subjunctive modes) into English;
- 6.0 Demonstrate an appropriate level of reading comprehension;
- 7.0 Give a bilingual (Spanish/English) presentation or performance;
- 8.0 Translate a simple English-language text (that may include both the present and past tenses) into Spanish;

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9.0 Demonstrate knowledge of Hispanic culture in relation to the music/dance, food, art or celebrations of at least one country of relevance; and

10.0 Demonstrate an emerging receptive-skills-competency in relation to the subjunctive mode.

10. Assessment Measures

Assessment of student learning may include, but not be limited to, the following:

1.0 Class attendance

2.0 Participation

3.0 Quizzes/tests

4.0 Presentations/performances

5.0 A final evaluation/exam