PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS
BEGINNING SPANISH II
SPAN 1020

Class Hours: 3.0 Credit Hours: 3.0
Laboratory Hours: 0.0 Date Revised: Spring 01

Catalog Course Description:
Continuation of SPAN 1010.

Entry Level Standards:
One semester of college Spanish or one year of high school Spanish.

Prerequisite:
SPAN 1010 or one year of high school Spanish

Textbook(s) and Other Reference Materials Basic to the Course:
Tapes to accompany Dicho y hecho.

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Chapter 6: &quot;¡Vamos al centro!&quot; Becoming acquainted with vocabulary relating to stores, restaurants, movies; bank transactions and money; the post office, etc.; the preterite tense; vocabulary quiz</td>
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<td>2</td>
<td>Stem-changing verbs in the preterite; direct object pronouns; affirmative and negative words; test</td>
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<tr>
<td>3</td>
<td>Cultural readings: &quot;La plaza,&quot; &quot;Contemporary Spain,&quot; &quot;Contemporary Spanish Art&quot; Culture quiz</td>
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<td>4</td>
<td>Chapter 7: &quot;¿Qué hay en tu guardarropa?&quot; Becoming acquainted with articles of clothing, colors, and related verbs; vocabulary quiz</td>
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<td>5</td>
<td>Demonstrative adjectives and pronouns; showing possession with &quot;de;&quot; possessive adjectives and pronouns; quiz</td>
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<td>6</td>
<td>Irregular verbs in the preterite; test</td>
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<tr>
<td>7</td>
<td>More preterite; indirect object pronouns; the verb &quot;hacer&quot; to express &quot;ago;&quot; quiz</td>
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Cultural readings: "La ropa tradicional," "Argentina and Chile," "La familia Polillal" - Argentine children's story; test

Chapter 8: "La naturaleza y el medio ambiente" Becoming acquainted with vocabulary relating to nature and ecological concerns; vocabulary quiz

Verbs like "gustar;" direct and indirect object pronouns in the same sentence; the imperfect tense; comparisons of equality and inequality; test

Cultural readings: "Los parques nacionales del mundo hispano," "Costa Rica and Panama;" quiz

Chapter 9: "Casas y otras cosas" Becoming acquainted with vocabulary relating to the home, household chores, etc.; vocabulary quiz

Contrasting the preterite and the imperfect tenses; prepositions; prepositional pronouns; "por" and "para;" test

Chapter 10: "La vida diaria" Becoming acquainted with vocabulary relating to daily life; reflexive verbs; adverbs; quiz

The present perfect tense; the past perfect tense; cultural reading: "Mexico;" test

Final Exam Period

II. Course Objectives*:

A. Listening comprehension: understand some words and phrases in Spanish spoken at a slow conversational speed, such as simple questions and statements, high-frequency commands, and courtesy formulas. I.1

B. Speaking skills: communicate in a limited number of daily situations in simple, present-tense Spanish, relying heavily on learned phrases. I.4

C. Speaking skills: communicate in a limited number of daily situations in simple, past-tense Spanish, relying heavily on learned phrases. I.4

D. Writing skills: write simple sentences in present and past-tense Spanish. I.3

E. Cultural understanding: acquire some understanding of Spanish traditions, language and people. IV

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Use the Spanish language in pair and group exercises to exchange information and talk about their feelings. Communication Outcome, Personal Development Outcome

2. Complete workbook exercises in reading, writing, speaking, and understanding Spanish. Communication Outcome, Cultural Diversity and Social Adaptation Outcome

3. Develop listening and speaking skills in real contexts through the use of an extensive audio program. Communication Outcome, Cultural Diversity and Social Adaptation Outcome
4. Collaborate in teams to practice verbal exercises and complete written exercises. *Communication Outcome, Problem Solving and Decision Making Outcome, Active Learning Strategies*

5. Participate in language learning experiences which call for sequencing and memorizing. *Problem Solving and Decision Making Outcome*

6. Read about differences between American culture and Spanish culture, with some analysis of how culture is expressed through language. *Cultural Diversity and Social Adaptation Outcome*

7. Discuss video interviews of American business people who use Spanish in their work. *Transitional Strategies*

8. Practice elements of the work ethic by regularly attending class, being punctual, participating in class activities, and demonstrating good manners. *Personal Development Outcome*

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.*

**IV. Expectations for Student Performance***:

Upon successful completion of this course, the student should be able to:

1. Understand simple statements, directions, questions, and responses in the present and past tenses in Spanish. *A*

2. Employ a basic set of vocabulary words and structures necessary for conversation on several topics. *B*

3. Use a vocabulary of nearly 1000 words, including irregular verbs. *B*

4. Translate short passages in moderately difficult Spanish in present and past tenses. *C*

5. Recognize sentence patterns of written Spanish. *C*

6. Compose short descriptive paragraphs which are grammatically correct. *D*

7. Use appropriate word order, prepositions, and possessive, direct object, and indirect object pronouns in Spanish. *D*

8. Make correct agreement between subjects and verbs, nouns and adjectives in Spanish. *C, D*

9. Discuss differences and similarities between Spain and Latin America and the United States today on several topics. *E*

10. Describe the Spanish heritage in the United States. *E*

11. Name other Spanish-speaking countries of the world today. *E*

*Letters after performance expectations reference the course objectives listed above.*

**V. Evaluation:**
A. Testing Procedures: 80% of grade

- 6 Exams 50%
- 9 Quizzes 15%
- Final Exam 15%

B. Laboratory Expectations: 10% of grade

Students must listen to cassette tapes and turn in completed laboratory manual exercises for tape program on assigned dates, usually when a chapter test is given.

C. Field Work:

N/A

D. Other Evaluation Methods: 10% of grade

Class Participation

E. Grading Scale:

- A 90-100
- B+ 87-89
- B 80-86
- C+ 77-79
- C 70-76
- D 60-69
- F Below 60

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic and Student Affairs, may have requirements that are more stringent.

B. Academic Dishonesty:

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly through participation or assistance, is immediately responsible to the instructor. In addition to other possible disciplinary actions that may be imposed through the regular Pellissippi State procedures as a result of academic misconduct (up to and including dismissal from the College), the instructor has the authority to assign an F or a zero for the exercise or examination or to assign an F in the course.

C. Other Policies:

Students are expected to be present on quiz days and exam days. There are no make-ups.