

**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  
05**

**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 Course Materials:**

Hershberger, Robert, et al., Plazas, 2<sup>nd</sup> ed. Massachusetts: Heinle & Heinle, 2004  
Pelletieri, Jill, et al. Lab Manual: Plazas, 2<sup>nd</sup> ed. Massachusetts: Heinle & Heinle, 2004  
Luque-Eckrique, María, et al: Activity File: Plazas, 2<sup>nd</sup> ed. Massachusetts: Heinle & Heinle, 2004  
CD's to accompany Plazas

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	<b>Chapter 5: ¡La salud: Boliva y Paraguay!</b> Becoming acquainted with vocabulary relating to parts of the body, describing daily routines/ hygienic practices. Talking about what you have just done/illnesses related to health. Giving advice on health and suggesting treatments for illness. Making comparisons. vocabulary quiz
2	Reflexive verbs and pronouns. Acabar de + infinitive, vocabulary related to health. The verb doler. Ser versus Estar. Grammar quiz
3	<b>Cultural readings:</b> Montero, Bolivia. Health and the environment in Bolivia. Coca, and Andean tradition. Paraguayan herbal remedies. Culture quiz. Demonstrative adjectives and pronouns. Review. Test
4	<b>Chapter 6: ¿Quieres comer conmigo esta noche?: Venezuela!</b> Becoming acquainted with vocabulary relating to foods and beverages for breakfast, lunch and dinner. Ordering food in a restaurant. Making comparative statements. Encuentro Cultural: La comida tipica venezolana. vocabulary quiz
5	Vocabulario: El restaurante. Encuentro cultural: Los postres venezolanos. Preterite of regular verbs and stem-changing verbs. quiz

- 6           **Cultural readings:** “Typical Venezuelan foods. Venezuelan restaurants. Culture quiz. Review. Test
- 7           **Chapter 7: ; De compras: Argentina!** Becoming acquainted with shopping for clothing, talking about sizes and other preferences while shopping. Statements of possession, past events with common irregular verbs. Possessive adjectives and pronouns.
- 8           Preterite of irregular and stem-changing verbs. Vocabulario: De compras. Direct Object Pronouns. Imperfect of regular and irregular verbs.  
**Cultural reading:** Shopping in Buenos Aires. Clothing sizes. Tango. Cultural quiz. Review/Test
- 9           **Chapter 8.** Becoming acquainted with vocabulary related to parties and celebrations. The beach and the country. Quiz
- 10          Describing changes in emotion. Recognizing and employing different strategies to talk about the past. Using affirmative and negative expressions. Asking questions to obtain information about people and events. Ponerse + adjective. Preterite and imperfect contrasted. Summary of negative words
- 11          **Cultural reading:** Holidays in the Spanish speaking worlds. Santo Tomás de Chichicastenango, Guatemala. Costa del Sol, El Salvador – Costa del Sol. The Patron Saint of El Salvador. Cultural quiz. Test.
- 12          **Chapter 9.** Becoming acquainted with vocabulary relating to airline travel, hotels, giving directions. Indirect Object Pronouns. Vocabulary quiz
- 13          Transportation, lodging. Using double object pronouns. Quiz
- 14          **Cultural readings:** Dominican Republic. Travel to Cuba. “Merengue”, “The Taino”, Mojito cubano, Guayabera, Old San Juan, Puerto Rico. Cultural quiz  
Test
- 15          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 TBR’s general education goals.

## 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

5 Exams 50%  
12 Quizzes 20%  
Final Oral Exam 10%

### B. Laboratory Expectations: 10% of grade

Students must listen to cassette tapes/CD's 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

sanctions that may be imposed through the regular Mississippi 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. Accommodations for disabilities:

If you need accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Privately after class or in the instructor's office.

To request accommodations students must register with Services for Students with Disabilities: Goins 127 or 131, Phone: (865) 539-7153 or (865) 694-6751 Voice/TDD.

D. Other Policies:

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