

LSC Use Only

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CURRICULUM PROPOSAL COVER SHEET **University-Wide Undergraduate Curriculum Committee**

I. Title/Author of ChangeCourse/Program Title: SP 102 Elementary Spanish IISuggested 20 Character Course Title: Elem Spanish IIDepartment: Spanish and Classical LanguagesContact Person: Dr. Sally Thornton**II. If a course, is it being Proposed for:**

X Course Revision/Approval Only
 _____ Course Revision/Approval and Liberal Studies Approval
 _____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

[Signature] _____
 Department Curriculum Committee Department Chairperson

 College Curriculum Committee College Dean *

 Director of Liberal Studies Provost (where applicable)
 (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TimetableDate Submitted
to LSC: _____Semester to be
implemented: _____Date to be
published
in Catalog: _____

to UWUCC: _____

COURSE SYLLABUS

I. CATALOG DESCRIPTION

SP 102 Elementary Spanish II

4c-11-4sh

A continuation of Spanish 101. Students will learn to express past and future time. They will continue to learn about Hispanic countries and their cultures. Attendance is required.

II. COURSE OBJECTIVES

The primary objective of Spanish II is the continued development of proficiency, or an increased ability to communicate in oral and written form for a variety of purposes and in a variety of contexts.

A. Listening:

1. Students will be able to understand simple questions and answers, simple statements and simple face-to-face conversations in standard dialect.
2. Students will understand the main idea with some supporting detail when exposed to authentic material.
3. Students will be able to determine the mood of specific messages and, to a limited degree, determine attitudes and feelings of speakers.

B. Speaking:

Students will demonstrate a limited ability to create with the language incorporating everyday survival topics.

C. Reading:

Students will be able to determine the main focus, key ideas and some supporting details with narratives on familiar topics.

D. Writing:

Students will be able to demonstrate an ability to create statements and questions accurately enough to meet practical needs and some limited social demands.

III. COURSE OUTLINE

Approximately seven to eight class hours will be devoted to the presentation and instruction of each of the following

units. Time will be allotted within the framework for four one-half hour quizzes and two written exams.

- A. Topics: Making hotel reservations; Placing telephone calls; Talking about the past; Expressing the time of past actions; Using some affirmative and negative words; Carrying out travel arrangements

Grammar: Irregular verbs and stem-changing verbs in the preterite; Hacer + expression of time + que + verb in preterite; Affirmative and negative words

Skills practice: Reading for main ideas and supporting evidence; Writing a paragraph

- B. Topics: Sequencing events; Describing the layout of a house; Renting an apartment; Talking about the unknown; Describing the home environment; Influencing others

Grammar: The present subjunctive; Using ya and todavía

Skills practice: Using the dictionary when reading; Using the dictionary when writing

- C. Topics: Explaining leisure-time activities; Describing the kitchen; Expressing doubt and certainty; Saying how an action is done; Indicating time and age in the past; Identifying food; Shopping for food; Preparing a meal; Sharing a recipe; Expressing emotions

Grammar: Contrasting the subjunctive and the indicative; Adverbs ending in -mente; Ser and Tener; Other uses of para and por

Skills practice: Recognizing prefixes; Describing and giving your opinions

- D. Topics: Making use of postal services; Talking about sports; Describing the past

Grammar: Verbs like gustar; Avoiding redundancies by combining; Direct and indirect object pronouns; The imperfect

Skills practice: Finding relationships between words and sentences; Avoiding redundancies

- E. Topics: Explaining medical problems; Consulting a doctor; Buying and taking medicine; Describing problems with a car; Renting a car; Describing; Expressing past intentions

Grammar: The imperfect for past actions in progress; Contrasting the preterite and the imperfect; Iba +

infinitive; Past participle as an adjective

Skills practice: Recognizing suffixes; Writing a personal letter

- F. Topics: Stating musical preferences and talents; Planning a meal; Ordering food in a restaurant; Narrating and describing; Negating; Describing the geographical features of a place; Describing climate; Reading a weather map

Grammar: Preterite and imperfect continued; Irregular past participles; Negating using *ni...ni*; Comparisons of inequality; The superlative

Skills practice: Reading an interview article; Writing an interview article

IV. EVALUATION METHODS

The final grade for the course will be determined as follows;

- 30% Two written exams (mid-term and final) consisting of a listening component, multiple choice, short answer, reading segment and short paragraph writing
- 30% Four scheduled quizzes given after presentation of topics A, B, D and E
- 15% Class participation
- 15% Oral exam (to be scheduled individually with the instructor)
- 10% Homework assignments

V. REQUIRES TEXTS

Caycedo Garner, Lucía, Debbie Rusch, Marcela Domínguez; *¡Claro que sí!*, Houghton Mifflin Company, Boston, 1990.

Caycedo Garner, et. al., *¡Claro que sí! Workbook/Lab Manual*, Houghton-Mifflin Company, Boston, 1990.

Tapes to accompany the Workbook/Lab Manual

VI. SPECIAL RESOURCE REQUIREMENTS

Language Laboratory.

VII. BIBLIOGRAPHY

Asher, James J. Learning Another Language Through Actions. Los Gatos, CA: Sky Oaks Productions, 1982.

Gaudiani, Clare. Teaching Writing in the Foreign Language Curriculum. Washington, D.C.: Center for Applied Linguistics, 1981.

Grellet, Francoise. Developing Reading Skills. New York: Cambridge University Press, 1981.

Krashen, Stephen D. and Tracy D. Terrell. The Natural Approach. Hayward, CA: The Alemany Press, 1983.

Omaggio, Alice C. Teaching Language in Context. Boston; Heinle and Heinle, Inc., 1986.

Rivers, Wilga, Milton Azevedo, and William Heflin, Jr. Teaching Spanish: A Practical Guide. Skokie, Ill.: National Textbook Company, 1988.

Seelye, H. Ned. Teaching Culture. Skokie, Ill.: National Textbook Company, 1981.

COURSE ANALYSIS QUESTIONNAIRE: SP 102

Section A: Details of the Course

- A1 This is the second elementary course in Spanish. It is open to all students who have successfully completed SP 101 or equivalent. It may be used in partial fulfillment of the language requirement by students in HRIM. This course is not proposed for inclusion in Liberal Studies.
- A2 Yes, see attached course descriptions and program requirement.
- A3 Yes.
- A4 No.
- A5 No.
- A6 No.
- A7 Yes. The Pennsylvania State University. Kent State University.
- A8 No.

Section B: Interdisciplinary Implications

- B1 Yes, the course will be taught by one instructor.
- B2 Yes, see attached course descriptions and program requirement.
- B3 No other department offers courses in Spanish. In discussions with the French Department, they agreed that this change would not affect their program.
- B4 Yes.

Section C: Implementation

- C1 No new resources are needed.
- C2 No.
- C3 Every semester.
- C4 An average of ten.
- C5 25. No.
- C6 Yes. "As professionals of foreign language instruction, we deem the optimum class size to be 12 for adequate results in classes where all four skills are equally stressed. In any case, maximum class size should not exceed 20." Association of Departments of Foreign Languages, 1987.
- C7 This course does not carry credit toward the major. It will not affect the number of free electives available to majors. It will not affect the 124-hour requirement of students in the department.

SP 102 Elementary Spanish II

The Pennsylvania State University

002. ELEMENTARY SPANISH II (4:3:2) Audio-lingual approach to basic Spanish continued; writing. Students who have received high school credit for four years of Spanish may not schedule this course for credit without permission of the department. Prerequisite: SPAN 001.

Kent State University

~~18202~~ ELEMENTARY SPANISH II. (4)

For students who are continuing SPAN 18201 and students with one or two years of high school Spanish. This course may be used to satisfy the Liberal Education Requirements. Prerequisite: SPAN 18201 or one or two years of high school Spanish.