



# North Central Michigan College

## Master Course Syllabus

### PART 1:

Course Name: Elementary Spanish II

Course Number: SPAN 112

Credit Hrs. 4      Lecture Hrs. 4      Lab Hrs. 0      Clinical Hrs. 0      Variable Hrs. 0

Total Hours of Instruction: 4      Total Contact Hours: 70.4  
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs.) x 17.6)

#### Course Description:

Enhances proficiency in Spanish and is a continuation of SPAN 111. Emphasis is placed on listening and reading for comprehension as well as speaking and writing for real-life purposes through an acquisition of applied vocabulary and grammar. This course further broadens student awareness of Hispanic cultures and the diverse perspectives that emerge from them.

Prerequisite (s): SPAN 111. If one year of high school Spanish was successfully completed, contact instructor for permission to enroll.

Co-requisite (s): None

#### Course Objectives:

Students will be able to:

- Demonstrate the proficient use of an expanding Spanish vocabulary around such topics as professions and the work environment, activities related to travel, time and directions, food, and/or weights and measures.
- Identify and apply more complex grammatical structures in both written and verbal form, enabling students to express opinions, wishes, and preferences; to make an defend a proposal; to relate biographical data; and to discuss the past and historical events.  
Demonstrate a more detailed knowledge of the main cultural, social, and historical events of the Hispanic world.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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### PART 2:

#### **Lumina DQP outcomes and linked course objectives**

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.

- Demonstrate the proficient use of an expanding Spanish vocabulary around such topics as professions and the work environment, activities related to travel, time and directions, food, and/or weights and measures.
- Identify and apply more complex grammatical structures in both written and verbal form, enabling students to express opinions, wishes, and preferences; to make an defend a proposal; to relate biographical data; and to discuss the past and historical events.

Lumina DQP Outcome 3: Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

- Demonstrate the proficient use of an expanding Spanish vocabulary around such topics as professions and the work environment, activities related to travel, time and directions, food, and/or weights and measures.
- Identify and apply more complex grammatical structures in both written and verbal form, enabling students to express opinions, wishes, and preferences; to make an defend a proposal; to relate biographical data; and to discuss the past and historical events.

Lumina DQP Outcome 12: Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

- Demonstrate a more detailed knowledge of the main cultural, social, and historical events of the Hispanic world

Lumina DQP Outcome 14: Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

- Identify and apply more complex grammatical structures in both written and verbal form, enabling students to express opinions, wishes, and preferences; to make an defend a proposal; to relate biographical data; and to discuss the past and historical events



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### **Suggested Methods of Instruction:**

Spanish spoken as much as possible. Teaching reading and listening using interactive approach and authentic material. Integrating speaking with oral and written texts. Teaching meaningful writing as a process and product.

### **Suggested Methods of Assessment and Evaluation:**

Listening comprehension exercises with teacher or tapes. Speaking proficiency/pronunciation – class interaction, dialogues and responses. Reading comprehension – contextual material from textbook or handouts. Writing proficiency – reviews, essays, letters or compositions.

### **Adopted Text at Time of Course Adoption/Revision:**

Arriba, Comunicación y Cultura – Third Edition  
Arriba, Workbook  
Arriba, Lab Manual

### **OPTIONAL SUPPLEMENTARY MATERIALS:**

Handouts

### **Topics Covered During the Semester:**

*Sequence of topics and time allowance are at the discretion of the instructor*

- Week 1: Discussing food, expressing likes and dislikes, getting service and requesting information in a restaurant, “Gustar” and similar verbs, and double object pronouns.
- Week 2: Talking about what happened, the preterit of regular verbs, giving and following instructions and commands, informal commands, Chile.
- Week 3: Review
- Week 4: Pastimes, weather, verbs with irregular preterit forms (I), indefinite and negative expressions.
- Week 5: Sports and outdoor activities, verbs with irregular preterit forms (II), impersonal and passive “se”, El Caribe: Cuba, la Republica Dominicana and Puerto Rico.
- Week 6: Review
- Week 7: Shopping, the preterit of stem-changing verbs and ordinal numbers.
- Week 8: Describing a product, making comparisons, demonstrative adjectives and pronouns, comparisons of equality and inequality, and superlatives. Peru and Ecuador.



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- Week 9: Review
- Week 10: Travel and travel arrangements, the imperfect of regular and irregular verbs, and the uses of “por” and “para”.
- Week 11: Describing travel experiences, preterit vs. imperfect, adverbs ending in – mente. Venezuela and Colombia.
- Week 12: Review
- Week 13: Health care, persuading others, the subjunctive: introduction and the subjunctive in noun clauses, “Nosotros” commands.
- Week 14: Expressing wishes, requests and emotions, giving advice, the subjunctive to express volition, the subjunctive to express feelings and emotion. Bolivia and Paraguay.
- Week 15: Review
- Week 16: Final

Part 1 & Part 2 approved by CRDAP on: 11/21/14

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:



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### **PART 3:**

**Use this reference sheet in Part 2 of Master Course Syllabus**

#### **Specialized Knowledge**

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

#### **Broad Integrative Knowledge**

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

#### **Intellectual Skills – Analytic Inquiry**

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

#### **Intellectual Skills – Use of Information Resources**

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

#### **Intellectual Skills – Engaging Diverse Perspectives**

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

#### **Intellectual Skills – Communication Fluency**

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

#### **Applied Learning**

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

#### **Civic Learning**

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012