



North Central Michigan College

Master Course Syllabus

PART 1:

Course Name: Intermediate Spanish II

Course Number: SPAN 212

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs.) x 17.6)

Course Description:

A continuation of SPAN 211 that further expands student proficiency in listening, speaking, reading, and writing, such that students may communicate spontaneously and accurately through increasingly complex vocabulary and grammatical structures. This course also provides students a wider, and more detailed exploration of Hispanic culture through the study of Spanish language literary and cultural texts.

Prerequisite (s): SPAN 211. If three years of high school Spanish were successfully completed, contact the instructor for permission to enroll.

Co-requisite (s): None

Course Objectives:

Students will be able to:

- Demonstrate facility with more complex Spanish grammatical structures through written and oral examples; such structures may include appropriate application of the preterite and imperfect past tenses, further application of the subjunctive to communicate advice or give commands; and use of the future and conditional tenses to express conjecture or probability.
- Communicate in Spanish both verbally and in writing their personal viewpoints on such issues as the media, the environment, and families or personal relationships; additionally, demonstrate the ability to moderate a formal discussion around these and other studied topics.
- Analyze (as opposed to describe) with further detail and rationale historical and current events, as well as broader cultural issues across different Hispanic cultures.

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 facility with more complex Spanish grammatical structures through written and oral examples; such structures may include appropriate application of the preterite and imperfect past tenses, further application of the subjunctive to communicate advice or give commands; and use of the future and conditional tenses to express conjecture or probability.

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

- Demonstrate facility with more complex Spanish grammatical structures through written and oral examples; such structures may include appropriate application of the preterite and imperfect past tenses, further application of the subjunctive to communicate advice or give commands; and use of the future and conditional tenses to express conjecture or probability.

Lumina DQP Outcome 6: Illustrates core concepts of the field while executing analytical, practical or creative tasks.

- Communicate in Spanish both verbally and in writing their personal viewpoints on such issues as the media, the environment, and families or personal relationships; additionally, demonstrate the ability to moderate a formal discussion around these and other studied topics.

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

- Communicate in Spanish both verbally and in writing their personal viewpoints on such issues as the media, the environment, and families or personal relationships; additionally, demonstrate the ability to moderate a formal discussion around these and other studied topics.

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.

- Communicate in Spanish both verbally and in writing their personal viewpoints on such issues as the media, the environment, and families or personal relationships; additionally, demonstrate the ability to moderate a formal discussion around these and other studied topics.
- Analyze (as opposed to describe) with further detail and rationale historical and current events, as well as broader cultural issues across different Hispanic cultures.

Lumina DQP Outcome 17: Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.

- Communicate in Spanish both verbally and in writing their personal viewpoints on such issues as the media, the environment, and families or personal relationships; additionally, demonstrate the ability to moderate a formal discussion around these and other studied topics.



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Suggested Methods of Instruction:

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.

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:

Horizontes, Gramática y Conversación, Fourth edition
Horizontes, Comunicación y Cultura, Fourth edition

Topics Covered During the Semester:

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

- Week 1: First day of classes, greetings, interrogative words and exclamations
- Week 2: Nouns, articles, adjectives, possessive adjectives, and demonstrative adjectives
- Week 3: Cuba
- Week 4: Travel, personal pronouns, and present indicative tense.
- Week 5: Future indicative tense and comparisons.
- Week 6: Spain
- Week 7: Studies and Careers, reflexive verbs, “Ser” vs. “Estar”, and the verbs “haber,” “tener” and “hacer”
- Week 8: Should, expressions of probability, and prepositions “en” and “de”
- Week 9: Perú
- Week 10: Household chores, preterit and imperfect
- Week 11: The preterit vs. imperfect and “Hacer” in time expressions.
- Week 12: Bolivia
- Week 13: Banking and employment, present perfect tense, and pluperfect tense
- Week 14: Pronoun “se” and its uses and prepositions “a” and “con”.
- Week 15: México
- 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