

III. Statement of Course Need

- A. This course offers students a continued introduction to Spanish, the most prevalent second language in the United States. This course partially fulfills the language requirement for programs with a two course language requirement.
- B. The laboratory component provides self-paced skill development with individualized support by the instructor.
- C. This course can transfer as the second semester of an introductory Spanish language sequence.
- D. This course provides students with an opportunity to explore and learn about the various cultural aspects of the Spanish-speaking world.

IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course serves as a General Education course in Humanities/Foreign Language and Global and Cultural Awareness (pending).
- C. This course meets a program requirement for Liberal Arts (AA), Liberal Arts, Social Sciences (AA), Communication Studies (AA), English (AA), and is a program requirement option in Mathematics (AS).
- D. To see course transferability: a) for New Jersey school, go to the NJ Transfer Website, www.transfer.org; for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

- A. Review of Grammar covered in SPAN 103 Introduction to Spanish I
 - 1. Pronouns
 - a. Subject
 - b. Reflexive
 - 2. Gender and Number Agreement
 - a. Articles
 - b. Nouns
 - c. Adjectives
 - 3. Present Indicative
 - a. Regular Verbs in AR
 - b. Regular Verbs in ER
 - c. Regular Verbs in IR
 - d. Stem-Changing Verbs
 - e. Reflexive Verbs
 - f. Verbs Irregular in the First Person
 - g. Gustar and Verbs Like Gustar
 - 4. Periphrastic Future
 - 5. Present Progressive

6. Personal “a”
7. Interrogatives
8. Adverbs

B. Grammar

1. Commands
 - a. Formal
 - b. Informal
2. Preterite Tense
 - a. Regular verbs
 - b. Irregular verbs
 - c. IR stem-changing verbs
3. Imperfect Tense
 - a. AR verbs
 - b. ER /IR verbs
 - c. Irregular verbs
4. Choosing between the preterit and the imperfect
5. Pronouns
 - a. Reflexive
 - b. Direct object
 - c. Indirect
 - d. Double-object
6. Comparisons
 - a. Comparative
 - b. Superlative
7. Uses of “se”
 - a. “se” reflexivo
 - b. “se” recíproco
 - c. “se” impersonal/pasivo
8. Affirmative and negative expressions

C. Tasks

1. Indicating location
2. Telling others what to do (commands)
3. Making polite requests
4. Affirming and Negating
5. Talking about and narrating in the past
6. Making Comparisons

D. Vocabulary

1. Transportation and travel
2. Shopping
3. City Life
4. Weather and Environment
5. Clothing
6. Food and restaurants
7. Household Tasks

E. Culture

1. Explore the cultures of Spanish-speaking countries around the world

2. Discuss and explore the Hispanic culture of the United States and of other countries.
3. Discuss and interpret recent global events using news outlets from the Spanish-speaking communities round the world
4. Raise cultural understanding for the challenges of language-learning populations in both U.S. and Global environments through the process of learning a foreign language.

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

1. Communicate in Spanish orally and in writing (paragraphs) on a novice high-level as defined by the ACTFL Proficiency Guidelines. (GE – NJ 1)
2. Demonstrate a deeper understanding of one’s own native language and grammar through the study, production and comprehension of a foreign language. (GE – NJ 6)
3. Develop an awareness of, and appreciation for, the cultures and history of the Spanish-speaking world. (GE – NJ 7, 8)
4. Increase awareness of the challenges for language-learning populations in both U.S. and Global environments through the process of learning a foreign language. (GE – NJ 6, 8)

B. Course Learning Outcomes:

At the completion of the course, students will be able to:

1. Explain the differences between the preterit and imperfect tenses in Spanish
2. Edit Spanish sentences and paragraphs with one error per sentence for verb tenses, nouns, adjectives and adverbs at the novice high-level
3. Students will be able to tell others what to do using formal and informal commands.
4. Students are able to make comparisons of people, places, and things.
5. Discuss and explain cultural norms and trends of the Spanish-speaking world.

C. Assessment Instruments

1. lecture/discussion
2. small-group work
3. student oral presentations
4. simulation/role playing
5. oral interviews
6. auditory comprehension
7. cultural research

VII. Grade Determinants

- A. written assignments

- B. quizzes
- C. oral presentations
- D. interviews
- E. examinations (listening, oral and written)
- F. research essay

Primary forms, methods and modes of instruction

- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. guest speakers
- E. laboratory
- F. student oral presentations
- G. simulation/role playing
- H. student collaboration
- I. independent study
- J. other (fieldtrips)

VIII. Texts and Materials

- A. de la Fuente, Goldenberg, Peris, Sans (2021). *Gente* – A task-based approach to learning Spanish 4th edition Hoboken, NJ: Pearson
- B. primary sources
- C. interviews
- D. student writing
- E. film and video
- F. audio sources
- G. web sources

Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.

IX. Resources

- A. Class-wide computer/internet video and audio access
- B. Individual computer/internet access
- C. Spanish-language media
- D. Community resources

X. Honors Options: Not Available