

**SPA 112**  
**ELEMENTARY SPANISH II**

**COURSE DESCRIPTION:**

Prerequisites: ENG 080 and RED 080 or satisfactory score on placement test and SPA 111

Co-requisites: SPA 182 and ENG 090 or satisfactory score on placement test

This course is a continuation of SPA 111 and focuses on the fundamental elements of the Spanish language within a cultural context. Emphasis is on the progressive development of listening, speaking, reading and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and should be able to demonstrate further cultural awareness. *This course must be taken with the accompanying lab. This course has been approved to satisfy the Comprehensive Articulation Agreement for the general education core requirement in humanities/fine arts.* Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

**NOTE: This course is taught almost entirely in Spanish.**

**LEARNING OUTCOMES:**

- I. Students will be able to interact more proficiently and write more complex paragraphs using the present tense. Students will display proficiency by demonstrating the following competencies:
  - a. Properly use affirmative and negative statements.
  - b. Avoid redundancy with indirect and direct object pronouns.
  - c. Enact a telephone conversation.
  - d. Describe how an action is done with adverbs.
  - e. Express the duration of an action in the past or one continuing to the present.
  - f. Give passive instructions.
  - g. Use prepositions with increased accuracy.
  - h. Express likes, dislikes and opinions with increased proficiency.
  - i. Make comparisons among two or more things.
  - j. Give directions using commands.
  
- II. Students will be able to interact on a basic level and write paragraphs using grammatically correct sentences in the past tenses. Students will display proficiency by demonstrating the following competencies:
  - a. Discuss past actions using the preterit tense of regular, irregular and stem-changing verbs.
  - b. Describe past occurrences using the imperfect tense of regular and irregular verbs.
  - c. Narrate in the past, appropriately using both the preterit and imperfect tenses.
  - d. Discuss what they and others have done in the past using the present perfect tense.

III. Students will be able to interact on a basic level and write paragraphs using grammatically correct sentences in the present tense of the subjunctive mood. Students will display proficiency by demonstrating the following competencies:

- a. Discuss the unknown.
- b. Give advice and state desires.
- c. Express doubt.
- d. Express emotions.

IV. Students will demonstrate increased cultural sensitivity and awareness. Students will display proficiency by demonstrating the following competencies:

- a. Discuss different cultures and countries within the Hispanic world.
- b. Draw relationships between the different cultures of the Spanish-speaking world.
- c. Understand and explain similarities and differences between the Hispanic culture(s) and the English-speaking one.
- d. Discuss the impact that Hispanic immigration has had in the United States.

#### **OUTLINE OF INSTRUCTION:**

I. In the context of activities related to travel and tourism

- A. Introduce additional irregular preterit verbs
- B. Present stem-changing verbs in the preterit
- C. Idiomatic time expressions with HACER
- D. More affirmative and negative words
- E. Express direct object pronouns
- F. Practice using vocabulary for travel purposes

II. Through communication about the layout of a house and its respective furnishings

- A. Practice sequencing events with ordinal numbers
- B. Commence forming the present subjunctive
- C. Use ya and todavía
- D. Express the present subjunctive by means of giving advice and stating desires

III. With situational focus on pastimes and food related vocabulary

- A. Develop additional usage of the present subjunctive expressing doubt, uncertainty, and emotion
- B. Contrast the present subjunctive and present indicative
- C. Form and use adverbs ending in MENTE
- D. Express time and age in the past
- E. Incorporate other uses of POR and PARA

- IV. In conversations connected to making use of postal services, the internet, and sports
  - A. Express likes, dislikes, and opinions utilizing verbs like GUSTAR
  - B. Combine direct and indirect object pronouns
  - C. Introduce regular and irregular imperfect tense verbs
  
- V. In discussing musical instruments, ordering food at a restaurant, and geographical features
  - A. Continue enhancing usage of the preterit and imperfect tenses
  - B. Form negations using Ni . . . ni . . .
  - C. Introduce irregular past participles
  - D. Express comparisons of inequality
  - E. Communicate the Superlative degree
  
- V. With emphasis on giving directions and additional travel related vocabulary
  - A. Introduce comparisons of equality
  - B. Communicate formal commands
  
- VI. In communication regarding places of interest, bank transactions, and animals
  - A. Give informal and indirect commands
  - B. Avoid repetition by means of nominalization
  - C. Express long forms of possessive adjectives and pronouns
  
- VII. Cultural components
  - A. Continue the familiarization of students with different geographic areas of the Hispanic world
  - B. Introduce reading texts as a way of understanding culture

### **REQUIRED TEXTBOOKS:**

Textbooks will be chosen by instructor and listed on the syllabus. Textbook titles will be available in the college's bookstore.

### **STATEMENT FOR STUDENTS WITH DISABILITIES:**

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 536-7207, ext. 1413 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.