# 7/27/2020

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 2 September 2020

Term and Year of Implementation: Fall 2020

**Course Title:** Elementary Spanish II

**BRCC Course Rubric:** SPAN 1023

**Previous Course Rubric**: SPAN 102

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:** CSPN 1023

**CIP Code:** 16.0905

**Course Description:** Broadens student understanding of the lexicon and structure of Spanish initiated in SPAN 1013 (SPAN 101), emphasizing listening, speaking, reading, and writing. Students are also exposed to the varied cultures of the Spanish-speaking world.

**Prerequisites:**  SPAN 1013 (or SPAN 101)

**Co-requisites:** None

**Suggested Enrollment Cap:** 30

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Describe the daily routine of everyday situations using reflexive verbs and pronouns with numbers.

2. Demonstrate the ability to read, write, and engage in conversational Spanish on topics related to personal experiences and pertinent aspects of Hispanic culture.

3. Use Spanish expressions in present, preterit, imperfect, and present-perfect tenses of regular, irregular, transitive and intransitive verbs.

4. Use negative words, objects of preposition, direct and indirect object pronouns.

5. Reinforce the contrast in the use of ser and estar.

**General Education Learning Outcome(s):** This course supports the development of competency in the following area(s). Students will:

Interpret others’ ideas in written and spoken form. (General Education Competency: Communication)

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. Departmental faculty-made mid-term and final exams graded by a common rubric

2. Instructor-made assessment instruments: quizzes and oral interviews

3. Role playing

4. Written and oral exercises from workbook and textbook

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. Use numbers in everyday life situations

A. Tell time, and dates

B. Express age

C. Ask for prices in a market/store

II. Describe daily routines: reflexive verbs and pronouns

A. Use reflexive verbs and pronouns

B. Discuss habitual actions: Verbs with stem-vowel changes (ie, ue) and other irregular verbs

C. Describe states of mind: Estar + adjective, tener + noun

D. Name parts of the body

E. Express how things are done: use of adverbs

F. Point out the location of nouns using demonstrative adjectives and pronouns

III. Read, write and engage in conversational Spanish on topics related to travel, environment, weather, personal experiences, festivities, health, sports, shopping, and other pertinent aspects of the Hispanic culture.

A. Express obligation and duty: Tener que, deber, necesitar, hay que, es necesario

B. Express likes and dislikes: verbs gustar and encantar

C. Express one or you: The impersonal se

D. Express how long ago something was done: Hace in time construction

E. Make comparisons of equality and inequality

F. Name clothing items and colors

G. Talk about buying and selling items in a market or store and use of demonstrative adjectives and pronouns

H. Use the verb quedar as a reflexive verb and to tell how clothing items fit

I. Talk about sports; fun and pastimes in the Hispanic world

J. Talk about popular travel destinations and transportation

K. Identify Hispanic holidays and community participation

L. Understand and use colloquial Spanish and idiomatic expressions

M. Talk about Hispanic countries national symbols

N. Give formal and informal commands (usted/tú)

IV. Use Spanish expressions in present and past progressive, preterit, imperfect and present perfect tenses of regular, irregular, transitive and intransitive verbs

A. Talk about past actions: The preterit of regular irregular and stem-changing verbs

B. Talk about past experiences

C. Refer to actions in progress: present of estar + present progressive

D. Refer to actions in progress in the past: use of imperfect estar + present perfect

E. Infinitives after prepositions

F. Indicate to whom something is said: Indirect and direct object pronouns together

G. Use Indirect object and pronouns with prepositional phrases

V. Use negative words and the impersonal object pronouns

A. Read and comprehend information related to ads, and short biographies

B. Make negative statements: nunca, jamás

C. Refer to objects already mention: Impersonal direct object pronouns lo, la, los, las

VI. Reinforce the use of saber and conocer and ser and estar

A. Express knowledge of people, places and facts: Conocer and saber

B. Refer to people or objects already mentioned: direct object pronoun

C. Refer to people or objects already mentioned: indirect object pronoun

D. Use ser + adjective

E. Use estar + adjective