Course Information

Division: Communicative Arts
Course Number: SPA 102 (SUN# SPA 1102)
Title: Elementary Spanish II
Credits: 4
Developed by: Bryan McBride
Lecture/Lab Ratio: 4 Lecture/1 Lab
Transfer Status:

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
</tr>
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<tbody>
<tr>
<td>SPA 102</td>
<td>SPA 102; Cultural Understanding [CU]</td>
<td>SPAN 102</td>
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<tr>
<td></td>
<td>NAU Personalized Learning: SPAN 103; Cultural Understanding [CU]</td>
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Activity Course: No
CIP Code: 16.0905
Assessment Mode: Pre/Post Test (50 Questions/100 Points)
Semester Taught: Fall and Spring
GE Category: GE Options
Separate Lab: No
Awareness Course: Yes (GIH)
Intensive Writing Course: No
Diversity and Inclusion Course: Yes

Prerequisites:
ENG 091 with a grade of “C” or higher or reading placement test score as established by District policy

Educational Value:
This course is designed for students at the Beginning Spanish II level who wish to speak, understand, read and write in Spanish. This course also explores multicultural, economic, political and cultural characteristics of Latin American countries. This course fulfills the Global-International-Historical Awareness (GIH) requirement. Meets Diversity and Inclusion (DI) requirement.

Description:
Continuation of SPA 101. Emphasizes speaking, reading, writing, listening comprehension, and culture through a variety of approaches.
Supplies
None

**Competencies and Performance Standards**

1. **Demonstrate Beginning II level conversation.**

   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. Recombine learned vocabulary and commonly used expressions into meaningful statements with evidence of creativity and/or improvisation.
   
   b. Express basic needs and use basic courtesy expressions.

   **Performance Standards**
   
   *Competence will be demonstrated:*
   
   o without the use of notes, textbooks and dictionaries
   o in oral exercises
   o in the completion of assignments and activities
   o in the completion of unit tests

   **Criteria - Performance will be satisfactory when:**

   Using limited creativity, improvisation, and elaboration...
   
   o learner describes objects, places, people, and events
   o learner expresses feelings, opinions, likes, and dislikes
   o learner narrates a series of events using the past, present or future time frames
   o learner initiates, responds, and contributes to simple face-to-face conversations
   o learner gives instructions

2. **Demonstrate listening skills.**

   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. Demonstrate comprehension of high frequency and some limited terms of low frequency of learned vocabulary in structurally simple sentences and questions in a limited number of content areas.

   **Performance Standards**
   
   *Competence will be demonstrated:*
   
   o without the use of notes, textbooks, and dictionaries
   o in the completion of assignments and activities
   o in the completion of unit tests

   **Criteria - Performance will be satisfactory when:**

   From a speaker who uses moderately measured and deliberate speech and somewhat careful articulation...
   
   o learner aurally comprehends descriptions of objects, places, people, and events on topics containing factual information
   o learner aurally comprehends information expressing feelings, opinions, likes, and dislikes
   o learner aurally comprehends narrations of a series of events using the past tenses
3. **Improve reading abilities.**

   **Learning objectives**

   *What you will learn as you master the competency:*
   
a. Derive meaning from the written target language from texts that are structurally simple.

   **Performance Standards**

   *Competence will be demonstrated:*
   
   o without the use of notes, textbooks, and dictionaries
   o in the completion of assignments and activities
   o in the completion of unit tests
   o in oral and written exercises

   **Criteria - Performance will be satisfactory when:**

   Learner demonstrates comprehension of the gist and some details of written...
   
   o descriptions containing factual information
   o information expressing feelings, opinions, likes and dislikes of objects, places, people, and events
   o narration of a series of events using the past, present or future time frames
   o authentic passages that are highly contextualized and that relate to topics containing factual information and/or current events

4. **Improve writing abilities.**

   **Learning objectives**

   *What you will learn as you master the competency:*
   
a. Recombine learned vocabulary into structurally simple written statements and questions.

   **Performance Standards**

   *Competence will be demonstrated:*

   o without the use of notes, textbooks, and dictionaries
   o in the completion of written assignments and activities
   o in the completion of unit tests

   **Criteria - Performance will be satisfactory when:**

   Using an appropriate amount of creativity, improvisation, and elaboration...
   
   o learner describes objects, places, people, and events
   o learner expresses feelings, opinions, likes, and dislikes
   o learner narrates a series of events using the past, present or future time frames
   o learner combines ideas into strings of sentences in present tense
   o learner gives instructions
5. Increase knowledge and sensitivity to the cultural and historical characteristics of the Spanish-speaking world.

**Learning objectives**

*What you will learn as you master the competency:*

a. Demonstrate understanding of norms, values, beliefs, and cultural characteristics in areas where the target language is spoken.

b. Recognize key social and cultural traditions.

c. Analyze gender specificity inherent in the Spanish language and examine how the perceived and real gender roles affect diverse groups in the Latin culture.

d. Examine materials written by various authors from multiple diverse Latin cultures.

**Performance Standards**

*Competence will be demonstrated:*

- without the use of textbooks, notes, or dictionaries
- in the completion of assignments and activities
- in the completion of unit tests
- in oral and written exercises
- in oral presentations and skits

*Criteria - Performance will be satisfactory when:*

- learner identifies social and cultural norms, values, beliefs, cultural characteristics, historical events and regional variations within areas where the target language is spoken
- learner analyzes gender specificity inherent in the Spanish language and examines how the perceived and real gender roles affect diverse groups in the Latin culture
- learner examines materials written by various authors from multiple diverse Latin cultures

**Types of Instruction**

Classroom Presentation

Language Lab

**Grading Information**

**Grading Rationale**

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class attendance and participation</td>
<td>10%</td>
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<tr>
<td>Assignments and quizzes</td>
<td>30%</td>
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<tr>
<td>Chapter exam (written and oral)</td>
<td>35%</td>
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<tr>
<td>Final oral exam</td>
<td>10%</td>
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<tr>
<td>Final written exam</td>
<td>15%</td>
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**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
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<tr>
<td>C</td>
<td>70% - 79%</td>
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<tr>
<td>D</td>
<td>60% - 69%</td>
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<tr>
<td>F</td>
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