

**NorthWest Arkansas Community College
Communications & Arts Division
Foreign Language Department**

SPAN 1013 Elementary Spanish II

Catalog Description: Foreign Languages

The study of foreign language is required as part of only one associate degree plan at NWACC, that of Associate of Science in International Business. Beyond that one exception all foreign language courses, beginning at the FLAN 1003, level are considered electives and can contribute appropriate elective credit to most degree plans of the college. Otherwise, credit from foreign language courses is deemed transfer credit and will be accepted by all Arkansas four-year colleges. Most four-year institutions require 9-12 hours of foreign language study as part of their BA, BFA, and BS degrees. However FLAN 0xxx and FLAN 1003 will not normally transfer degree credit to a university to satisfy a foreign language requirements. (See courses below marked *)

In order to accommodate students with prior language experience, the Foreign Language Department has established the following guidelines to facilitate enhanced or advanced standing credit. On the basis of prior knowledge of a language and with the approval of the Foreign Language lead faculty, a student can omit one or more of the courses in the basic language sequence: FLAN 1013, 2003, and 2013. The student may receive college credit for omitted courses if they validate their higher placement by passing an advanced course with a grade of "C" or above. Credit will be awarded at the request of the student upon authorization of the Foreign Language Department lead faculty.

A student who chooses to seek credit by examination must take the CLEP (College Level Examination Program) exam in the target language at a CLEP examination site. The University of Arkansas at Fayetteville is the nearest CLEP examination site.

Prerequisites: SPAN 1003, Elementary Spanish I, two years of high school Spanish or department approval based on personal interview with Spanish Department lead faculty or his representative.

Credit: 3 hours Contact: 3 ½ Load: 3 ½

Target Audience and Transfer: Since there is no foreign language requirement for the Associate of Arts degree at NWACC, any foreign language class that a student might take is either a general elective or will be used to satisfy a foreign language requirement at a transfer institution. Elementary Spanish II is a preparatory class for students planning to transfer their foreign language credits. In the absence of any other Spanish language preparation such as high school or life experience, Elementary Spanish II is a necessary prerequisite for intermediate Spanish. At most four-year colleges and universities, including the University of Arkansas, Elementary Spanish II is the lowest level of generally accepted for transfer credit. We have designed our Elementary Spanish program to fulfill the needs of students that are planning to transfer their credits to the University of Arkansas, with which we have close ties and formal articulation agreements.

Standard Course Outline

General Course Philosophy, Description, and Outline: In the face of rapid global integration the study of any foreign language facilitates the break down of language barriers that isolate people linguistically, culturally and geographically which limit their potential to function in an international focused reality. To prepare our students to function in a global economy and society, we offer studies in foreign languages that lead to proficiency in the language while preparing students to successfully transfer into higher degree programs at the university level.

Elementary Spanish II is the second of the four semesters of college-level academic Spanish courses offered at NWACC that lead to proficiency in the Spanish language and that transfer to fulfill most four-year universities' foreign language requirements for a Bachelor of Arts Degree.

The purpose of this course is to provide a continuation of the study of the Spanish language and the culture in which it is spoken. This course essentially picks up where Elementary Spanish I ends, that is after the introduction of the preterit tense. Upon successful completion of Elementary Spanish II, the student will be able to communicate both orally and in writing in complete, correct sentences of a more complex nature, using compound structures and commanding a vocabulary of at least 1200 words that a native speaker would comprehend. The student will be able to understand written Spanish to the level studied in the text. They will differentiate the sounds of spoken Spanish and reproduce those sounds correctly. The basic grammatical structures and parts of speech of Spanish will be mastered including all commonly used verb tenses.

Cultural studies will pervade the entire course consisting in exposure to the history, geography, folklore and ethnic and cultural diversity to the Spanish-speaking world. The student will actively participate in this study through short lectures, discussion, and research into specific countries and regions. During the second half of the course, we will celebrate a FIESTA of Hispanic food and culture.

Required Texts and Materials:

Jarvis, Lebreo, Mena-Ayllon; *¿Cómo se dice...?* 7th ed., Houghton Mifflin, Boston & New York, 2002 Textbook and student audio cassette or CD-ROM program.

Optional Materials: Workbook/Lab Manual for *¿Cómo se dice...?*, 7th ed, requires lessons 9 through 18 of the CD-ROM audio program for the lab manual. This audio program is different from the Student tapes that come with the book and is on file in the lab, MAT Bldg., Room 13. The student needing this audio program should bring 10 blank CD-Recordable disks to the lab to record the program.

Spanish/English Dictionary (I recommend the VOX Compact, it is comprehensive and cheap, and available in most bookstores, including the NWACC Bookstore.)

Topics: In Elementary Spanish II we cover from Lección 8 through at least Lección 16, in *¿Como se dice...?* which includes all the vocabulary and grammar structures of the text and carries the grammar through the past, subjunctive, compound, future and conditional tenses.

Required Activities:

Successful performance in Elementary Spanish I requires a thorough understanding and practice of the **dialog**, **vocabulary**, and **exercises** (*prácticas*) of the lesson. You accomplish this by setting a routine of study which includes:

- keeping all *prácticas* and verb work in a well-ordered notebook.
- working through the lesson page by page, doing all *prácticas*.

Standard Course Outline

- making flash cards of the vocabulary words writing the forms of all verbs in all tenses currently mastered,
- listening to the lesson segment of the student tape (that comes with the book) until the dialog becomes easy to hear, understand and reproduce orally.
- Come to class prepared to use learned expressions orally in class.

A composition: loosely based on the vocabulary and theme suggested by the current lesson. The composition should contain a significant portion of new vocabulary.

A ver cuanto aprendió (AVCA), the summative exercises located at the end of each lesson is comprised of **a vocabulary review, Entrevista, Situaciones, and Para escribir.** Write out all answers in complete sentences, even if instructed to perform them orally. Keep in your notebook along with your other lesson work.

La tarea (the assignment), as listed in the schedule, is due the next class period.

Destinos: An introduction to Spanish. A video course that is used as a supplement in our program as a classroom activity after completion of the first three lessons of *¿Como se dice...?* Once begun, the first 10-20 minutes of each regular class should be used on the video program. This gives the student a formatted context to observe the spoken target language and, for the instructor, a convenient context for follow-up questions and discussion following viewing entirely in the target language. These tapes are available through the NWACC Library and a set is kept in the lab for convenience.

Procedures for Oral Practice Components of International Language Learning:

In all languages and at all levels of foreign language learning a strong emphasis must be placed on oral fluency. To encourage students to concentrate their efforts on gaining oral proficiency, they must have many opportunities to practice speaking the language both inside and outside the classroom, particularly outside where they have more control and more time. Since we do not at present have a lab credit nor full lab facilities, the lab can only be one of the options that students can take advantage of. Through the use of contracts to award extra credit for oral practice and making certain exercises part of the regular classroom curriculum the instructor can promote oral involvement by the students. Here are some guidelines and suggestions for instructors and students:

Oral Activities

Oral Quizzes

All students will be given three oral quizzes during each semester in the Center for Language Acquisition (The Language Lab). Two will be spaced through the semester, i.e. after each 2 or 3 lessons/chapters, and one at the final. The quizzes must be scheduled with the lab assistant and should be listed in the schedule of classes for each. The process for administering the quizzes is for the instructor to record the quiz on the sound recorder of the three PC's that have tape decks in the Lab. The Lab Assistant can assist with the mechanics of the process. At the time the quiz is to be administered the students will take the quiz three students at a time, recording their answers on a single tape in each tape deck. The instructor will take the tapes home and award a grade based on the Speaking Evaluation Rubrics.

Language Lab Practice

All students must log eight hours in the Language Lab on the programs available. Consult with Lab Assistant to find one that is appropriate.

Standard Course Outline

Practice with Native Speakers

There are many native speakers of other languages in our area, particularly Spanish speakers. This is a difficult project for the elementary Spanish student because the **learner** has to carefully control the practice environment to keep the language interaction at his level of competence. I don't encourage it unless the student is very committed. For the contracted extra credit the student must log 10 hours speaking with a native or other instructor-approved Spanish speaker; keep a journal of sessions describing the activity, record sessions on audio cassettes, and submit recordings periodically to the instructor. No session should last longer than one hour. If half of the project is not completed by mid-term, the contract is voided. An approved Spanish speaker would be someone that is very *fluent* in Spanish. Extra credit may be achieved for this activity by contract [see the sample Elementary Enrichment Contract on web page at <http://www.nwacc.cc.ar.us/fldept/spanish/>].

Internet

There are many opportunities available on the Internet to communicate orally. One of the most effective is to connect with someone through Microsoft NetMeeting whereby the student can have person to person communication by voice and even by live video. Check with the lab assistant in MAT Bldg., Room 13, 986-6922.

Partnering

Learning a foreign language can be very frustrating. The more support the student has the more successful he is likely to be. To have someone to practice and commiserate with has great advantages. The partners can work exercises together or check each other's work. All the oral exercises available in the chapters are more effective when practiced with a real person. Projects can be done jointly. Most of all, the student doesn't feel so isolated in the very challenging process of studying the foreign language. All students are encouraged to establish a partner in the first or second day of classes.