

## Washtenaw Community College Comprehensive Report

### SPN 102 Beginning Conversational Spanish II

Effective Term: Spring/Summer 2020

#### Course Cover

**Division:** Humanities, Social and Behavioral Sciences

**Department:** Humanities, Languages & the Arts

**Discipline:** Spanish (new)

**Course Number:** 102

**Org Number:** 11400

**Full Course Title:** Beginning Conversational Spanish II

**Transcript Title:** Beg Conversational Spanish II

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Inactivation

**Change Information:**

**Consultation with all departments affected by this course is required.**

**Rationale:** This course has not been taught in over 5 years.

**Proposed Start Semester:** Fall 2019

**Course Description:** In this course, students acquire higher-level elementary conversational skills and develop the ability to understand, speak, react, and reflect using everyday standard Spanish. Through the introduction of vocabulary, grammatical structures, idioms, and real-life dramatization, the students will practice these skills. Videos will be used to introduce and reinforce the grammatical and functional content of this course. This course contains material previously taught in SPN 110.

#### Course Credit Hours

**Variable hours:** No

**Credits:** 3

**Lecture Hours: Instructor:** 45 **Student:** 45

**Lab: Instructor:** 0 **Student:** 0

**Clinical: Instructor:** 0 **Student:** 0

**Total Contact Hours: Instructor:** 45 **Student:** 45

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

College-level Reading & Writing

#### College-Level Math

No Level Required

#### Requisites

**Prerequisite**

SPN 101

or

**Prerequisite**

one semester of college Spanish

**General Education****Request Course Transfer**

**Proposed For:**

**Student Learning Outcomes**

1. Respond clearly and accurately to direct questions or requests for information on themes studied in class.

**Assessment 1**

Assessment Tool: Visual and oral prompt/oral response.

Assessment Date: Winter 2014

Assessment Cycle: Every Three Years

Course section(s)/other population: all sections

Number students to be assessed: 50% of completers

How the assessment will be scored: Departmentally-developed rubric.

Standard of success to be used for this assessment: 70% will score 6 or higher out of 9 total points.

Who will score and analyze the data: full-time department members.

2. Express personal meaning in short utterances and/or complete sentences in the present (including stem changing verbs), the preterit, and the future tenses relying heavily on learned phrases or recombinations of these and the words of the questioners.

**Assessment 1**

Assessment Tool: Visual and oral prompt/oral response

Assessment Date: Winter 2014

Assessment Cycle: Every Three Years

Course section(s)/other population: all sections

Number students to be assessed: 50% of completers

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% will score 6 or higher out of 9 total points.

Who will score and analyze the data: full-time faculty in Spanish

**Course Objectives**

1. A. Recognize and approximate Spanish pronunciation and correctly utilize rudimentary Spanish orthography. B. Recognize some characteristics and variety of pronunciation of the Spanish language (linguistic traits).
2. Refer to actions or situations in the past, express intentions and objectives, collaborate or negate a statement, ask others to do something for them, offer and ask for help and accept or reject it, express agreement or disagreement, ask if someone knows someone or something, formulate hypotheses, ask the state of someone's health or feelings, introduce a theme or opinion, give examples, organize elements of discourse, demonstrate that he/she follows a conversation, indicate his/her desire to continue, repeat what he/she has heard, verify that he/she has understood (functional content).
3. Build on grammar studied in SPN 101 and master ser vs estar, stem changing verbs in the present tense, reflexive verbs, use of direct and indirect object pronouns, preterit tense, some uses por and para, introduction of relative pronouns que and quien, use of definites, adjectives, pronouns, formation of some imperatives (grammatical content).

**New Resources for Course**

VISTAS Higher Learning SUPERSITE: online component to textbook.

**Course Textbooks/Resources**

## Textbooks

Alonso, D.,Alonso,E.,Zaslow,B.. *Invitaciones*, Second ed. Bosgton, MA: Vistas Higher learning, 2010, ISBN: 978-1-60007-9.

## Manuals

## Periodicals

## Software

**Equipment/Facilities**

Level III classroom

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b> <i>Michelle Garey</i>	<i>Faculty Preparer</i>	<i>Oct 10, 2019</i>
<b>Department Chair/Area Director:</b> <i>Jill Jepsen</i>	<i>Recommend Approval</i>	<i>Oct 16, 2019</i>
<b>Dean:</b> <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Oct 16, 2019</i>
<b>Curriculum Committee Chair:</b> <i>Lisa Veasey</i>	<i>Reviewed</i>	<i>Nov 04, 2019</i>
<b>Assessment Committee Chair:</b>		
<b>Vice President for Instruction:</b> <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Nov 07, 2019</i>

# Washtenaw Community College Comprehensive Report

## SPN 102 Beginning Conversational Spanish II Effective Term: Fall 2011

### Course Cover

**Division:** Humanities and Social Science

**Department:** Foreign Language

**Discipline:** Spanish

**Course Number:** 102

**Org Number:** 11490

**Full Course Title:** Beginning Conversational Spanish II

**Transcript Title:** Beg Conversational Spanish II

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** New Course

#### **Change Information:**

Course discipline code & number

Course description

Credit hours

Outcomes/Assessment

Objectives/Evaluation

**Rationale:** Changing course number from 110 to 102. This class currently meets only once a week resulting in high student frustration because of lack of practice and lack of retention from the previous week. Moreover, to achieve meaningful outcomes, it is necessary to meet more often with an instructor. Finally, community colleges nationwide offer beginning conversational Spanish as a three or four credit course.

**Proposed Start Semester:** Fall 2011

#### **Course Description:**

In this course students acquire higher-level elementary conversational skills and develop the ability to understand, speak, react, and reflect using everyday standard Spanish. Through the introduction of vocabulary, grammatical structures, idioms, and real-life dramatization, the students will practice these skills. Videos will be used to introduce and reinforce the grammatical and functional content of this course. This course contains material previously taught in SPN 110.

### Course Credit Hours

**Variable hours:** No

**Credits:** 3

**Lecture Hours: Instructor:** 45 **Student:** 45

**Lab: Instructor:** 0 **Student:** 0

**Clinical: Instructor:** 0 **Student:** 0

**Total Contact Hours: Instructor:** 45 **Student:** 45

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

### College-Level Reading and Writing

College-level Reading & Writing

## College-Level Math

No Level Required

## Requisites

### **Prerequisite**

Academic Reading and Writing Levels of 6; SPN 101 or one semester of college Spanish

## General Education

### **General Education Area 6 - Arts and Humanities**

Assoc in Applied Sci - Area 6

Assoc in Science - Area 6

Assoc in Arts - Area 6

## Request Course Transfer

**Proposed For:**

## Student Learning Outcomes

1. Respond clearly and accurately to direct questions or requests for information on themes studied in class.

### **Assessment 1**

**Assessment Tool:** Visual and oral prompt/oral response.

**Assessment Date:** Winter 2014

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** all sections

**Number students to be assessed:** 50% of completers

**How the assessment will be scored:** Departmentally-developed rubric.

**Standard of success to be used for this assessment:** 70% will score 6 or higher out of 9 total points.

**Who will score and analyze the data:** full-time department members.

2. Express personal meaning in short utterances and/or complete sentences in the present (including stem changing verbs), the preterit, and the future tenses relying heavily on learned phrases or recombinations of these and the words of the questioners.

### **Assessment 1**

**Assessment Tool:** Visual and oral prompt/oral response

**Assessment Date:** Winter 2014

**Assessment Cycle:** Every Three Years

**Course section(s)/other population:** all sections

**Number students to be assessed:** 50% of completers

**How the assessment will be scored:** Departmentally-developed rubric

**Standard of success to be used for this assessment:** 70% will score 6 or higher out of 9 total points.

**Who will score and analyze the data:** full-time faculty in Spanish

## Course Objectives

1. A. Recognize and approximate Spanish pronunciation and correctly utilize rudimentary Spanish orthography. B. Recognize some characteristics and variety of pronunciation of the Spanish language (linguistic traits).

### **Methods of Evaluation**

Activity or Exercise

Class Attendance, Participation or Work

Exams/Tests

Individual or Group Performance, Project or Presentation

**Additional Evaluation Information:** Dictation of questions and written answers.  
**Matched Outcomes**

1. Respond clearly and accurately to direct questions or requests for information on themes studied in class.
2. Refer to actions or situations in the past, express intentions and objectives, collaborate or negate a statement, ask others to do something for them, offer and ask for help and accept or reject it, express agreement or disagreement, ask if someone knows someone or something, formulate hypotheses, ask the state of someone's health or feelings, introduce a theme or opinion, give examples, organize elements of discourse, demonstrate that he/she follows a conversation, indicate his/her desire to continue, repeat what he/she has heard, verify that he/she has understood (functional content).

**Methods of Evaluation**

Activity or Exercise  
Class Attendance, Participation or Work  
Discussion  
Exams/Tests  
Individual or Group Performance, Project or Presentation  
Quizzes

**Additional Evaluation Information:** In class dialogs and dramatizations

**Matched Outcomes**

1. Respond clearly and accurately to direct questions or requests for information on themes studied in class.
  2. Express personal meaning in short utterances and/or complete sentences in the present (including stem changing verbs), the preterit, and the future tenses relying heavily on learned phrases or recombinations of these and the words of the questioners.
3. Build on grammar studied in SPN 101 and master ser vs estar, stem changing verbs in the present tense, reflexive verbs, use of direct and indirect object pronouns, preterit tense, some uses por and para, introduction of relative pronouns que and quien, use of definites, adjectives, pronouns, formation of some imperatives (grammatical content).

**Methods of Evaluation**

Activity or Exercise  
Class Attendance, Participation or Work  
Discussion  
Exams/Tests  
Individual or Group Performance, Project or Presentation  
Quizzes

**Matched Outcomes**

1. Respond clearly and accurately to direct questions or requests for information on themes studied in class.
2. Express personal meaning in short utterances and/or complete sentences in the present (including stem changing verbs), the preterit, and the future tenses relying heavily on learned phrases or recombinations of these and the words of the questioners.

**New Resources for Course**

VISTAS Higher Learning SUPERSITE: online component to textbook.

**Course Textbooks/Resources**

Textbooks

Alonso, D.,Alonso,E.,Zaslow,B.. *Invitaciones*, Second ed. Bosgton, MA: Vistas Higher

learning, 2010, ISBN: 978-1-60007-9.

Manuals  
Periodicals  
Software

### **Equipment/Facilities**

Level III classroom

#### **Reviewer**

**Faculty Preparer:**

**Department Chair/Area Director:**

*Juan Redondo*

**Dean:** *Bill Abernethy*

**Vice President for Instruction:** *Stuart*

*Blacklaw*

#### **Action**

*Faculty Preparer*

*Recommend Approval*

*Recommend Approval*

*Approve*

#### **Date**

*Feb 10, 2011*

*Feb 16, 2011*

*Feb 22, 2011*

*Mar 22, 2011*