

**I. COURSE INFORMATION**

- A. Spanish 102 Elementary Spanish II
- B. 5 credit hours
- C. Jarvis, Lebrede and Mena-Ayllon. *Cómo Se Dice?* 10<sup>th</sup> ed. Boston: Cengage, 2009
- D. Prerequisites: SPA 101 Elementary Spanish I
- E. KRSN: SPA 1020 Spanish II

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

**II. COURSE DESCRIPTION**

This course is a continuation of Elementary Spanish I. The course will continue developing student reading, writing, listening, and speaking skills in Spanish. The student will continue to learn about Spanish-speaking cultures.

**III. LEARNING OUTCOMES**

- A. Converse in Spanish at phrase/sentence level using everyday vocabulary to convey and request basic information related to personal and course topics
- B. Write connected strings of sentences in Spanish by recombining learned vocabulary and structures
- C. Produce an appropriate response to Spanish aural input in predictable personal and social contexts
- D. Demonstrate comprehension of highly contextualized written material in Spanish through speaking, writing or other appropriate response
- E. Demonstrate a basic understanding of temporal references (past, present, and future) through speaking, writing, listening, and reading
- F. Demonstrate sensitivity to Spanish-speaking cultures

**IV. MAJOR CONTENT AREAS**

- A. Vocabulary related to banking, errands, and flowers; direct and indirect object pronouns; preterit of ser, ir, dar, e:| and o:u stem changing verbs; por and para; adverb formation
- B. Vocabulary related to shopping, cooking, and daily routines; irregular preterits; hace
- C. Vocabulary related to renting a place to stay, the house, furniture, and appliances; the imperfect; preterit contrasted with the imperfect; verbs that change meaning in the preterit; relative pronouns que and quien
- D. Vocabulary related to planning a trip, the airplane, and the airport; the subjunctive mood; the subjunctive with verbs of volition; the subjunctive with verbs of emotion
- E. Vocabulary related to automobiles, services, and help on the road; Ud. and Uds. Commands; the subjunctive to express doubt, disbelief, and denial
- F. Vocabulary related to clothing, shopping, and talking with a sales clerk; familiar commands; ¿Qué? and ¿Cuál? Used with ser; the subjunctive to express indefiniteness and nonexistence
- G. Vocabulary related to college activities and careers; subjunctive or indicative after certain conjunctions; the past participle; present perfect and pluperfect

**V. ASSIGNMENTS (may include but are not limited to)**

- A. Writing assignments
- B. Listening exercises
- C. Speaking exercises
- D. Reading assignments
- E. Discussions
- F. Quizzes and exams

**VI. EVALUATION METHODS (may include but are not limited to)**

- A. Attendance and participation

- B. Listening, reading, writing and speaking assessments
- C. Quizzes and exams