

Coffeyville Community College

FLNG-104

COURSE SYLLABUS

FOR

SPANISH II

Kansas Regents Shared Number Course Syllabus Statement

Reapproved by the Kansas Council of Instructional Administrators, September 26, 2013

KRSN Course **SPA1020**

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.

Spring 2017

JOHNIE GREENFIELD
Instructor

COURSE NUMBER: FLNG-104 **COURSE TITLE:** Spanish II

CREDIT HOURS: 5

INSTRUCTOR: Johnie Greenfield

OFFICE LOCATION: 216 Arts and Sciences Building

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OFFICE HOURS: See schedule posted on office door

PREREQUISITE(S): Spanish I or Instructor's permission

**REQUIRED TEXT
AND MATERIALS:** Dorwick, Thelia, *et. al. Puntos de Partida*. McGraw Hill, 2012.
Puntos Lab Manual, 9th edition
Audio CDs to accompany Lab Manual
The New World Spanish-English Dictionary

**COURSE
DESCRIPTION:** This course is a continuation of Spanish I: the study of the structure of the language, elementary conversation and reading and writing. The class is designed to include cultural awareness and reading short stories written by major Hispanic writers.

**EXPECTED LEARNER
OUTCOMES:** The learner is expected to have a sound basis for learning Spanish as it is spoken today in:

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

6. Demonstrate sensitivity to Spanish-speaking cultures.

**LEARNING TASKS
& ACTIVITIES:**

See attached calendar.

**ASSESSMENT OF
OUTCOMES:**

Cognitive: Knowledge and understanding of all areas of material covered will be assessed through tests (standardized by the publishers of the text) following each lesson.

Metacognitive/Performance and Skills: These will be evaluated in the *Activities Manual*, and in classroom in single, pairs, and group interactions as well as assigned homework.

Affective: Attendance, attitude, classroom participation, will be evaluated.

**GRADING
POLICY:**

Chapter tests are worth **100 points each** and will compose 20 percent of the total grade. Each chapter of the student activities manual will be worth **100 points** and will compose 20 percent of the total grade. Attendance will be worth 10 percent and class participation will be worth 10 percent of the total grade. Quizzes will be given from time to time and will compose 20 percent of the final grade. The final examination will compose 20 percent of the final grade.

The grading scale will be as follows:

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
59% or less	=	F

ATTENDANCE POLICY

Students are expected to attend all classes. My philosophy is that there is much to be learned each day in the classroom as well as specific directions on assignments that will be given. It is imperative that the students attend class. Therefore, figured in the total class points will be an attendance/class participation grade worth 100 points. Students are given two absences to be used for emergencies without affecting the attendance grade. The students should use them wisely. Each additional absence will result in the reduction of the attendance grade. Two (2) tardies will be considered the equivalent of one absence. The following is a table of the amount of attendance points students will receive at the end of the semester according to the number of

absences: 3=80, 4=60, 5=40, 6=20, 7-10=0. I reserve the right to give any student who accumulates more than ten (10) absences other than for excused college activities no credit for this class. I reserve the right at my sole discretion to adjust this policy in the case of extreme mitigating circumstances.

Any student who is a member of a college group such as an athletic team or choir or a similar organization who must be absent because of an approved activity will not have the absence counted against the number of absences in the class. These individuals should make up all work as soon as possible.

If a student discovers that he or she must be absent, that individual should make a telephone call to the instructor. If the instructor is not in his office, the student should leave a message regarding the nature of the absence and when the student will come into the office to meet with the instructor to receive the missed assignments and to submit any work that may be due. This meeting should take place before the next class meeting after the absence.

I realize that at times a student must leave the class because of an emergency, and he or she may do so quietly and without distraction without my permission. This is no problem if the student promptly returns. Any student who leaves the class without returning before being dismissed or before the end of the class period will be given an absence. Any student who is asked to leave the class for misbehavior will also receive an absence.

Neither I nor the academic dean will accept the excuse that a student cannot take the final examination on the assigned day at the assigned time because his or her flight leaves before then or because of other reasons. A student will be allowed to miss a final examination and be given an incomplete in the class only due to extreme mitigating circumstances. The student will know the time of the final examination well in advance so that the person can make the proper arrangements.

TECHNOLOGY POLICY

Personal technology devices such as cell phones and entertainment listening devices are strictly prohibited in my classes. If a student is seen using these without permission, he or she will be subject to an unexcused absence with or without notification.

ADA COMPLIANCE: If any student feels that he/she has a disability and needs special accommodations of any nature, the instructor will work with you and the college to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of the disability and the desired accommodations.

**STUDENT
PLAGIARISM:** Students should learn in an environment of integrity, free from the intrusion of any kind of dishonest conduct. When an academic

exercise is designed to result in a grade, any of the following activities constitutes violations of academic honesty (unless expressly authorized in advance by the instructor).

- X Cheating includes the intentional giving, receiving, or use (or attempts thereof) of any assistance, including notes, copying, or prior knowledge of examination materials.
- X Plagiarism includes intentionally or knowingly representing the words, ideas or images of another as one's own in any academic exercise.
- X Fabrication includes the intentional falsification or invention of any information.
- X Collusion includes any secret agreement among students who participate in any academically dishonest activity.

A minimum penalty for all forms of academic dishonesty is to receive a zero for the paper, assignment, or test on which the violation occurred. The maximum penalty will be a review by the Dean of Academic Services with possible expulsion from this institution.

COMPETENCIES: The student will be able to:

Lección 9

1. Describe personal relationships.
2. Tell about important celebrations and parties.
3. Listen and understand the fotonovela, *Feliz cumpleaños, Maite*.
4. Write and speak using irregular preterite verbs.
5. Properly interpret the meanings of ¿qué? And ¿cuál?.
6. Use pronouns after prepositions.

Lección 10

1. Use health and medical terms in conversation.
2. Describe symptoms and medical conditions.
3. List the parts of the body.
4. Name different health professions.
5. Contrast the preterite and the imperfect tenses.
6. Use the constructions with *se* in writing and conversation.
7. Distinguish adverbs in sentences.

Lección 11

1. List names of home electronics.
2. Use technical terms to describe computers and the Internet.
3. Name parts of the car and accessories.
4. Give familiar commands.
5. Understand the differences between the words *por* and *para*.
6. Identify reciprocal reflexive verbs.
7. Explain the culture of Argentina.

Lección 12

1. Describe the parts of a house.
2. List the names of household chores.
3. Use formal commands and the present subjunctive.
4. List the relative pronouns and use them in sentences.
5. Listen and understand the fotonovela, *¡Les va a encantar la casa!*
6. Share facts about Panamá to the class.

Lección 13

1. Be able to talk about nature and conservation of our resources.
2. Discuss the environment using chapter vocabulary.
3. Use the subjunctive with verbs of emotion and conjunctions.

4. Show knowledge of the subjunctive with doubt, disbelief, and denial.
5. Describe cultural facts about Colombia.
6. Listen and understand the fotonovela, *¡Qué paisaje más hermoso!*
7. Explain *ecoturismo*.

Lección 14

1. Talk about city life and daily chores.
2. Describe how to get to the post office.
3. Understand about foreign currency and banking.
4. Use the subjunctive in adjective clauses.
5. Give *Nosotros/as* commands.
6. List the past participles and use them as adjectives.
7. Give information about Venezuela.
8. Understand the fotonovela, *Estamos perdidos*.

Lección 15

1. Describe a person's health and well-being.
2. List types of physical activity and exercise.
3. Understand nutrition for good health.
4. Use the present and past perfect in conversation and writing.
5. Write and speak using the present perfect subjunctive.
6. Discuss cultural information about Bolivia.
7. Explain the Enfoque cultural, *Para estar en Buena forma*.

Lección 16

1. Talk about the workplace, professions and occupations.
2. Discuss job interviews.
3. Use the future tense and the future perfect.
4. Explain the past subjunctive and use it in sentences.
5. Give facts about Nicaragua.
6. Listen and understand the fotonovela, *¡Es un plan sensacional!*
7. Talk about the culture differences for women in American and Latino cultures.

Lección 17

1. Discuss the arts; movies and television.
2. Use all forms of the conditional tense in conversation and writing.
3. Understand the use of the past perfect subjunctive.
4. Talk about El Salvador.
5. Answer questions about the fotonovela, *¡Ahí vienen Romeo y Julieta!*

Lección 18

1. Discuss current events and politics.
2. Describe the media in the U.S. and in Paraguay.
3. Compare natural disasters in our country and Latino countries.
4. Use *si* clauses.
5. Summarize the uses of the subjunctive.
6. Read and understand a short excerpt from *Don Quijote de la Mancha* by Miguel de Cervantes.

This syllabus may be revised as deemed necessary by the instructor. Students will be notified of any changes made.