NOVA COLLEGE-WIDE COURSE CONTENT SUMMARY
SPA 102 – BEGINNING SPANISH II (4 CR.)

Course Description

Introduces listening comprehension, speaking, reading, writing skills and culture, and emphasizes basic Spanish sentence structure. Includes oral drills. Part II of II. Lecture 4 hours per week.

General Course Purpose

This course will enable students to achieve Spanish proficiency in listening, speaking, reading and writing at or above the novice-high level as defined by the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines. In keeping with the National Standards for Foreign Language Education, culture (music, art, gastronomy, social mores, and others) is embedded in this language course. This is reflected in our written and oral assessments.

Course Prerequisites/Corequisites

Prerequisite: SPA 101

Course Objectives

A. Listening
The student will be able to demonstrate an understanding of short, learned material and some sentence-length content, particularly where context strongly supports understanding and speech is clearly audible. The student will also understand simple questions, statements and high-frequency commands as well as video topics adapted for their use, although repetition, rephrasing and/or slower rate of speech for comprehension may still be required. (Addresses general education objectives 1.1-1.2 and 1.4-1.6 under Communication and 5.2 under Personal Development and 3.1-3.5 under Cultural and Social Understanding)

B. Speaking
The student will be able to handle a limited number of interactive, task oriented and social situations; ask and answer questions; initiate and respond to simple statements, and maintain face-to-face conversations all in a highly restricted manner and with some linguistic inaccuracy. Within these limitations, the student will be able to describe people and places, narrate recurring events in the present tense and achieve some ability to narrate past events. Vocabulary is adequate to express the basic needs. Strong interference from native language may occur. With repetition, speakers at this level can generally be understood by sympathetic listeners. (Addresses general education objectives 1.1-1.2 and 1.4-1.6 under Communication and 3.1-3.5 under Cultural and Social Understanding.)

C. Reading
The student will be able to interpret almost any simple material for native speakers. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. (Addresses general education objectives 2.1-2.3 and 2.5-2.6 under Critical Thinking; 3.1,3.3, 3.4 and 3.5 under Cultural and Social Understanding and 6.3-6.4 under Quantitative Reasoning.)
D. Writing

The student will be able to meet limited practical writing needs in the present tense and some in the past tense; write short messages, postcards, and take down simple notes, and create statements or questions within the scope of limited language experience. The material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. The language is adequate to express elementary needs in writing. While frequent errors in grammar, vocabulary, punctuation and spelling will still be present, the writing can be understood by native speakers used to the writing of non-native speakers. (Addresses general education objectives 4.1-4.6 under Information Literacy.)

E. Culture

The ACTFL standards include Culture, Connections, Comparisons and Communities as part of language instruction and assessment. Within these areas, students will be able to:

- Discuss and analyze the relationship between the practices and perspectives of the culture studied
- Discuss the relationship between the products and perspectives of the culture studied
- Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures
- Describe the concept of culture through comparisons of the cultures studied and their own.
- Use the language both within and beyond the school setting
- Read, discuss and write about topics concerning the Spanish-speaking cultures featured in textbooks and in target language media at the novice level.

(The above areas address general education objectives 3.1-3.5 under Cultural and Social Understanding.)

Major Topics to be Included

The student will be able to learn the structure of the Spanish language in a prescribed sequence beginning with the simplest structures and working toward the more complex. Topics and situations to be covered may include:

- Personal identification
- Education
- House and home
- Earning a living
- Leisure
- Family life
- Public and private services
- Community/neighborhood
- Shopping
- Travel
- Meal-taking/Food/Drink
- Current events
- Health and welfare
- Social patterns of behavior
- Historical developments
- Contributions to the arts and sciences
- Weather