



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

<p><b>SPANISH II FOL2331 5 Credit Hours</b></p>
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**Student Level:**

Freshmen, sophomores, or anyone interested in the language and culture of the Spanish-speaking world.

**Catalog Description:**

**FOL 2331 - SPANISH II (5 hrs)**

**[KRSN SPA1020]**

This course is designed to help the student increase his or her ability to use every day Spanish phrases. Additional vocabulary, grammatical elements, syntax, and composition skills will be addressed. Special emphasis is placed on developing an understanding of Spanish-speaking cultures. Prerequisite: FOL2330 Spanish I, one year high school Spanish, or instructor approval.

**Prerequisites:**

FOL2330 Spanish I or two years of high school Spanish or permission of the instructor.

**Controlling Purpose:**

Spanish is one of the official languages of the United Nations. It is the first language of an estimated 296 million people. It is spoken in Spain, Mexico, six Central American countries, Puerto Rico, Cuba, the Dominican Republic, and nine South American countries. It is also spoken as a first or second language by an estimated 20 million people in the United States. Spanish ranks fourth among the world languages.

Because of economic, commercial, cultural, and political ties between the United States and its Hispanic neighbors to the south, knowledge of Spanish is of great importance to United States citizens. English speakers who are proficient in Spanish gain great personal satisfaction in learning about the culture of Hispanic countries and in being able to speak to and understand the people from those societies, as well as those Hispanics living in numerous communities within the United States. Furthermore, knowledge of Spanish opens job opportunities available to an individual, especially in the fields of business, education, merchandising, medicine, law, government, and diplomacy. Students interested in living abroad find that the knowledge of a foreign language is essential. With a mastery of Spanish, numerous possibilities for study within various academic disciplines present themselves, both in Hispanic America and Spain. As advances in world communications bring us in closer contact with other countries, Spanish is destined to assume a major role.

**Units Outcomes and Criterion Based Evaluation Key for Core Content:**

The following defines the minimum core content not including the final examination period. Instructors may add other content as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student’s achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

<b>UNIT 1: AFFECTIVE SKILLS</b>						
Outcomes: Students will develop an understanding of the affective domain.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						The student will have an awareness of the cultural aspects of Spanish- speaking countries.
						The student will acquire a general knowledge of the geography of Spain and Latin America.
						The student will be aware of the main historical figures and events of some Spanish-speaking countries.
						The student will be aware of gestures and other non-verbal communications used by Spanish and Latin American people.
						The student will develop an appreciation for the music and art of the Spanish-speaking countries.

## UNIT 2: VERBS

Outcomes: Students will increase their knowledge of verb usage.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Given ten sentences to work with, the student will be able to provide the correct conjugation needed when given the infinitive.
						Given a list of any ten irregular verbs studied during the year, the student will be able to conjugate each of the verbs.
						Given a list of any ten stem-changing verbs studied during the year, the student will be able to conjugate each of them.
						Given ten sentences in English which require the use of ir + a + infinitive in Spanish, the student will be able to translate them.
						Given ten regular and/or irregular verbs, the student will give the singular/plural, affirmative/negative and formal/informal imperative forms of each verb.
						Given ten sentences, the student will be able to fill in the blanks with the progressive form of the verb (given in the infinitive).
						Given ten sentences with infinitives, the student will be able to change the infinitive to the preterit tense needed for the sentences to be correct.
						Given a list with five regular and/or irregular infinitives, the student will be able to change the infinitive to the correct form of the imperfect tense.
						Given five sentences with a blank to fill in, the student will insert the correct imperfect form of the regular or irregular verb.
						In a list of five sentences with a blank to fill in, the student will insert the correct future tense of the verb when given a choice of four different tenses of the same verb.
						Given five sentences with the infinitive form of regular or irregular verbs, the student will change the infinitive to the correct form of the future tense.
						Given five sentences written in the future tense, the student will change the verb to the conditional tense.
						Given a list of five verbs, the student will write the past participle of each verb.
						Given five sentences written in the present tense, the student will change the verb to any of the perfect tenses indicated.
						Given five sentences with a choice of three verb forms, the student will be able to identify the correct form of the present subjunctive.
						Given ten sentences with blanks in the subjective position, the student will select from three choices given, the correct form of the imperfect subjunctive.

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						Given five sentences with the present progressive tense, the student will change the verb to the progressive tense indicated.
						Given five active sentences, the student will rewrite each in the passive voice.

<b>UNIT 3: PRONOUNS</b>						
Outcomes: Students will increase their knowledge of pronoun usage.						

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Given ten simple sentences, the student will be able to rewrite them, substituting the direct object pronoun for the direct object noun.
						Given ten Spanish sentences with blanks to be filled in with the in direct object pronoun (provided in English in parenthesis), the student will be able to fill in the blanks.
						Given ten Spanish sentences in which the possessive pronouns are given in English, the student will be able to fill in the blanks with the appropriate one in Spanish.
						Given ten Spanish sentences in which the reflexive pronouns are missing, the student will be able to fill in the blanks with the appropriate one.
						Given two list of demonstrative pronouns, one in English and one in Spanish, the student will match the demonstrative pronouns.
						Given ten answers, the student will write the appropriate question using the correct interrogative pronoun.

**UNIT 4: ADJECTIVES**

Outcomes: Students will increase their knowledge of adjectives.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Given five sentences with blanks for definite or indefinite articles, the student will either leave the space vacant or add the correct definite or indefinite article, if required.
						Given a list of ten singular masculine adjectives in Spanish, the student will rewrite them in the singular feminine, plural masculine, and plural feminine forms.
						Given ten sentences in English, the student will be able to translate them placing the adjectives in their proper places in the sentence in Spanish.
						Given three Spanish adjectives, the student will be able to use each in a comparative sentence and a superlative sentence.
						Given five sentences with a noun and descriptive adjective, the student will rewrite the sentence without the noun, but with the correct definite or indefinite article and adjective.

**UNIT 5: ADVERBS**

Outcomes: Students will increase their knowledge of adverbs.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Given ten sentences in English, the student will be able to translate them in Spanish placing the adverb in the correct place.

**UNIT 6: PREPOSITIONS**

Outcomes: The student will increase his knowledge of prepositions.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Given a paragraph in Spanish with the prepositions missing, the student will be able to write the appropriate preposition chosen from a separate list.
						When given a list of ten Spanish sentences using verbs with implied prepositions, the student will translate the sentences to English.
						Given ten sentences with a space for the answer, the student will write in the correct choice of por or para.

**UNIT 7: LISTENING AND SPEAKING SKILLS**

Outcomes: Students will increase their speaking/listening skills.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						The student will be able to correctly pronounce a list of ten words varying in sound, length, and meaning.
						Given ten sentences with a variety of information patterns, such as questions, command, statements, greetings, etc., the student will be able to say them using the correct intonation.
						After listening to a two-minute tape or a live presentation in Spanish, the student will be able to answer questions on its meaning.
						In a simulated scene of an American in a Spanish-speaking country, the student will be able to ask directions, order at a restaurant and buy a given product.
						When given a simple topic, the student will be able to converse with the teacher, the examiner or a Spanish-speaking person for five minutes.

## UNIT 8: READING AND WRITING SKILLS

Outcomes: Students will increase their reading and writing proficiency.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Given a paragraph or a number of paragraphs written at the second year level, the student will read it and answer questions about it in Spanish.
						Given five declarative sentences, the student will rewrite each into the interrogative then into the negative.
						Given a paragraph with the instructions to fill in the spaces with words that mean "to the," "of the," or "from the," the student will insert either the contractions "al" or "del" or the words "a la" or "de la" where it is appropriate.
						Given a vocabulary list included in each lesson or unit of study, the student will be able to spell accurately the words studied.

## UNIT 9: VOCABULARY SKILLS

Outcomes: Students will increase their vocabulary skills.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Given a list of vocabulary words included in a unit of study, the student will, at the end of the unit, state their meanings.

### **Projects Required:**

As assigned by instructor

### **Textbook:**

Contact Bookstore for current textbook.

### **Materials/Equipment Required:**

Internet access required. All sections use web-based supplementary materials.

### **Attendance Policy:**

Students should adhere to the attendance outlined by the instructor in the course syllabus.

### **Grading Policy:**

The grading policy will be outlined by the instructor in the course syllabus.

**Maximum class size:**

20 students

**Course Time Frame:**

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

**Refer to the following policies:**

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.