

# Common Course Outline

## WLSP 102

### Introductory Spanish II

3 Credits

## The Community College of Baltimore County

### Description

**WLSP 102 – 3 credits – Introductory Spanish II** develops cross-cultural communication and global citizenship through the acquisition of reading, writing, listening, and speaking skills in Spanish at a high-novice level. It provides connections to other disciplines and cultures through the study of Spanish and develops an awareness of the cultural contributions and socio-political contexts of diverse, often underrepresented groups throughout the Spanish-speaking world. Topics related to local and global diversity provide the context through which language skills are taught and learned. Communicative competence at a high-novice level is emphasized, and learning is supported by instructional technologies.

### 3 Credits

**Prerequisites:** WLSP 101 or placement according to the World Language Placement Guidelines

### Overall Course Objectives

Upon completion of this course, students will be able to:

1. apply high-novice level grammatical structures in Spanish;
2. recognize short sentences with familiar words and phrases in spoken Spanish;
3. use high-novice vocabulary to perform uncomplicated routine tasks in straightforward social situations;
4. derive meaning from short written texts that convey information about familiar topics or contexts;
5. write sentences and short passages that accurately use high novice-level grammatical structures and familiar topics;
6. communicate orally with accuracy using simple questions and statements in Spanish;
7. engage in ongoing conversations in class to obtain information, exchange greetings, and name and describe objects;
8. identify the major countries where Spanish is spoken, both by dominant and underrepresented groups, as a result of conquest, colonization and immigration;
9. compare and contrast the histories, traditions, practices, aesthetics and perspectives of diverse, often underrepresented Spanish-speaking groups throughout the world;
10. explore the experiences of diverse Spanish-speaking groups, including immigrants and indigenous groups, who have faced discrimination both in historical and contemporary contexts;
11. describe social and ethical issues related to cultural differences in Spanish-speaking contexts;

12. convey knowledge of other disciplines through the study of the Spanish language and the cultures and diverse experiences of its speakers;
13. demonstrate proficiency in the use of instructional technologies for the study of the Spanish language and communication in the Spanish language at a high-novice level, and the study of the cultures of Spanish-speaking groups; and
14. locate, evaluate, use and cite research sources when completing written assignments.

### **Major Topics**

At a high-novice level, students will study the following topics in the Spanish language:

- I. Listening
- II. Speaking
- III. Pronunciation including sound system
- IV. Reading
- V. Vocabulary
  - A. Routines
  - B. Descriptions of places
  - C. Daily activities
- VI. Grammar
  - A. Present and past tenses
  - B. Pronouns
- VII. Writing and information literacy
- VIII. Diversity and culture
  - A. Language as a fundamental category of diversity
    - a. Language variation
    - b. Language and ethnicity
    - c. Spanish as a dominant and minority language
  - B. Immigration
    - a. Stereotypes and discrimination faced by immigrants
    - b. The role of immigrants in multicultural societies where Spanish is spoken
  - C. Relationships between language and culture
    - a. Cultural sensitivity, awareness of one's own culture in the process of studying another culture, and cultural relativism
  - D. Identities, values, traditions and experiences of diverse Spanish-speaking groups in multiple geographic, cultural, political and historical contexts
    - a. The Spanish-speaking diaspora
    - b. Conquest and colonization in the Spanish-speaking world
  - E. Significant elements of the societies and cultures of Spanish-speaking groups (to include the arts, histories, politics, religions and other achievements)
    - a. Multi-disciplinary contributions

### **Course Requirements**

Grading/exams: Grading procedures will be determined by the individual faculty members but will include the following:

- Exams: All faculty members will administer a minimum of four exams, including a midterm and a final exam. Each exam will assess reading, writing, listening, and awareness of topics related to culture and diversity. The final and midterm exams will assess speaking. In face-to-face classes, all exams will be administered in the classroom.
- Oral Communication: Oral proficiency in Spanish will be developed daily through communicative activities. Students will be required to develop and deliver at least one oral presentation on a cultural-diversity related topic using multimedia technology in Spanish at a novice level.
- Writing: At least two specific writing assignments related to culture and diversity are required:
  1. The approved GREATs project, which must assess at least 5 of the 7 general education outcomes, is worth at least 10% of the total course grade. This writing assignment is a research project that emphasizes culture and diversity as they relate to the experiences of underrepresented groups in Spanish-speaking contexts. It will be written in English, and it must be 3 pages. This writing assignment must demonstrate:
    - clear communication in written academic English
    - awareness of culture and diversity
    - the ability to select pertinent sources and information
  2. At least one other writing assignment must be written in Spanish, using vocabulary and grammar at a high-novice level on a topic related to culture and diversity, and must be a minimum of one page. The writing assignment must demonstrate:
    - clear communication at a high-novice level in Spanish
    - awareness of culture and diversity (as appropriate at the high-novice level)
- Language Learning Software: This course is technologically enhanced by language learning software, which is a required component of the course.

Students are required to utilize appropriate academic resources.

### **Other Course Information**

This course is an approved General Education course in the Arts and Humanities category. Please refer to the current CCBC Catalog for General Education course criteria and outcomes. This course also satisfies the General Education Diversity requirement.

World Language Common Course Outlines are developed with guidance from the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines:

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>