



Education and Humanities Division
1400 Tanyard Road, Sewell, NJ 08080
856-468-5000

SPA 102: Elementary Spanish II

Syllabus

Lecture Hours/Credits: 3/3

Catalog Description

Prerequisite: RDG099 or ENG 104 & SPA101 or One Year of High School Spanish

Advanced grammar and vocabulary are explored in the development of comprehension, writing, and speaking of Spanish.

Textbook and Course Materials

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook, and any other materials required for their specific course and section.

Click here to see current textbook prices at rcgc.bncollege.com.

Evaluation Assessment

Online Proctoring

All courses offered at RCSJ, whether they are web-enhanced, hybrid, or fully online, may include assessments that make use of Online Proctoring. To find out more about Online Proctoring, and to learn about the minimum technical requirements, visit rcsj.edu/elearning/online-proctoring.

Grading Distribution

Grading to be determined by individual instructors.

Individual instructors may include the following assessment(s):

- Quizzes
- Exams
- Written Assignments
- Computer Assignment
- Oral Evaluation Rubric
- Class Discussion
- Class Participation

Grading

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

Rowan College South Jersey Core Competencies

(Based on the NJCCC General Education Foundation - August 15, 2007; Revised 2011; Adopted 2014)

This comprehensive list reflects the core competencies that are essential for all RCSJ graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

1. **Written and Oral Communication:** Students will communicate effectively in both speech and writing.
2. **Quantitative Knowledge and Skills:** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems
3. **Scientific Knowledge and Reasoning:** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4. **Technological Competency:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals
5. **Society and Human Behavior:** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. **Humanistic Perspective:** Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7. **Historical Perspective:** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8. **Global and Cultural Awareness:** Students will understand the importance of a global perspective and culturally diverse peoples.
9. **Ethical Reasoning and Action:** Students will understand ethical issues and situations.
10. **Information Literacy:** Students will address an information need by locating, evaluating, and effectively using information.

SPA 102 Core Competencies

This course focuses on three of RCSJ's Core Competencies:

- Written and Oral Communication
- Humanistic Perspective
- Global and Cultural Awareness

Student Learning Outcomes: Elementary Spanish II

<p style="text-align: center;">Successful completion of SPA 102 will help students:</p>	<p style="text-align: center;">RCSJ Core Competencies</p>	<p style="text-align: center;">Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)</p>
<p>Communicate at an expanded literacy level, orally and in writing:</p> <ul style="list-style-type: none"> • Strengthen the focus on developing the four language skills in their natural order: listening, speaking, reading and writing • Use correct grammar, punctuation and spelling • Identify common and distinct features such as parts of speech and vocabulary among languages • Create ample opportunities for the development of communicative competence • Develop conversational skills and use basic idiomatic expressions • Read and translate level appropriate material 	<ul style="list-style-type: none"> - Written and Oral Communication - Humanistic Perspective 	<p>Quizzes Exams Assignments Class Participation</p>
<p>Recognize, compare and expand cultural horizons through the study of the customs of Hispanic people:</p> <ul style="list-style-type: none"> • Develop an awareness of the everyday life and customs of the Spanish speaking peoples • Develop a basic knowledge of relationships between the English and Spanish languages 	<ul style="list-style-type: none"> - Written and Oral Communication - Humanistic Perspective - Global and Cultural Awareness 	<p>Class Discussion Class Participation</p>
<p>Apply technology to enhance language acquisition</p>	<ul style="list-style-type: none"> - Written and Oral Communication 	<p>Computer Assignment</p>

Topical Outline

- Review of SPA101
- Vocabulary:
 - Food
 - Travel
 - Holiday
 - Free Time
 - Health
- Indefinite and Negative Words
- Object Pronouns
 - Direct
 - Indirect
 - Double Object
 - Relative
 - Reflexive
- Talking about the Past (Preterite)
 - Irregular Preterits
 - Preterite of Stem Changing Verbs
- Imperfect of Regular and Irregular Verbs
- Using the Preterite and the Imperfect
- Superlatives
- Summary of Interrogative Words
- Reciprocal Actions
- Formal Commands
- Expressing Likes and Dislikes

ORAL EVALUATION RUBRIC

Student: _____

Date: _____

Topic: _____

Interview

Role Playing

Other Format

Comprehension Ability to understand aural cues and respond appropriately	(poor)	1	2	3	4	(excellent)
Comprehensibility Ability to communicate ideas and be understood	(poor)	1	2	3	4	(excellent)
Syntax Ability to use structures correctly	(poor)	1	2	3	4	(excellent)
Fluency Ability to communicate clearly and smoothly	(poor)	1	2	3	4	(excellent)
Vocabulary Ability to use learned vocabulary correctly	(poor)	1	2	3	4	(excellent)

TOTAL POINTS

NOTES:

Oral Evaluation Rubric

Comprehension:

- **4:** Speaker understands **all** of what is said to him or her.
- **3:** Speaker understands **most** of what is said to him or her.
- **2:** Speaker understands **some** of what is said to him or her.
- **1:** Speaker understands **little** of what is said to him or her.

Comprehensibility:

- **4:** Listener understands **all** of what the speaker is trying to communicate, when language is spoken at a normal speed.
- **3:** Listener understands **most** of what the speaker is trying to communicate, when language is spoken at a normal speed.
- **2:** Listener understands **less than half** of what the speaker is trying to communicate. Errors make it difficult to understand.
- **1:** Listener understands **little** of what the speaker is communicating.

Syntax:

- **4:** Speaker demonstrates **high degree of control** of language, including grammar and word order. **Errors are self-corrected.**
- **3:** Demonstrates **moderate degree of control** of language. **Minor** grammatical **errors**, which do not interfere with comprehension.
- **2:** Demonstrates **inaccuracies in the control** of language. **Many errors** in agreement or verb forms; errors in basic grammar.
- **1:** Demonstrates **little control** of language. **Serious errors** hinder overall comprehensibility. Communication is inappropriate.

Fluency:

- **4:** Speaker speaks **clearly**; some self correcting; hesitates but communicates easily.
- **3:** Speaker has **few** problems; occasional halting and fragmentary delivery; is able to rephrase.
- **2:** Speaker has **some** problems; frequent halting; repeats the question word before responses.
- **1:** Speaker has **severe** problems; struggles with pronunciation and intonation; incomprehensible and inappropriate.

Vocabulary:

- **4:** Uses **full range** of nouns, verbs and adjectives. Use of relevant words
- **3:** Uses a **variety** of appropriate vocabulary.
- **2:** Uses vocabulary that is **sometimes not appropriate or relevant.**
- **1:** Uses **limited** vocabulary, which is often incomprehensible and inappropriate.

Affirmative Action Statement

The Board of Trustees is committed to providing a work and academic environment that maintains and promotes affirmative action and equal opportunity for all employees and students without discrimination on the basis of certain enumerated and protected categories. These categories are race, creed (religion), color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, or mental or physical disability, including AIDS and HIV related illnesses.

For questions concerning discrimination, contact Almarie J. Jones, Special Assistant to the President, Diversity and Equity/Title IX and Compliance, 856-415-2154 or ajones@rcsj.edu or (Cumberland) Nathaniel Alridge, Jr., JD, Director, Diversity and Equity/Title IX and Judicial Affairs, 856-691-8600, ext. 1414 or nalridge@rcsj.edu. For disability issues or any barriers in the learning or physical environment related to a document condition/disability please contact: Gloucester campus – Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or dcook@rcsj.edu; or Cumberland Campus – Meredith Vicente, Senior Director, Physical & Learning Disabilities, Center for Academic & Student Success (CASS) at 856-691-6900 ext. 1282 or mvicent1@rcsj.edu

Department of Special Services

The Department of Special Services is located in the Instructional Center, room 425A. The Special Services Department is committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments. If you are an eligible student with a documented disability please visit our website at RCSJ.edu/SpecialServices or call the office at 856-415-2265 or 856-415-2247 to speak to the Assistant Director Carol Weinhardt, cweinhar@rcsj.edu.

Reporting Allegations of Sexual Assault and Resource Referrals (8/2020) Gloucester Campus

There are multiple safe places for students to report allegations of sexual assault, both on and off campus. Reports of sexual assault can be made to any of the following offices listed in the chart below.

All students are encouraged to report alleged crimes on campus. Crimes that pose a threat to the campus community must be reported to 9-1-1, Security, the Sheriff's Office or the Deptford Township Police Department. All employees, including Security staff, must report incidents of discrimination, harassment or sexual misconduct to the Title IX Officer.

Service	Resource	Phone Number/Location/Website
Non-Confidential Reporting Local Law Enforcement	Gloucester County Sheriff's Office Deptford Township Police Dept. Gloucester Co. Prosecutor's Office Sexual Assault Response Team	856-681-2200 856-845-2220 856-384-5500 856-384-5555
Non-Confidential Reporting 9-1-1 and Campus Security	9-1-1 Gloucester County Emergency Management Dispatch Campus Security Blue Light Emergency Phones OR ext. 4444 from any campus desk phone	9-1-1 or push RED button on Campus Blue Light Emergency Phones 856-681-6287
Non-Confidential On-Campus Reporting Support Services	Almarie J. Jones Special Assistant to the President Diversity and Equity/Title IX and Compliance John F. Ryder Director Student and Veteran Affairs	856-415-2154 College Center, Room 116 ajones@rcsj.edu 856-468-5000, ext. 6456 College Center, room 202 jryder@rcsj.edu
Confidential On-Campus Counseling and Support Services	Lois Y. Lawson-Bridgell, Ph.D. MSW, LSW, Director Counseling & Wellness Services Center William Leonard, Ph.D. Intervention Teams Consultant Crystal Noboa, LSW, MSW Director, The Center for People in Transition (PIT) Diane Mussoline, EdS, LMFT Director of Behavioral Services	856-464-5236 l Lawsonb@rcsj.edu College Center, Room 206 856-415-2119 wleonard@rcsj.edu College Center, STEM Office C-168 856-415-2264 cnoboa@rcsj.edu Workforce Development Bldg., room 809 856-494-5665 dmussoli@rcsj.edu College Center, Room 200A
Confidential Off-Campus Full-Service Support	Center for Family Services/ Services Empowering Rights of Victims (SERV)	1-866-295-7378 Camden and Gloucester counties centerffs.org/serv
Hospitals with Sexual Assault Nurse Examiners	Inspira Medical Center Jefferson Washington Township Hospital	700 Mullica Hill Rd. Mullica Hill, NJ · 856-508-1000 435 Hurffville-Crosskeys Rd., Turnersville, NJ · 856-582-2500