

1.) DATE: 02/03/2010	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) COURSE PROPOSED: Prefix: SPA Number: 266 Title: Advanced Spanish II Credits: 3	
CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
4.) COMMUNITY COLLEGE INITIATOR: ANGELA FELIX PHONE: 480.517.8282 FAX: 480.517.8289	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input checked="" type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: <u>Core Areas:</u> Humanities and Fine Arts (HU) <u>Awareness Areas:</u> Select awareness area...	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DEC prefix <input checked="" type="checkbox"/> Elective Current General Studies designation(s): HU Effective date: 2010 Spring Course Equivalency Guide Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director: Fabro Correa Chair/Director Signature: by email JPK 2-24-10	

AGSC Action: Date action taken: Approved Disapproved
Effective Date:

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	Course Description and Required Textbook List
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	Course competency 6, Outline I.D & IV.B
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	Course Competencies 1, 4, 5 & Outline I.A, I.B, II.A, II.B
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design.	
		• Courses devoted primarily to developing skill in the use of a language – <u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u>	
		• Courses which emphasize the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	Designation
SPA	266	Advanced Spanish II	HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
2	In SPA266, students are required to demonstrate comprehension of authentic literature in Spanish. In addition, they must interpret and analyze texts within a broad historical context.	The following information can be found following the course outline on page 4 of the syllabus: "Authentic works of literature in the form of poetry, short stories, essays and plays will be read while studying each theme. Following each reading, there will be an introspective discussion of the material....During the course of study of each theme, there will be informal oral presentations, quizzes, projects and formal tests used as assessment tools."
4b	The thematic organization of SPA266 centers on value systems as expressed in the literary and visual arts.	Students interpret and analyze literature to explore personal value systems ("Los valores personales"), human thought relating to the cycle of life and death ("La niñez y la juventud" and "La muerte") as well as human emotion ("Sentimientos y pasiones"). Specific literature works and assessment methods can be found on page 5 of the syllabus. Selections from Galería de arte y vida [Gallery of Art and Life] are incorporated to broaden the study of aesthetic systems and values beyond written literature to consider the variety of human experience.
4d	Students deepen their awareness of literary analysis and traditions by reading and explaining selections from Spanish and Spanish-American anthologies.	Two of the three required textbooks (Pasajes: Literatura, and Album) include readings that highlight major traditions in Spanish and Spanish-American literature from the mid-nineteenth century to present day. Students must be able to use

		the Spanish language with appropriate regional structures and idiomatic expressions to describe various Hispanic cultures and customs that emerge from the study of authentic literature in a broad historical context.
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Official Course Description: MCCCCD Approval: 04/26/94**SPA266 19946-99999**

LEC 3 Credit(s) 3 Period(s)

Advanced Spanish II

Further study of Spanish and Spanish-American literature. Reading selections from most Spanish-speaking countries. All oral reports, discussions, and written reports in Spanish. Graduated level of difficulty from the literature studied in SPA265. Prerequisites: SPA265 or departmental approval.

[Go to Competencies](#) [Go to Outline](#)

MCCCCD Official Course Competencies:**SPA266 19946-99999 Advanced Spanish II**

1. Read and explain selections from Spanish and Spanish-American anthologies. (I)
2. Explain the grammatical construction used in the literary selections. (II)
3. Define new vocabulary used in the literary selections, and use the vocabulary in an oral synopsis of the works studied. (II)
4. Compose written analysis in Spanish of the works studied. (III)
5. Practice oral fluency through discussions and reports of literary works. (IV)
6. Describe different types of Spanish and Spanish-American cultures and customs through literature. (IV)

[Go to Description](#) [Go to top of Competencies](#)

MCCCCD Official Course Outline:**SPA266 19946-99999 Advanced Spanish II**

- I. Reading
 - A. Comprehension (without translation)
 - B. Analysis
 - C. Grammatical structures and idiomatic expressions
 - D. Difference, in word meanings from one country to another
- II. Oral Response
 - A. Grammatical comprehension
 - B. New vocabulary from readings
 - C. Pronunciation
 - D. Syntax
- III. Writing
 - A. Grammatical usage
 - B. Verb tenses
 - C. Application of vocabulary from readings
 - D. Syntax
- IV. Other Skills
 - A. Listening

B. Cultural analysis

[Go to Description](#) [Go to top of Competencies](#) [Go to top of Outline](#)



Course: SPA 266 – Spanish 9-10 Advanced Spanish II (3 credits)

Section: 50604

Class Meeting Days Traditional Schedule – 5 meeting times per week
And Class Location: Mountain Pointe – C224

Holidays: TUHSD Calendar for the 2009 - 2010 Academic Year

Instructor: Mary Catherine Boatright, M.A.

Instructor's Hours Before and after school
Of Availability: 7:15 to 7:40 a.m. and 2:40 to 3:10 p.m.

Instructor's
Information: Boatright (480) 759-8449 (ext. 57431)
mcboatright.mtp@tuhds.k12.az.us

Disclaimer: This course outline provides a general overview of the course content to be covered and may vary and/or be amended at any time at the discretion of the instructor.

Disability Statement: The college and MPHS will make reasonable accommodations for persons with documented disabilities. Students should notify Student Services and their instructors of any special needs.

Extra Credit: Extra credit is not available for this class. It is the belief of Rio Salado College that all work done for a class should receive regular credit and is more than sufficient to assess the understanding of material presented in the course.

Course Description: Further study of Spanish and Spanish-American literature. Reading selections from most Spanish-speaking countries. All oral reports, discussions, and written reports in Spanish. Graduated level of difficulty from the literature studied in SPA 265.

Prerequisites: SPA 265 or departmental approval

Course Materials and Resources: A variety of magazines, books, videotapes, audio cassettes, TV programs and popular music will support the units of study.

- Course Textbooks:**
1. Bretz et al.: *Pasajes: Literatura* 4th Ed
ISBN 0-07-007698-7 Student Edition
 2. Valette, Rebecca M.: *Album* 2nd Ed
ISBN 0-669-17379-7
 3. Adey, Margaret: *Galería de arte y vida*
ISBN 0-07-000364-5

Library Privileges:

- A. At the beginning of each semester, the Rio Salado Student Information tape is loaded into the library computer system. When a student goes to one of our District libraries, the librarian calls his/her record up by entering the student's name and can verify his/her registration. The student may be issued a small library card with a bar code number on it upon request. This card can be used at any of the seven Community College District libraries throughout the semester. The computer automatically knows the student is registered at Rio. Rio Salado students may also use the online library at www.rio.maricopa.edu and then click on student resources to find the library.
- B. Students must follow the rules and regulation, checkout periods, etc. of whichever library they are using.

Attendance and Sweep Policy:

- A. Class attendance is required. If a student misses more than 10 classes (**excused or unexcused**), he/she may be dropped from the college credit class. Regional and State AIA competitions will not be included in the aforementioned five absences. All other Mountain Pointe absences are considered absences. In the event of an anticipated absence, and/or school related absence, notify the instructor two days before such absence.
- B. If a student is tardy, he/she will not be admitted to class and will go to sweep. It is the student's responsibility to see the instructor **before** the next class to get the work missed. The student will be able to make up said work for credit, however, if the student does not see the instructor or make phone or e-mail contact before the next class, no credit will be given for missed work.

Grading Policy: Grades are figured on a point system. The grade categories are "weighted" according to the following scale:

Grade Breakdown:

- 30% Tests
- 25% Quizzes/Daily
- 15% Homework
- 15% Speaking
- 15% Free Response and Formal Compositions
- 100%

Grades are not “rounded up”, and percentages are used to determine semester grades. Grades will be assigned as follows:

- 90 – 100% = A
- 80 – 89.9% = B
- 70 – 79.9% = C
- 60 – 69.9% = D
- 59 – below = F

*** IMPORTANT ***** IMPORTANT ***** IMPORTANT ***** IMPORTANT ***** IMPORTANT *****
IMPORTANT ***

(cell phone & other electronic devices)

<ul style="list-style-type: none">• Ipods• Mp3 players• Portable DVD players• Cameras or video recorders• CD players or any personal electronic or digital music devices	<ul style="list-style-type: none">• Paging devices• Laser pointers• Headsets• Any game playing device
--	--

These items that are unnecessary to our educational process and deemed potentially disruptive will not be allowed at school. The only exception to this policy shall be items brought to the classroom for instructional related activities that are supervised by the classroom teacher.

In addition, **cell phones may not be seen or used during the school day, including passing periods and lunch.** Students may possess cell phones for use before school and after the school day, but their use during the school day from 7:49 a.m. to 2:36 p.m. is strictly prohibited. Use is interpreted as using any cell phone function or feature, not just sending or receiving of calls. Cell phones must be turned off and kept out of sight. Cell phones may not be turned on until the end of the school day. The student bears total responsibility for safeguarding his/her cell phone. If an emergency occurs during the school day, a parent/guardian should contact the office immediately. Students will be immediately contacted and brought down to the office, if requested. Students may continue to use cell phones before or after school hours to communicate home and arrange rides. We recognize that technology is part of the fabric of life today but rather than ban cell phones, we are opting to have reasonable limits on its use.

Lost or stolen cell phones or devices are the responsibility of the student. Bringing the item to school is at the student’s own risk for loss/theft. Mountain Pointe is not responsible for stolen or missing equipment and it is strongly recommended that they not be brought to campus.

If your child owns and carries any of these items, please take some time to review this new policy with him/her. **If a student violates the policy, any staff member may confiscate the device and turn it in to the office. On the first violation – only the student’s parent or guardian listed on the emergency card with proof of identity may reclaim the device. The student will receive an In School Suspension. Use of an electronic device for the purpose of cheating will have additional disciplinary actions. Use of a camera phone is strictly forbidden in private areas and such use may also be in violation of the criminal code.**

The student is responsible for the information in this syllabus.

The student is responsible for the college policies included in the college catalog and the student handbook.

Course Competencies:

1. Read and explain selections from Spanish and Spanish-American anthologies. (I)
2. Explain the grammatical construction used in the literary selections. (II)
3. Define new vocabulary used in the literary selections, and use the vocabulary in an oral synopsis of the works studied. (II)
4. Compose written analysis in Spanish of the works studied. (III)
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Course Outline:

- I. Reading
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 - C. Pronunciation
 - D. Syntax
- III. Writing
 - A. Grammatical usage
 - B. Verb tenses
 - C. Application of vocabulary from readings
 - D. Syntax
- IV. Other Skills
 - A. Listening
 - B. Cultural analysis

Every month students will be working on a new theme. Authentic works of literature in the form of poetry, short stories, essays, and plays will be read while studying each theme. Following each reading, there will be introspective discussion of the material. Embedded in the literary component are specific vocabulary study and systematic review and refinement of basic points of grammar and verb conjugation and application. During the course of study of each theme, there will be informal oral presentations, quizzes, projects and formal tests used as assessment tools. Students will have notice of the date of a test **a week** in advance and notice of at least **2 classes** of the date of a quiz. More notice will be given for formal projects.

August 10th- September 4th

Los valores personales

1. "El nacimiento de la col" por Rubén Darío
2. "A Julia Burgos" por Julia Burgos
3. "Quéjase de la suerte..." por Sor Juana Inéz de la Cruz
4. "El décimo" por Emilia Pardo Bazán
5. "Nosotros, no" por José Bernardo Adolf

Proyecto – autorretrato (collage) y presentación

"Free Response Writing"

Composición formal

Actividades orales y auditivas

September 7th – October 5th

La niñez y la juventud

1. "Camina siempre adelante" por Alberto Cortez
2. "Al colegio" por Carmen Laforet
3. "El árbol de Oro" por Ana María Matute

Proyecto – música popular con el tema de ser joven

"Free Response Writing"

Composición formal

Actividades orales y auditivas

October 6th – 9th and October 19th- November 6th (Fall Break October 12th – 16th)

La muerte

1. "La muerte" por Enrique Anderson Imbert
2. "En el fondo del caño hay un negrito" por José Luis González

Proyecto – Visionarios hispanos (presentaciones)

"Free Response Writing"

Composición formal

Actividades orales y auditivas

November 9th - December 11th

Sentimientos y pasiones

1. "La niña fea" por Ana María Matute
2. "La pared" por Vicente Blasco Ibañez
3. "El abanico" por Vicente Riva Palacio

"Free Response Writing"

Composición formal

Actividades orales y auditivas

December 14th – 17th

Repaso total and Oral Proficiency Examination

Listening Examination and Final Fall Written Examination

Thank you for your assistance in speaking with your student about these details of our policy.

I have read and understood the policies, rules and expectations for Ms. Boatright's Spanish 9-10 class.

Student printed name: _____

Student signature: _____ Date _____

Student E-mail: _____

Parent printed name: _____

Signature: _____ Date _____

Work phone: _____ Home phone: _____

Cell phone: _____

Parent E-mail: _____



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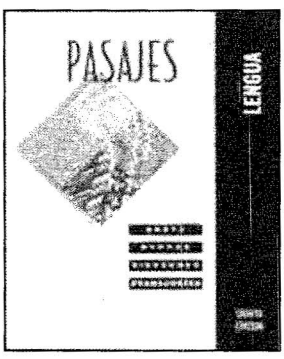
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Pasajes: Lengua (Student Edition)
 Mary Lee Bretz, Trisha Dvorak, Carl Kirschner, Rodney Bransdorfer



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Description
 Key Features
 Table of Contents
 Supplements

Table of Contents

Preface
 Bienvenidos
 Capitulo 1: Tipos y esterotipos
 Describir y comentar Estrategias para la comunicacion Lengua 1. Gender and number of nouns 2. Basic patterns of adjective agreement 3. Equivalent of to be: ser, estar 4. Subject pronouns and the present indicative 5. Direct objects Pasaje cultural Enlace
 Capitulo 2: La comunidad humana
 Describir y comentar Lengua 6. Impersonal se and passive se 7. Indirect objects 8. Sequence of object pronouns 9. The imperfect indicative 10. Reflexive structures 11. Gustar and similar verbs Enlace
 Capitulo 3 : Costumbres y tradiciones
 Describir y comentar Lengua 12. Forms of the preterite 13. Hacer in expressions of time 14. Preterite/Imperfect contrast 15. Relative pronouns: que, quien Enlace
 Capitulo 4 : La familia
 Describir y comentar Lengua 16. Imperatives: Formal direct commands 17. The subjunctive mood : Concept ; forms of the present subjunctive 18. Use of the subjunctive: Persuasion 19. Imperatives: Informal direct commands Enlace
 Capitulo 5: Geografia, demografia, tecnologia
 Describir y comentar Lengua 20. More relative pronouns 21. Positive, negative, and indefinite expressions 22. Uses of the subjunctive: Certainty versus doubt; emotion Enlace
 Capitulo 6: El hombre y la mujer en el mundo actual
 Describir y comentar Lengua 23. Present perfect indicative 24. Present perfect subjunctive 25. Uses of the subjunctive: Adjective clauses Enlace
 Capitulo 7: El mundo de los negocios
 Describir y comentar Lengua 26. Review of the preterite 27. Review of the uses of the subjunctive 28.

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The past subjunctive: Concept; forms 29. Use of subjunctive and indicative in adverbial clauses Enlace
Capitulo 8: Creencias e ideologias
Describir y comentar Lengua 30. The subjunctive in adverbial clauses: Interdependence 31. Por and para 32. The process se 33. Review of the subjunctive: An overview Enlace
Capitulo 9: Los hispanos en los Estados Unidos
Describir y comentar Lengua 34. The passive voice 35. Resultant state or condition versus passive voice 36. No-fault se constructions 37. A and en Enlace
Capitulo 10 : La salud y el bienestar
Describir y comentar Lengua 38. Future and conditional 39. If clauses with simple tenses 40. Comparisons Enlace
Capitulo 11: La ley y la libertad individual
Describir y comentar Lengua 41. Other forms of the perfect indicative 42. The perfect subjunctive 43. More on the sequence of tenses Enlace
Capitulo 12: El trabajo y el ocio
Describir y comentar Lengua 44. Review of verb forms 45. Progressive forms 46. Restrictions on the use of the ?ndo forms Enlace

▲ top