

## **COMMON COURSE OUTLINE FOR SPAN 1220 / EDUC 1220: SPANISH FOR EDUCATORS II**

### **A. COURSE DESCRIPTION**

1. Number of credits: 3
2. Lecture hours per week: 3  
Lab hours per week: None
3. Prerequisites: Spanish for Educators I  
Recommended: None
4. Co-requisites: None
5. MnTC Goals: None

#### Catalogue Description:

Spanish for Educators II is the second of two courses designed for English-speaking educators who need to acquire vocabulary and develop basic Spanish skills in order to communicate with Spanish-speaking students and parents on a variety of school-related topics. In this course, students will learn to construct sentences and questions using twelve “high-frequency” structures in Spanish, along with one hundred and twenty verbs relevant to educational settings. Students continue to develop vocabulary related to classroom and school settings. Situational dialogues and role-plays are an important part of this course. Along with developing conversational skills, attention is given to further development of beginning listening, reading, and writing skills. Cultural practices and perspectives are presented through the art and literature of the Spanish-speaking peoples. The cultural components in Spanish for Educators II are designed to encourage teachers to use authentic Hispanic art and literature in their own classrooms or school communities to raise awareness and understanding about the cultures of Spanish-speaking peoples in Minnesota and the United States.

### **B. DATE LAST REVISED:** February 2021

### **C. OUTLINE OF MAJOR CONTENT AREAS**

1. Acquire and be able to use structures, vocabulary, and verbs for:
  - managing the classroom and other school settings
  - conversing with students and their families about school life and routines
  - communicating specific instructional directives in the classroom
  - becoming better acquainted with Spanish-speaking students and their families
  - communicating progress and results with students and parents
  - dealing with simple health and safety issues in the school environment
  - encouraging and supporting Spanish-speaking students
2. Explore Hispanic art and literature to gain an increased understanding of the cultures of the students they teach or will teach in the future

### **D. COURSE LEARNING OUTCOMES**

Upon successful completion of SPAN 1220, students will be able to:

1. Communicate in Spanish by making statements and asking questions using twelve "high-frequency" structures for conversation, along with one hundred and twenty essential verbs for educators.
2. Be able to converse with the twelve "high-frequency" structures in the present, past (preterit and/or imperfect) and, at times, the conditional.
3. Acquire education-specific vocabulary to enhance classroom communication with Spanish-speaking students and their parents.
4. Be able to state simple directives and procedures to individuals in informal and formal situations, as well as to groups of students in educational settings.
5. Communicate in Spanish demonstrating an awareness of protocol when interacting with Spanish-speaking students and their parents.
6. Converse through in-class role play, situational dialogues, paired and group activities in order to acquire skills to effectively communicate in the classroom and educational settings.
7. Develop level-appropriate listening, reading, and writing skills in Spanish in order to communicate more effectively in educational settings.
8. Communicate effectively using the one hundred and twenty essential verbs for educators in the present and present progressive tenses.
9. Gain an increased understanding of the cultures of the Spanish-speaking peoples through literature, art, and music.

#### **E. METHODS USED FOR ASSESSING STUDENT LEARNING**

1. Oral interviews
2. Assessment in paired, small group, and class speaking activities.
3. Written quizzes
4. Homework
5. Class participation
6. Cultural reflection papers

#### **F. SPECIAL INFORMATION**

None