

# SPAN202

PLEASE SEE THE STUDENT WARNING AT THE END OF THIS DOCUMENT.

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## Course Summary

**Course :** SPAN202 **Title :** Spanish IV  
**Length of Course :** 8 **Faculty :**  
**Prerequisites :** SPAN200 **Credit Hours :** 3

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## Description

### Course Description:

SPAN202 is a continuation of SPAN200. In this course, students master reading and listening comprehension, formal and informal writing, and presentational and interpersonal speaking skills. Students also use their critical thinking skills when comparing and contrasting, persuading, analyzing and synthesizing. Command of Spanish language is promoted through concepts of geography, civilization, culture, arts, and literature. Complex grammatical structures and sophisticated vocabulary including idiomatic expressions and colloquialisms are developed. Students will continue to learn more about the people, traditions and cultures of Spanish speaking countries and the Hispanic/Latino communities in the United States. (Prerequisite: SPAN200)

### Course Scope:

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## Objectives

- CO1: Tourism and recreation while using lexicon about cultural tourism, outdoor recreation, art museum and fine dining in context.
- CO2: Tourism and recreation while using the following syntax: interrogative words, nouns, expressions of interest, and prepositions in context.
- CO3: Professions and hobbies while using lexicon about jobs and hobbies, office communication, exploration and research and sending and receiving in context.
- CO4: Professions and hobbies while using the following syntax: adverbs, passive voice, variety of verbs, and direct and indirect object pronouns in context.
- CO5: Home and around town while using lexicon about moving to a house, household repairs, children and play and cards and driving in context.
- CO6: Home and around town while using the following syntax: terms of appraisal, imperfect and passive, recent past and future actions, formal and informal imperatives, and prepositions in context.
- CO7: Style and personal wellness while using lexicon about clothing care, getting ready, health and healing, groceries, and cooking in context.
- CO8: Style and personal wellness while using the following syntax: conjunctions, imperative, present perfect progressive, past perfect and present subjunctive in context.
- CO9: Compare and contrast people, traditions and cultures of Spanish speaking countries and the Hispanic/Latino communities in the United States.

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# Outline

## Week 1: Tourism and Recreation

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### Course Objective(s)

- CO1: Tourism and recreation while using lexicon about cultural tourism, outdoor recreation, art museum and fine dining in context.
- CO2: Tourism and recreation while using the following syntax: interrogative words, nouns, expressions of interest, and prepositions in context.
- CO9: Compare and contrast people, traditions and cultures of Spanish speaking countries and the Hispanic/Latino communities in the United States.

### Required Readings

Week 1 Rosetta Stone

Week 1 Lesson

### Assignment(s)

- Week 1: Discussion: Video: Introducción
- Week 1: Assignment: Expresión oral: Mis preferencias
- Week 1: RS: Unit 13: Lesson 1 & 2

## Week 2: Tourism and Recreation

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### Course Objective(s)

- CO1: Tourism and recreation while using lexicon about cultural tourism, outdoor recreation, art museum and fine dining in context.
- CO2: Tourism and recreation while using the following syntax: interrogative words, nouns, expressions of interest, and prepositions in context.
- CO9: Compare and contrast people, traditions and cultures of Spanish speaking countries and the Hispanic/Latino communities in the United States.

### Required Readings

Week 2 Rosetta Stone

Week 2 Lesson

### Assignment(s)

- Week 2: Discussion: El turismo
- Week 2: Assignment: Comprensión lectora y expresión escrita
- Week 2: RS: Unit 13: Lesson 1 & 2

## Week 3: Professions and Hobbies

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### Course Objective(s)

- CO3: Professions and hobbies while using lexicon about jobs and hobbies, office communication, exploration and research and sending and receiving in context.
- CO4: Professions and hobbies while using the following syntax: adverbs, passive voice, variety of

verbs, and direct and indirect object pronouns in context.

- CO9: Compare and contrast people, traditions and cultures of Spanish speaking countries and the Hispanic/Latino communities in the United States.

#### Required Readings

Week 3 Rosetta Stone

Week 3 Lesson

#### Assignment(s)

- Week 3: Discussion: Los pasatiempos
- Week 3: Assignment: Expresión oral: Un lugar ideal
- Week 3: Quiz
- Week 3: RS: Unit 14: Lesson 1 & 2

### **Week 4: Professions and Hobbies**

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#### Course Objective(s)

- CO3: Professions and hobbies while using lexicon about jobs and hobbies, office communication, exploration and research and sending and receiving in context.
- CO4: Professions and hobbies while using the following syntax: adverbs, passive voice, variety of verbs, and direct and indirect object pronouns in context.
- CO9: Compare and contrast people, traditions and cultures of Spanish speaking countries and the Hispanic/Latino communities in the United States.

#### Required Readings

Week 4 Rosetta Stone

Week 4 Lesson

#### Assignment(s)

- Week 4: Discussion: Las leyendas
- Week 4: RS: Unit 14: Lesson 1 & 2

### **Week 5: At Home and Around Town**

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#### Course Objective(s)

- CO5: Home and around town while using lexicon about moving to a house, household repairs, children and play and cards and driving in context.
- CO6: Home and around town while using the following syntax: terms of appraisal, imperfect and passive, recent past and future actions, formal and informal imperatives, and prepositions in context.
- CO9: Compare and contrast people, traditions and cultures of Spanish speaking countries and the Hispanic/Latino communities in the United States.

#### Required Readings

Week 5 Rosetta Stone

Week 5 Lesson

#### Assignment(s)

- Week 5: Discussion: La vivienda
- Week 5: Assignment: Expresión oral: Los quehaceres
- Week 5: Quiz
- Week 5: RS: Unit 15: Lesson 1 & 2

## **Week 6: At Home and Around Town**

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### Course Outcomes

- CO5: Home and around town while using lexicon about moving to a house, household repairs, children and play and cards and driving in context.
- CO6: Home and around town while using the following syntax: terms of appraisal, imperfect and passive, recent past and future actions, formal and informal imperatives, and prepositions in context.
- CO9: Compare and contrast people, traditions and cultures of Spanish speaking countries and the Hispanic/Latino communities in the United States.

### Required Readings

Week 6 Rosetta Stone

Week 6 Lesson

### Assignment(s)

- Week 6: Discussion: De niño/a
- Week 6: Assignment: Expresión oral: El estilo de moda
- Week 6: RS: Unit 15: Lesson 1 & 2

## **Week 7: Style and Personal Wellness**

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### Course Objective(s)

- CO7: Style and personal wellness while using lexicon about clothing care, getting ready, health and healing, groceries, and cooking in context.
- CO8: Style and personal wellness while using the following syntax: conjunctions, imperative, present perfect progressive, past perfect and present subjunctive in context.
- CO9: Compare and contrast people, traditions and cultures of Spanish speaking countries and the Hispanic/Latino communities in the United States.

### Required Readings

Week 7 Rosetta Stone

Week 7 Lesson

### Assignment(s)

- Week 7: Discussion: El estiro de moda
- Week 7: Assignment: PARTNER: Expresión oral: Mi estilo de vida
- Week 7: Quiz
- Week 7: RS: Unit 16: Lesson 1 & 2

## **Week 8: Style and Personal Wellness**

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### Course Objective(s)

- CO7: Style and personal wellness while using lexicon about clothing care, getting ready, health and

healing, groceries, and cooking in context.

- CO8: Style and personal wellness while using the following syntax: conjunctions, imperative, present perfect progressive, past perfect and present subjunctive in context.
- CO9: Compare and contrast people, traditions and cultures of Spanish speaking countries and the Hispanic/Latino communities in the United States.

## Required Readings

Week 8 Rosetta Stone

Week 8 Lesson

## Assignment(s)

- Week 8: Discussion: El bien estar
- Week 8: Cumulative Review
- Week 8: RS: Unit 16: Lesson 1 & 2

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## Evaluation

### Grading:

Name	Grade %
Assignments	30.00 %
Week 1: Expresión oral: Mis preferencias	5.00 %
Week 2: Comprensión lectora y expresión escrita	5.00 %
Week 3: Expresión oral: Un lugar ideal	5.00 %
Week 5: Expresión oral: Los quehaceres	5.00 %
Week 6: Expresión oral: El estilo de moda	5.00 %
Week 7: PARTNER: Expresión oral: Mi estilo de vida	5.00 %
Quizzes	20.00 %
Week 3 Quiz	4.00 %
Week 5 Quiz	4.00 %
Week 7 Quiz	4.00 %
Week 8 Cumulative Review	8.00 %
Discussions	30.00 %
Welcome Discussion	3.75 %
Week 2 Discussion	3.75 %
Week 3 Discussion	3.75 %
Week 4 Discussion	3.75 %
Week 5 Discussion	3.75 %
Week 6 Discussion	3.75 %
Week 7 Discussion	3.75 %
Week 8 Discussion	3.75 %
Rosetta Stone	20.00 %
Week 2: RS: Unit 13	5.00 %
Week 4: RS Units 13 - 14	5.00 %
Week 6: RS: 13 14 & 15	5.00 %

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## Materials

**Book Title:** The RosettaStone materials will be provided via the classroom.

**Author:**

**Publication Info:** RosettaStone

**ISBN:** NTR

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## Course Guidelines

### Citation and Reference Style

Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.

Please note that no formal citation style is graded on Discussion assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding Discussion communication below).

### Tutoring

[Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

### School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including Discussion posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including Discussion posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

### Turnitin

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

### Academic Dishonesty

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

## **Submission Guidelines**

Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

## **Disclaimer Statement**

Course content may vary from the outline to meet the needs of a particular group or class.

## **Communicating on the Discussion**

Discussions are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the Discussion. The purpose of the Discussions is to actively participate in an on-going discussion about the assigned content.

“Substantive” means comments that contribute something new and important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.

As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

Students must post a response to the weekly Discussions prompt and post the required number of replies to other students – refer to the grading rubric and/or Discussion instructions for specific expectations on number of replies and word count requirements.

The main response to the Discussion is due mid-week – refer to the grading rubric and/or Discussion instructions for specific expectations. Late main response posts to a Discussion may not be accepted without prior instructor approval.

Replies must be posted in the week due and replies after the end of the each week may not be graded.

## **Quizzes and Exams**

Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week.

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# **University Policies**

## [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)

- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.