

Student Self-Assessment for Challenge Exam for SPAN 102

AM I READY TO CHALLENGE SPAN 102?

This document is intended for student self-assessment purposes only. Please review it carefully to help you determine if you believe you are ready for the Challenge Exam for the course indicated above. Your self-assessment is not a guarantee that you will pass the Challenge Exam. Faculty with expertise in the subject matter/course outcomes evaluate whether your exam provides sufficient evidence that you have demonstrated appropriate college-level mastery of the course content. Enrolling in the course may be your best option.

COURSE OBJECTIVES:

This exam will test your knowledge and skills for the following course objectives:

The purpose of SPAN 102 is to enable the student to listen, speak, read, and write consistently in Spanish at the novice-high level (according to the ACTFL standards) with some activity in the advanced level. At the end of this course, students should have the tools to effectively discuss situations in the past and present in Spanish. Students should also be able to express the above in formal written Spanish. Furthermore, students will be expected to recognize grammatical terms in English and Spanish.

Beyond mastery of first-year grammar, this course also has as a primary objective of cultural competency enabling the student to use the language successfully outside of the classroom setting. The following General Education Learning Outcomes and Course-Specific/Additional Learning Outcomes pertain to the Diversity competency area of LCSC's General Education/Core requirements and conform to the Idaho State Board of Education's credit and course requirements.

General Education Learning Outcomes

Upon successful completion of this course, you should be able to demonstrate the following competencies:

Explain the effect of culture on individual and collective human behavior and perspectives.

3. Differentiate key values, assumptions, and beliefs among diverse peoples.
4. Explain how and why sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds), shape the human experience.
6. Demonstrate the ability to communicate and interact across cultures with civility and sensitivity.

Course-Specific/Additional Learning Outcomes

In this course students will do the following, which are linked to the above General Education Learning outcomes as noted in parentheses:

- Gain knowledge of the culture and history of Spanish-speaking countries and cultures on the micro and macro levels.
- Learn how to interpret a broad range of human behaviors and communicative processes by applying second language acquisition and learnings of diverse cultural perspectives.
- Develop an understanding of one's own life and the diverse lives of others in the context of historical events and social processes pertaining to Hispanic cultures.
- Discuss individual differences and the cultures and histories of Spanish-speaking countries in informed, critical, reflective and civil manner in small-group and large-group activities.
- Use beginning and intermediate grammar (e.g. preterite and imperfect tenses, object pronouns, comparisons, etc.) to communicate in culturally and linguistically appropriate and increasingly sophisticated ways.

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- Read, reflect upon and discuss authentic Spanish texts of fiction and non-fiction that provide exposure to Hispanic cultures and histories.
- Employ greeting phrases, leave-taking phrases, titles of respect, names, nicknames, and expressions of courtesy of Spanish-speaking countries effectively.

CHALLENGE EXAM DESCRIPTION:

The challenge exam will be scored out of 200 points. You will need to obtain a 73% (146 pts.) to pass the exam and receive credit. For the exam you will only be allowed to use a pen or pencil. You will be given 180 minutes to complete the exam (although many students will not need nearly that much time).

You will be asked to demonstrate your knowledge and skill related to SPAN 102 content through these types of questions:

- Listening activities
- Verb conjugations
- Matching questions
- Fill-in-the-blank/Cloze questions
- Multiple-choice questions
- Sentence formation practice
- Map labeling
- Reading comprehension questions
- Essay question(s)

EXAMPLES OF EXAM ITEMS:

I. Listening Activities (32 points)

You will listen to short conversations, news reports, and/or definitions and you will answer questions associated with the listening activities. You will be allowed to listen to each recording twice.

SAMPLE 1

Use the following audio file: SPAN 102 Student Self Assessment Guide Listening Sample 1.

ESCUCHAR: De compras

Listen to this conversation between Carmen and Rosalía. Then choose the correct answers to the questions.

1. ¿Cuál es el problema de Carmen cuando va de compras?
a. Siempre encuentra gangas. b. Nunca encuentra gangas.
2. ¿Conoce Carmen el nuevo centro comercial?
a. No lo conoce, pero sabe dónde está b. Ni lo conoce, ni sabe dónde está.
3. ¿Qué quiere comprar Rosalía en el centro comercial?
a. Quiere comprar zapatos. b. Quiere comprar zapatos y una falda.
4. ¿Cuándo van Carmen y Rosalía de compras?
a. Mañana antes del trabajo. b. Mañana después del trabajo.

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SAMPLE 2

Use the following audio file: SPAN 102 Student Self Assessment Guide Listening Sample 2.

ESCUCHAR: ¡Qué nervios!

Listen as Sandra tells a friend about her day. Then read the statements and decide if they are true (cierto) or false (falso).

- | | | |
|---|--------|-------|
| 1. Sandra tenía mucha experiencia poniendo inyecciones. | Cierto | Falso |
| 2. La enfermera tenía un terrible dolor de cabeza. | Cierto | Falso |
| 3. La enfermera le dio una pastilla a Sandra. | Cierto | Falso |
| 4. El paciente trabajaba en el hospital con Sandra. | Cierto | Falso |
| 5. El paciente era enfermero también. | Cierto | Falso |
| 6. Sandra le puso la inyección mientras él hablaba. | Cierto | Falso |

II. Conjugations (27 points)

You will need to be able to complete conjugation tables for –AR, -ER, and –IR verbs. You will need to know the present, preterite and imperfect tenses. Be sure you are familiar with stem-changing verbs and irregular verbs in the present and preterite tenses, and know the present participle. You will need to know irregular verbs in the present, preterite and imperfect tenses as well.

SAMPLE Verb Conjugation Tables

Use the following document file for practice: SPAN 102 Student Self Assessment Conjugation Tables.

III. Vocabulary (30 points)

You will complete a variety of activities showing that you are familiar with first-year vocabulary related to the following topics. The activities will include matching, multiple-choice questions, and selecting which word of a set does not belong.

1. El mercado, la ropa y las compras
2. La rutina diaria, la higiene personal
3. La comida y la dieta
4. Las fiestas, celebraciones y tradiciones
5. El consultorio, el cuerpo y la salud

IV. Grammar Exercises (68 points)

You will complete a variety of activities showing that you are familiar with first-year grammar and grammatical terminology. The activities will include matching, multiple-choice questions, fill-in-the-blank/cloze questions, and sentence-writing, among other types of activities. The grammatical topics that will be directly addressed in the exam include the following:

1. Verb tenses being able to conjugate the following:
 - a. El presente (present tense)
 - b. El pretérito (the preterite tense)
 - c. El imperfecto (the imperfect tense)
2. Use the verb *gustar* and other similar verbs (*encantar, faltar, importare, etc.*)
3. Direct Object Pronouns
4. Indirect Object Pronouns
5. Direct and Indirect Object Pronouns together

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6. Conjugate reflexive verbs (*lavarse, cepillarse, llamarse, etc.*)
7. Demonstrative Adjectives
8. Comparisons (if equality, inequality, sameness and superlatives)

IV. Culture (13 points)

You will complete a variety of activities showing that you are familiar with the capitals, flags, and geography of a number of Spanish-speaking countries.

1. You will need to know the capital(s) of the following Spanish-speaking countries: Chile, Costa Rica, Guatemala, Peru and Cuba.
2. You will also need to be able to recognize their flags.
3. You will need to be able to locate the countries on a blank map of Central and South America.

IV. Reading (10 points)

You will read a short passage written at the intermediate-low level and you will answer multiple-choice reading comprehension questions related to the reading.

SAMPLE Lectura

Lee el párrafo abajo y luego da un círculo alrededor de la respuesta que mejor completa cada oración.

Tomás: ¿Por qué escribió su libro *Cómo hacer un viaje saludable y feliz*?

Carla: Me encanta viajar, conocer otras culturas y escribir. Mi primer viaje lo hice cuando era estudiante universitaria. Todavía recuerdo el día en que llegamos a San Juan, Puerto Rico. Al llegar a la habitación del hotel, bebí mucha agua de la llave (tap). El clima en San Juan es tropical y yo tenía mucha sed y calor. Los síntomas llegaron en menos de media hora: pasé dos días con dolor de estómago y corriendo al cuarto de baño cada diez minutos. Desde entonces, siempre que viajo sólo bebo agua mineral y llevo un pequeño bolso con medicinas necesarias como pastillas para el dolor y también bloqueador solar, una cream repelente de mosquitos y un desinfectante.

Tomás: ¿Son verdaderas las situaciones que se narran en su libro?

Carla: Sí, son reales y son mis propias historias. ¡En mi libro la turista en dificultades soy yo!

Tomás: ¿Qué recomendaciones puede encontrar el lector en su libro?

Carla: Bueno mi libro es anecdótico y humorístico. En general, se dan recomendaciones sobre ropa adecuada para cada sitio, consejos para protegerse del sol y comidas y bebidas adecuadas para el turista que viaje a los países hispanohablantes.

Tomás: ¿Tiene algún consejo para las personas que se enferman cuando viajan?

Carla: Muchas veces los turistas toman el avión sin saber nada acerca del país que van a visitar. Ponen toda su ropa en la maleta toman el pasaporte, la cámara y vuelan. Es necesario tomar precauciones porque nuestro cuerpo necesita adaptarse al clima, al sol, a la humedad, al agua y a la comida.

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1. El tema principal de este libro es...
 - a. la salud y el agua
 - b. otras culturas
 - c. el cuidado de la salud en los viajes
2. Las situaciones narradas en el libro son...
 - a. autobiográficas
 - b. inventadas
 - c. imaginarias
3. ¿Qué recomendaciones no vas a encontrar en este libro?
 - a. Cómo vestirse adecuadamente
 - b. Cómo dar una propina en los países hispanohablantes
 - c. Consejos sobre la comida y la bebida
4. En opinión de la señorita Baron, ...
 - a. es bueno tomar agua de la llave.
 - b. es mejor llevar ropa adecuada
 - c. es importante visitar el cuarto de baño cada diez minutos.
5. ¿Cuál de estos productos no lleva la autora cuando viaja a otros países?
 - a. desinfectante
 - b. crema repelente
 - c. detergente

V. Essay (20 points)

You will write a formal essay in Spanish that will address a beginning to intermediate-level topic. Your essay should be well-organized, clear, and complete and it should address specific grammar points as indicated in the instructions. You will write a *minimum* of ten complete sentences (two complete paragraphs) using the present, preterite and imperfect tenses.

SAMPLE ESSAY

In two paragraphs talk about your experiences with education. In the first paragraph talk about your first day of high school. Include what you did and how you felt. In the second paragraph talk about your experiences and observations going to college.

KEY TO SAMPLE QUESTIONS

Use the following answer to self-check the sample questions presented above.

SAMPLE 1

1. b; 2. a; 3. a; 4 b.

SAMPLE 2

1. falso; 2. falso 3. cierto; 4. falso; 5. cierto; 6. cierto

SAMPLE Lectura

1. c; 2. a; 3.b; 4.b; 5. c