SPAN 241 - Intermediate Spanish II Course Outline

Approval Date: 12/12/2019
Effective Date: 08/14/2020

SECTION A

Unique ID Number	CCC000554202
Discipline(s)	Foreign Languages
Division	Language and Developmental Studies
Subject Area	Spanish
Subject Code	SPAN
Course Number	241
Course Title	Intermediate Spanish II
TOP Code/SAM Code	1105.00 - Spanish Language and Literature / E - Non-Occupational
Rationale for adding this course to the curriculum	Adding distance education and updating textbooks.
Units	5
Cross List	*N/A*
Typical Course Weeks	18

Total Instructional Hours

	Contact Hours
Lecture	90.00
Lab	0.00
Activity	0.00
Work Experience	0.00
Outside of Class Hours	180.00

Total Contact Hours	90
Total Student Hours	270
Open Entry/Open Exit	No
Maximum Enrollment	28
Grading Option	Letter Grade or P/NP
Distance Education Mode of Instruction	On-Campus Hybrid Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This intermediate level course is the fourth part of a four-semester sequence of transfer level Spanish courses. The class continues skill consolidation and improvement at the intermediate level through focused practice and synthesis. Students continue work at complex levels both orally and in writing. Readings include longer reading selections for further exposure to literature, culture, and other relevant topics.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s)

- SPAN 240 or
- SPAN 280

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

A. Interact in original and complex oral situations;
B. Read and comprehend literary Spanish and write complex Spanish;
C. Distinguish and understand the various Hispanic cultures.

2. Course Objectives: Upon completion of this course, the student will be able to:

A. Demonstrate competence in Spanish grammatical structures;
B. Read and comprehend a variety of Spanish texts with ease and fluency, i.e., sustained reading with minimal use of dictionary;
C. Write paragraphs and short compositions in Spanish and that are well organized and coherent that also demonstrate increased ease and fluency of style;
D. Demonstrate advanced aural comprehension skills;
E. Analyze subjects relating to lectures, readings, and films;
F. Understand literary conventions (short stories, poems, dramas, etc.) and the variety of cultural norms in the Hispanic world;
G. Begin to move from connected discourse at the paragraph level to extended discourse, both in speech and in writing, in preparation for upper division Spanish classes upon transfer.
H.

3. Course Content

A. Continue to review and consolidate grammatical structures covered in previous three semesters of Spanish with particular attention to multiple uses of subjunctive in a variety of contexts;
B. Work on student recognition and use of proper sequence of tenses in multiple clause discourse, both in writing and orally;
C. Continue to work on past tense usage;
D. Continue to practice narration and description in all tenses;
E. Continue to practice abstract discourse with increasing control in both writing and speaking; such as, making hypotheses, making recommendations, expressing opinions, etc.;
F. Continue to work on problematic and idiomatic vocabulary acquisition;

G. Continue to increase student writing and speaking at paragraph level discourse and beyond in preparation for upper division Spanish course work;
H. Continue to improve student reading fluency through longer works, additional vocabulary acquisition, and other reading strategies. Such works will include appropriate literary readings, cultural essays, and other authentic articles.
I.

4. Methods of Instruction:

Activity:
Critique:
Directed Study:
Discussion:
Lab:
Lecture:
Online Adaptation: Activity, Directed Study, Discussion, Group Work, Individualized Instruction, Journal, Lecture

7. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- Essays, chapter exams that assess all four skills: listening, reading, writing, and speaking
Papers --
Oral Presentation --
Class Work --
Home Work -- Can include online homework
Lab Activities --
Final Exam --

Additional assessment information:

Oral presentations can be done with multimedia assist, both individually or in groups

Letter Grade or P/NP

8. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments
   Example 1:
   ?Primer encuentro? by Alvaro Menéndez Leal
   After reading:
   Write a dialogue in which you tell the story of the first encounter between a human being and an extraterrestrial that has just arrived on earth. What will this encounter be like? Pleasurable, difficult, horrifying? Use your imagination.

   Example 2:
   ?Las medias de los flamencos? by Horacio Quiroga
   After Reading:
   It is said that this is a children?s story. In small groups, decide if you agree or disagree with this opinion. Then, create your own fable with animals, flowers, or insects with an important message in the story?s action.
B. Writing Assignments
   Example 1:
   Persuasion. Write a speech as if you were a speech writer for the president of the college, directed to the students who will be graduating this year. Describe some of the

actual problems that they are going to confront in the real world and speak to them about how to get involved in politics, explaining why it is worthwhile to actively participate. Follow the outline.

1. Choose a preliminary title
2. Write an introductory paragraph about the world they are going to encounter.
3. Describe the possible causes of the problems
4. Give them an idea of how they can participate and solve those problems
5. Write a conclusion
6. Think about the title again and change it if necessary.

Example 2:
Watch a movie about dance or music in the Hispanic world. Then write a summary of the movie that includes at least three of the following communicative objectives.
1. Describe an interesting character from the movie (description).
2. Compare two or more characters from the movie (comparisons).
3. What was your reaction to the movie? (reactions & recommendations)
4. What happened in one of the key scenes? (narration in the past)
5. What did you like and what bothered you about the movie or about a particular character? (expressing likes & dislikes)
6. If you were the director, what would you change in the movie? (making hypotheses)
7. How will this move be received in your community? What are some of the parts that would likely bother the people of your community? (future)

Example of movies about dance or music:
Assassination Tango, Buena Vista Social Club, Camila, Carmen, El día que me quieras, Mambo Kings, Imagining Argentina, Evita, Danzón, Tango.

C. Other Assignments
Oral Presentations:
Based on what you read in your textbook, choose a person, place, or cultural topic to do more in-depth research for an oral presentation. You can do your presentation individually or in pairs.

Examples of cultural topics with an emphasis on Central American countries:

People: Oscar Arias Sánchez; Gioconda Belli; Rubén Blades; Víctor Canifrú; Ernesto Cardenal; Violeta Chamorro; Rigoberta Menchú; Alvaro Menéndez Leal; Daniel Ortega; Sergio Ramírez; Oscar Arnulfo Romero; Manuel Noriega

Places: el Canal de Panamá; El Salvador; Tikal, Guatemala; Honduras; el Lago de Nicaragua; el Parque Nacional Tortuguero, Costa Rica

Cultural Topics: indigenous artesans; Colores del Pueblo (fair trade handicrafts); fair trade; the ?contras? of Nicaragua, sustainable development; the FSLN; globalization; the Kuna Indians and their ?molas; Central American music; the Sandanistas; la Universidad para la Paz

9. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Blanco, J
Title: Imagina: español sin barreras
Publisher: Vista Higher Learning
Date of Publication: 2011
Edition: 2

Book #2:
Author: Foerster, S
Title: Punto y aparte: Expanded Edition
Publisher: McGraw Hill
Date of Publication: 2011
Edition:

Book #3:
Author: González-Aguilar, M
Title: Atando cabos: Curso intermedio de español
Publisher: Prentice Hall
Date of Publication: 2012
Edition: 4

Book #4:
Author: Sandstedt, L.A., Kite, R.
Title: Espacios
Publisher: Heinle/Cengage
Date of Publication: 2014
Edition: 1st

Book #5:
Author: Blanco, J
Title: Enfoques
Publisher: Vista Higher Learning
Date of Publication: 2019
Edition: 5th

Book #6:
Author: Perez-Girones, A.M
Title: Más
Publisher: McGraw Hill
Date of Publication: 2019
Edition: 3rd

B. Other required materials/supplies.

- Texts may have online student activity manuals with integrated audio & video components for each chapter.