

SPAN 0003 - INTERMEDIATE SPANISH - LEVEL I

Catalog Description

Prerequisite: Completion of SPAN 2 or three years of high school Spanish with grade(s) of "C" or better

Hours: 72 lecture

Description: First of two semesters of Intermediate Spanish. Continued development of grammar, cultural understanding, conversation skills, writing, and reading through the study of grammar and literature.

Students will interact with authentic language in a cultural context. (C-ID SPAN 200) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Paraphrase intermediate level Spanish spoken at regular conversational speed.
- CSLO #2: Produce accurate pronunciation with grammatically correct sentences in Intermediate Low level conversations.
- CSLO #3: Explain what is read in any Intermediate Low level literary materials.
- CSLO #4: Write compositions and short reports using appropriate syntax for the Intermediate Low level.
- CSLO #5: Compare and contrast cultural perspectives based on readings, discussions, and videos.

Effective Term

Fall 2022

Course Type

Credit - Degree-applicable

Contact Hours

72

Outside of Class Hours

144

Total Student Learning Hours

216

Course Objectives

The content of this course will be taught within a cultural context with authentic language. Upon successful completion of the course, students will be able to:

- Demonstrate an increased awareness of cultural norms, values, and culturally relevant customs and events;
- Communicate orally and in writing in a variety of meaningful real-life activities moving toward the advanced low level of proficiency on the ACTFL scale (American Council on the Teaching of Foreign Languages).

CULTURAL CONTENTS

1. Development of an understanding to participate in advanced studies of the Spanish-speaking cultures through topics such as: customs, traditions, legends, and associated festivities; news analysis; medicinal practices; environmentalism and ecology; literary readings.

VOCABULARY DEVELOPMENT:

1. Review and expansion of vocabulary for description and discussion of topics such as customs and traditions, family and heritage, technology, entertainment and politics, finances and business, belief systems, health, or the environment.
2. Converse and write about topics relating to the above themes as they apply to both the students' personal experience and the Spanish-speaking world.

PHONETIC DEVELOPMENT:

1. Apply the principles of Spanish phonetics to intelligibly communicate verbal messages fluently by creating and responding to questions in Spanish at the intermediate to low-advanced level.

STRUCTURAL DEVELOPMENT:

1. In-depth review and improved application of grammatical functions introduced in Elementary Spanish 1 and 2:
 - a. Description of self and others
 - b. Expression of events and activities with the present tense
 - c. Narration of events in the past
 - d. Expression of events in the recent past
 - e. Influencing others
 - f. Expression of desires and requests
 - g. Expression of emotion, doubt, denial
 - h. Expression of unexpected and unplanned events
2. Expansion of grammatical functions:
 - a. Expression of known and unknown antecedents
 - b. Expression of contingency, purpose, and causal relationships
 - c. Expression of events in the distant future.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Literature & Language
 - AA/AS - Multicultural Studies
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - C2 Humanities
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 3B Humanities
 - IGETC - 6A Lang other than Eng

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: After reading a literary piece the students will sit in groups of four and discuss the reading together. The instructor will provide discussion prompts. At the end the instructor will lead a whole class wrap-up conversation.
- Essay Examinations
 - Example: After reading an opinion piece published in a newspaper, students will complete several comprehension, analysis, and reaction activities. Finally, they will receive an essay writing prompt which will be graded using a rubric: Write a persuasive response to the newspaper arguing your opinions in reaction to the article. Take an ironic tone specifically in favor or against the opinions of the author. Provide supporting evidence to defend your position or recommend action by others.
- Objective Examinations

- Example: Students will read a dialog between two people. One of them is trying to convince the other to be more environmentally friendly. Students will have to fill in the blanks by using appropriate verbs and conjugating them in the indicative or in the subjunctive mood accordingly.
- Projects
 - Example: Students will conduct research to prepare a 5-8 minute oral report (in Spanish) that includes visuals to teach the class about a famous person of the Spanish-speaking world, living or historical. Students will also lead a discussion following the presentation. The discussion should include 3-5 open-ended questions.
- Skill Demonstrations
 - Example: Instructor will provide students with a role-play situation to work in pairs. Example: You are a host at a relationship radio show. A call comes in, and the caller (played by your partner) wants counsel on how to break up with his/her significant other without hurting his/her feelings. Use the subjunctive to offer advice.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Course Objective: Converse and write about topics relating to the above themes as they apply to both the students' personal experience and the Spanish-speaking world. To discuss the theme of Human Rights in the Spanish-speaking world the instructor will first introduce a few new vocabulary words and expressions on which to base the conversation. Students will be assigned to find five to ten more words or phrases that they feel they need for the conversation in preparation for the next class. Students will also be given an abbreviated copy of the Universal Declaration of Human Rights (in Spanish) as well as several comprehension questions to read and prepare before the next class meeting. In the second class period the students will be divided into small groups to check their comprehension and discuss what the individual rights mean to them. In this same class period the instructor will show a few documented examples of human rights violations and improvements from the Spanish-speaking world. The instructor can also share a song or video clip which addresses this topic. Finally, students will be asked to explore specific examples of human rights violations or improvements in the Spanish-speaking world and report their findings to the class in the third class meeting. Course Objective: Influencing others. After studying the structures used for giving advice and making suggestions the students will come to class and share in a brief review and clarification of the grammar functions. The instructor will then divide the class into two groups: counselors and clients. The instructor will pass out role-play cards to each group. The counselors will have cards with several possible problems that their clients may be suffering (stress, infidelity, loss of employment, academic struggles, fear of public speaking, etc..) The clients will have an individual problem for which they are seeking advice. In the separate groups they can first discuss and plan how they will express

their problem or give advice. Then the students will be paired as clients and counselors for a counseling session.

Distance Learning

1. Course Objective: Communicate orally and in writing in a variety of meaningful real-life activities moving toward the advanced low level of proficiency on the ACTFL scale (American Council on the Teaching of Foreign Languages). Instructor will use discussion boards to provide online students with links to several public Spanish-speaking television networks. Student will then choose one network and watch a 20-30 minute show. Then students will answer a set of questions provided by the instructor (all in Spanish: What show did you watch? What happened during the show? How was this show different from the shows you usually watch? etc..) After answering these written questions, students will record a message for two of their classmates (all in Spanish) commenting on the show they watched for this assignment.

Typical Out of Class Assignments Reading Assignments

1. (All parts in Spanish) Students will be asked to read the poem *Autorretrato* by Rosario Castellanos. They will then complete a few basic True or False comprehension questions before moving on to interpretation and analysis. Examples of interpretation: What is the trophy which is spoken of at the beginning of the poem? What is its importance in the life of the woman in *Autorretrato*? Examples of analysis: Do you believe that the narrative voice is close to that of the poem's author? Why? To what kind of reader is this poem directed? 2. (All parts in Spanish) After reading the short story *El eclipse* by Augusto Monterroso, students will complete several comprehension questions before moving into an interpretation of the piece. Example questions for interpretation: What was *fray Bartolomé's* mission in Guatemala? Who had sent him on the mission? Despite *fray Bartolomé's* knowledge of Aristotle, why didn't the protagonist survive?

Writing, Problem Solving or Performance

1. (All activities are in Spanish) Write an alternative ending to the video clip seen in class where the central conflict is resolved (your response should be between 250 and 300 words).
2. (All activities are in Spanish) In pairs, prepare a five-minute presentation to persuade your fellow classmates to commit to a new habit that improves the environment. Think beyond the activities that they may already be doing and convince them to start something new. Include visuals in your presentation.

Other (Term projects, research papers, portfolios, etc.)

Example of term project (all activities are in Spanish): After students have read, analyzed, and discussed a poem by the Chilean poet, Pablo Neruda, they will be asked to analyze another poem by another poet, chosen from a selection of five poems that the instructor will provide. Example of a library assignment and Internet research: Students will be asked to go to the library and bring copies of some advertisements in Spanish from U.S. Spanish-language magazines. They will then name the types of people the advertisements address, and tell what they think is the slant for the Spanish-speaking market (versus the U.S. market at large). Next, the students will be asked to research the Internet for one or more businesses in the U.S. that were founded by or run by people of Hispanic descent. They will be directed to the United States Hispanic Chamber of

Commerce as an online resource. Finally, the students will be asked to share this information with the rest of the class.

Required Materials

- Imagina
 - Author: Blanco, Tocaimaza-Hatch
 - Publisher: Vista Higher Learning
 - Publication Date: 2019
 - Text Edition: 4th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Atando cabos
 - Author: González-Aguilar, Rosso-O'Laughlin
 - Publisher: Pearson
 - Publication Date: 2017
 - Text Edition: 5th
 - Classic Textbook?:
 - OER Link:
 - OER:
- 501 Spanish Verbs
 - Author: Christopher Kendris, Theodore Kendris
 - Publisher: Barron's Educational Series
 - Publication Date: 2017
 - Text Edition: 8th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Everyday Spanish and English Dictionary
 - Author: VOX
 - Publisher: McGraw-Hill
 - Publication Date: 2007
 - Text Edition: 3rd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Conexiones
 - Author: Zayas-Bazán, Bacon, García
 - Publisher: Pearson
 - Publication Date: 2014
 - Text Edition: 5th
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.