

# SPAN 0004 - INTERMEDIATE SPANISH - LEVEL II

## Catalog Description

Prerequisite: Completion of SPAN 3 or four years of high school Spanish with grade(s) of "C" or better

Hours: 72 lecture

Description: Second 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 210) (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 Mid level conversations.
- CSLO #3: Explain what is read in any Intermediate Mid level literary materials.
- CSLO #4: Write compositions and short reports using appropriate syntax for the Intermediate Mid level.
- CSLO #5: Compare and contrast cultural perspectives based on readings, discussions, and videos.

## Effective Term

Fall 2019

## 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 high 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, science and technology, entertainment and politics, finances and business, belief systems, health, or professions and the labor 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 low to mid advanced level.

### STRUCTURAL DEVELOPMENT:

1. In-depth review and improved application of grammatical functions introduced in Elementary Spanish 1 and 2, and Intermediate Spanish 3:
  - 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
  - i. Expression of known and unknown antecedents
  - j. Expression of events in the distant future
2. Expansion of grammatical functions:
  - a. Expression of contingency, purpose, and causal relationships
  - b. Expression of hypothetical situations
  - c. Expression of the passive voice
  - d. Expression of comparisons and superlatives

## 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 viewing the short film "El clon," the instructor will have the students sit in groups of four to discuss the following questions and analyze the film: ¿Por qué sugiere el editor escribir una novela? ¿Creen que el vendedor de Cloning Solution llega a la casa de Abel por sorpresa o que tenía una cita? ¿Creen que Abel tenía un complejo de inferioridad con respecto al clon? ¿Sabe Ana que Abel está pasando por una mala racha de trabajo? ¿En qué podría haber notado Ana la diferencia entre Abel y el clon? ¿Por qué a Abel le irrita tanto el clon? ¿Qué momento de la historia es clave para el desenlace final?
- Essay Examinations

- Example: After seeing several examples of multiculturalism or cultural fusion, students will be given the following prompt and will be graded using a rubric. "Write an opinion piece in which you discuss the positive aspects of multiculturalism, or the negative impact of cultural dilution based on a specific example of cultural fusion. Provide supporting evidence to defend your position."
- Objective Examinations
  - Example: To evaluate listening comprehension and written expression, the instructor will use the following activity. "Listen to the interview with Paco, a writer who has lost his job. Then answer the comprehension questions and offer Paco advice using the subjunctive."
- Projects
  - Example: After the instructor has guided the class through the analysis of several works of art (literature, poetry, visual art, music, etc.) the students will be asked to work in pairs to present and lead a discussion with the class based on an example of art from the Spanish-speaking world. The following are the instructions for the assignment: You and your partner should choose a work of art (short story, poem, painting, photograph, song, video, film, etc.) from the Spanish-speaking world that is of interest to both of you. For this project you must create a previewing activity for the class (including vocabulary the class will need to discuss the work of art), you must present the work of art (including the artist, the social context, etc.), and you must lead a discussion with the class to analyze the work of art. The class analysis may be broad or it may be focused on one area such as cultural influence, symbolism, gender imagery, sociopolitical statements, etc.. Please create at least three questions for consideration to stimulate discussion among the students and be prepared to answer questions about your chosen topic.

important to certain belief systems. The students will report their findings to the class in the third class meeting.

2. Course Objective: Expression of hypothetical situations. After studying the structures used for hypothesizing 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 groups of four or five students. Each group will have four examples of controversial topics such as video and music file piracy, legalization of marijuana or other drugs, etc.. After reading the topics, they will be asked to discuss their opinions and express a hypothesis that relates to the topic. For example, a student might hypothesize that "if marijuana was legal and taxed, then there would be more money for drug and alcohol education." Finally, each group will be asked to argue one opinion in front of the class, highlighting their hypotheses.

#### Distance Learning

1. Course Objective: Communicate orally and in writing in a variety of meaningful real life activities moving toward the advanced high level of proficiency on the ACTFL scale (American Council on the Teaching of Foreign Languages). During the semester students will learn about different ongoing volunteer efforts around the Spanish-speaking world, including the U.S (some examples might be Shakira's Pies descalzos foundation, volunteer English as a Second Language instruction within the local community, volunteer efforts in Guatemalan orphanages, etc.). As a final project students will be asked to research one volunteer effort in the U.S. or the Spanish-speaking world and share it with their classmates in a discussion board presentation. This visual and oral presentation (in Spanish) should be 8 minutes and include a MLA style bibliography of both images and sources. Students will be required to watch and respond to at least three of their classmates' presentations to advance the conversation.

## 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 different belief systems 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 create a list of five to ten more words or phrases that they feel are necessary to discuss their personal belief system(s) in preparation for the next class. Students will also be assigned a previewing activity as well as several comprehension questions to read and prepare before viewing a short film in the next class meeting. In the second class period the students will be divided into small groups to check their comprehension and discuss their personal belief system(s). In this same class period the instructor will show the short film Hiyab in which a school teacher tries to convince a new student to remove her hijab. The class will complete a comprehension activity, and finally the students will be asked to explore and explain the meaning of other specific examples of clothing or worn symbols that are

## Typical Out of Class Assignments

### Reading Assignments

1. (All parts in Spanish) Students will be asked to read the short story *La intrusa* by Pedro Orgambide. They will then answer several comprehension questions before moving on to interpretation and analysis. Examples of interpretation: Do you believe the man's anger is justified? What would you have done in his position? What do you think his sentence will be? Examples of analysis: What techniques did the author use to fool the reader? Why did he choose to surprise the reader rather than revealing from the start the identity of the intruder? 2. (All parts in Spanish) Students will be asked to read the poem *La mejor tinta* by Armando Valladares after which they will complete a few basic True or False comprehension questions before moving on to interpretation and analysis. Examples of interpretation: What relation exists between the poem and the biography of the author? What does the title of the poem mean? The poet uses the words "drowned" and "to drown" to refer to his situation in jail. With what do you associate these words and what are they trying to express here? Example of analysis: Reread the list of what the author still retains. What do these things mean to him?

## Writing, Problem Solving or Performance

1. (All activities are in Spanish) To practice the future perfect, in pairs write a dialogue between a medium and his or her client. Be sure to make four or five predictions about the client's future (and what will have happened by a certain time). Be prepared to act out your dialogue in front of the class. 2. (All activities are in Spanish) In groups, choose one of the

following headlines with accompanying vocabulary words and write a brief article for your college newspaper. Using the passive voice and the words from the list, explain where the event took place, how it went, who participated, and any consequences that the event had.

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

### 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.**