

LAST REVIEW: 2010-2011
(i.e. 2006-2007)

NEXT REVIEW: 2015-2016
(i.e. 2011-2012)

STATUS: A
(A, I, D)

COURSE TITLE: Intermediate Spanish II

COMMON COURSE NUMBER: SPN 2201

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: 64 Lab:

Clinic: Other:

PREREQUISITE(S): A grade of C or better in SPN 2220 or equivalent and/or instructor's approval.

COREQUISITE(S):

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum)*: Emphasis on composition, reading comprehension and conversation. A more in depth review of the history, geography, literature, and current issues of Spain and Spanish America. Students will acquire a greater knowledge of these diverse two cultures and gain more fluency in oral and written communication. This course completes the intermediate level. Students are encouraged to study abroad. Special fee assessed.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 2B and 8
General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 2 or 5
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area 2

UNIT TITLES

- 1. History, Multicultural Heritage, and Literature of Spain**
- 2. Hispanic Presence in the U.S.**
- 3. Mexico and Mexican-Americans**
- 4. Cuba and Cuban-Americans**
- 5. Puerto Rico and Puerto Ricans in the U.S.**
- 6. Historical Role of Women in the Hispanic World**
- 7. Human Rights in the Hispanic World**

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	1.2, 1.3, 2.1, 3.1, 4.1, 5.1, 6.1, 7.1
2. Write clearly and coherently**	2.2, 4.3, 5.3
3. Demonstrate literacy as appropriate within a given discipline**	1.2 (d), 1.3 (d), 1.4 (b), 2.2 (d), 3.3 (d), 4.1 (d), 4.2 (d), 5.1(d), 5.2 (d),6.1(d), 6.2 (d),7.3(d)
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	2.1, 2.2,7.3
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	7.2, 7.3
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	1.2, 1.3, 2.1, 6.2, 7.2, 7.3
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	1.2, 1.3, 2.2, 3.2, 3.3, 4.2, 5.2, 6.1, 6.2, 6.3, 7.2
8. Speak and listen effectively.	1.2, 2.2

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one’s own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) Environmental literacy is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	1.4, 2.2, 3.1, 4.1, 5.1, 5.2, 6.2, 7.1, 7.2, 7.3
3. Research Papers	
4. Group projects	1.2, 2.2, 3.1, 6.1, 7.1
5. Discussions (In class and online)	1.2, 2.2, 3.2, 4.1, 5.3, 6.3, 7.2
6. Multiple Choice tests	
7. Presentations	1.3, 2.2, 3.3, 4.3, 5.3, 6.3, 7.3
8. Service Learning Projects	
9. Exams (essay, short answer)	1.3, 2.2, 3.1, 4.1, 5.1, 6.1, 7.1
10. Take-home tests	
11. Summaries, critiques, and analyses	1.4, 2.2, 6.3
12. Reaction papers	
13. Surveys	
14. Performance	
15. Short answer tests	
16. Classroom debates and colloquia	
17. Blogs, wikis, web pages	
18. Other (Please explain)	

UNITS

Unit 1. History, Multicultural Heritage, and Literature of Spain

General Outcome:

- 1.0 The students shall be able to demonstrate an understanding of the civilization, culture, and ethnic compositions of Spain and their influence on Hispanic America**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 1.1 Understand a brief history of the civilization of Spain and discuss its consequent influence on the rest of the world.**
- 1.2 Discuss in Spanish the ethnic make-up of Spain and its impact on the people of the Americas and world history through select readings in non-fiction prose.**
- 1.3 Examine selected writings in fiction from Spanish authors and discuss their relevance to world literature.**
- 1.4 Demonstrate an understanding of Spanish culture through some of its artistic expressions in the visual and performing arts. Students will visit virtual museums and other cultural websites.**

Common Course Number: SPN 2201

Unit 2. Hispanic Presence in the U.S.

General Outcome:

- 2.0 The students shall be able to demonstrate an understanding of the history of Hispanics or Latinos in the U.S. and their contribution to American culture and society.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 2.1 Read critically and comprehend the social and political circumstances forcing migration of Latino immigrants to the U.S. and their struggles to integrate and assimilate American culture and society.**
- 2.2 Analyze and value, orally and in writing, the major contributions of Latinos in the American culture and society, especially in the areas of politics, economics, science, and the arts.**

Common Course Number: SPN 2201

Unit 3. Mexico and Mexican-Americans

General Outcome:

- 3.0 The students shall be able to demonstrate an understanding of Mexican-American history in the U.S. and its contributions and ties to Mexico.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 3.1 Interpret and comprehend excerpts from various literary genres of Mexican and Mexican-American authors born in the U.S.**
- 3.2 Compare and contrast basic concepts and concerns of the Mexican-American experience in relation to the larger American history.**
- 3.3 Recognize the major contributions of Mexican-Americans or Chicanos to the American culture and society.**

Common Course Number: SPN 2201

Unit 4. Cuba and Cuban-Americans

General Outcome:

- 4.0 The students shall be able to demonstrate an understanding of Cuban-Americans in the U.S. and their contributions and ties to Cuba.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 4.1 Read intelligently and discuss excerpts from literary works of Cuban and Cuban-American authors born in the U.S.**
- 4.2 Evaluate basic concepts and concerns of the Cuban-American experience in relation to the larger American history.**
- 4.3 Recognize and value the major contributions of Cuban-Americans to U.S. culture and society.**

Common Course Number: SPN 2201

Unit 5. Puerto Rico and Puerto Ricans presence in the U.S.

General Outcome:

- 5.0 The students shall be able to demonstrate an understanding of the history of Puerto Ricans in the U.S. and their contributions and ties to Puerto Rico.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 5.1 Analyze and criticize excerpts from literary works of Puerto Rican authors living in the U.S. and the island.**
- 5.2 Compare and contrast basic concepts and concerns of the Puerto Rican experience in relation to the larger American history.**
- 5.3 Examine the major contributions of Puerto Ricans to U.S. culture and society.**

Common Course Number: SPN 2201

Unit 6 Historical role of women in the Hispanic World

General Outcome:

- 6.0 The students shall be able to demonstrate an understanding of the historical role of women in the Hispanic world, and their main struggles and contributions to their respective countries and the world.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 6.1 Interpret and comprehend excerpts from literary works of women authors from different Hispanic countries.**
- 6.2 Compare and contrast basic concepts and concerns of women in relation to the history of their particular country of origin, Latin America, and the world.**
- 6.3 Identify the major contributions of women to their respective countries of origin and to the world.**

Common Course Number: SPN 2201

Unit 7 Human Rights in the Hispanic World

General Outcome:

- 7.0 The students shall be able to demonstrate an understanding of a brief history of Human Rights in the Hispanic world, particularly the history of abuses and impunity in Latin America.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 7.1 Examine and critique excerpts from literary works of authors from different Hispanic countries where violations of Human Rights have been egregious.**
- 7.2 Compare and contrast basic concepts and concerns of the Human Rights Movement in Latin America compared to those of the rest of the world.**
- 7.3 Assess the impact and relevance of a writer's own personal account of human rights abuses, especially in connection with the long-standing history of impunity and amnesty resolutions in Latin America.**