

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 I

COMMON COURSE NUMBER: SPN2220

CREDIT HOURS: 4

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 SPN1121 or equivalent and/or instructor's approval.

COREQUISITE(S):

PRE/COREQUISITE(S):

COURSE DESCRIPTION: Continuation of SPN1121. Polishing of skills in speaking, listening comprehension, reading, writing and appreciation of culture and an introduction of new grammatical and idiomatic material. Classroom practice and exercises supplemented by laboratory and multi-media activities designed to develop and enhance communicative competence and cultural sensitivity. Compositions and readings in Hispanic prose and culture. Students are encouraged to study abroad. Special fee charged.

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. Review and Reinforce Learning Outcomes from SPN1120 and SPN1121.**
- 2. Express Future and Conditional Experiences.**
- 3. Discuss Influence, Preference, Desire, Uncertainty Denial and Emotion.**
- 4. Express Past Experience Using Perfect Tenses.**
- 5. Use Prepositions, Adverbs and Regional Expressions and Exclamations**
- 6. Cultural Readings**

*** 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**	1.5, 2.4, 4.5, 6.1, 6.2, 6.3
2. Write clearly and coherently**	1.2, 1.3, 2.4, 4.4, 5.5, 6.2
3. Demonstrate literacy as appropriate within a given discipline**	1.1(b), 1.5(d), 1.6 (b), 3.5(d), 3.6(d), 3.7(d), 4.5(d), 5.6(d), 6.1(c, d), 6.2(a, b, d), 6.4(g)
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	3.2, 3.4, 3.5, 4.3, 5.3, 5.4, 6.3, 6.4
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	6.4
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	2.4, 6.4
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	6.1, 6.4
8. Speak and listen effectively.	1.1, 2.4, 4.4, 4.5, 6.2

**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	2.4
3. Research Papers	6.2
4. Group projects	
5. Discussions (In class and online)	2.4, 3.7, 4.5, 5.6
6. Multiple Choice tests	
7. Presentations	6.2
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3, 6.2, 6.3
10. Take-home tests	
11. Summaries, critiques, and analyses	
12. Reaction papers	
13. Surveys	
14. Performance	1.3, 3.7, 4.4, 4.5, 5.5, 6.0
15. Short answer tests	2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2
16. Classroom debates and colloquia	2.4, 6.1
17. Online lab and internet assignments	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3
18. Short compositions	1.6, 2.0, 3.0, 4.4, 6.3, 6.4

UNITS**Unit 1** Review and Reinforce Learning Outcomes from SPN1120 and SPN1121**General Outcome:**

- 1.0** The students shall be able to demonstrate comprehension and application of Spanish grammar and important Hispanic cultural aspects learned in SPN1120 and SPN1121.

Specific Measurable Learning Outcomes:

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

- 1.1** Analyze and apply fundamental Spanish pronunciation and communication skills. Students shall use the online lab programs to accomplish tasks.
- 1.2** Express past experience by using the Indicative Preterit and Imperfect tenses in written and oral communication.
- 1.3** Communicate preferences, desires and emotions in written and oral exercises.
- 1.4** Use subject, disjunctive, reflexive and object pronouns.
- 1.5** Demonstrate an ability to read and interpret select cultural readings in Spanish.
- 1.6** Access, utilize, and compare Spanish search engines such as Yahoo!España, Terra, Buscar, and others.

Common Course Number: SPN2220

Unit 2 Express Future and Conditional Experiences

General Outcome:

- 2.0** The students shall be able to demonstrate the proper use of the future and conditional tenses in oral and written communication.

Specific Measurable Learning Outcomes:

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

- 2.1** Recognize and use regular and irregular verbs in the future and conditional tenses.
- 2.2** Select and employ the future tense to express probability.
- 2.3** Select and employ the imperfect subjunctive and the conditional for “if” clauses in contrary-to-fact situations.
- 2.4** Apply the future and conditional tenses in oral and written discussions concerning current and future world events. Identify and use the future and conditional tenses in select cultural and/or literary readings and discussion.

Common Course Number: SPN2220

Unit 3 Discuss Influence, Preference, Desire, Uncertainty Denial and Emotion.**General Outcome:**

- 3.0** The students shall be able to demonstrate the proper use of the subjunctive mood in oral and written communication and to formulate familiar command expressions using subjunctive forms.

Specific Measurable Learning Outcomes:

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

- 3.1** Recognize and use regular, irregular, and stem-changing verbs in the present, imperfect and present perfect subjunctive tenses.
- 3.2** Contrast the use of the present indicative to communicate factual impersonal expressions to the use of the present subjunctive for non-factual and hypothetical situations.
- 3.3** Recognize and use the subjunctive in noun, adjective and adverbial clauses.
- 3.4** Choose subjunctive forms to construct negative informal commands in contrast to affirmative informal commands.
- 3.5** Appraise how the use of the subjunctive with verbs of volition in Spanish softens the demanding character of a request in comparison to its English equivalent.
- 3.6** Compare the use of formal versus informal commands in various Spanish-speaking countries and subcultures.
- 3.7** Discuss and apply “ojalá” and the subjunctive. Recognize its origin and how this structure is part of a Hispanic cultural tradition to formulate wishes.

Common Course Number: SPN2220

Unit 4 Express Past Experience Using Perfect Tenses

General Outcome:

- 4.0** The students shall be able to apply present and past perfect tenses of the indicative and subjunctive moods and differentiate the use of each tense.

Specific Measurable Learning Outcomes:

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

- 4.1** Recognize and use verbs with regular and irregular past participles in the present perfect and past perfect (pluperfect) indicative.
- 4.2** Recognize and use verbs with regular and irregular past participles in the present perfect and past perfect (pluperfect) subjunctive.
- 4.3** Differentiate the use of the indicative and the subjunctive perfect tenses.
- 4.4** Combine perfect tenses to formulate narrations, both orally and in writing.
- 4.5** Apply the knowledge of perfect tenses in discussions of global historical, cultural and religious events.

Common Course Number: SPN2220

Unit 5 Use Prepositions, Adverbs and Regional Expressions and Exclamations**General Outcome:**

- 5.0** The students shall be able to use prepositions, adverbs, popular regional expressions and exclamations.

Specific Measurable Learning Outcomes:

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

- 5.1** Recognize and use prepositions and infinitives correctly.
- 5.2** Review and practice Spanish verbs that require the use of prepositions in contrast to English.
- 5.3** Analyze the use of direct and/or indirect objects with verbs requiring prepositions and examine the difference between them and their English counterparts.
- 5.4** Analyze and differentiate verbal forms used after prepositions in Spanish and English.
- 5.5** Identify and compose sentences requiring the use of the subjunctive after adverbial and conjunctive phrases. Distinguish the semantic difference between ¿por qué?/porque and ¿para qué?/para que and construct sentences with them.
- 5.6** Interpret and apply colloquialisms and exclamations as used in different Hispanic countries and subcultures.

Common Course Number: SPN2220

Unit 5 Cultural Readings**General Outcome:**

- 6.0** The students shall demonstrate a better understanding of the world and recognize its diversity and commonalities through readings, writing opportunities and class discussions.

Specific Measurable Learning Outcomes:

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

- 6.1** Read and comprehend selected readings in Spanish. Demonstrate cultural literacy and a greater understanding of others and self in terms of linguistic and cultural differences. Through a series of literary and cultural readings, students shall be able to discuss and compare cultural differences on important topics such as social and labor relationships, modern life, current events and the arts and technology.
- 6.2** Acquire vocabulary, improve pronunciation, and write short compositions. Expand their linguistic and cultural literacy beyond the textbook by researching and presenting other related cultural topics through written and oral assignments and the use of technology and multimedia tools.
- 6.3** Analyze grammatical and cultural aspects of the readings and argue their universal value.
- 6.4** Relate and value the natural and social settings that inform our planet across the experience of the different civilizations that make up the Hispanic world, i.e., natural phenomena and development, ecotourism and the environment, ethical issues related to modern living and its consequence on the physical world.