



SPAN 2010

Division: Humanities

Department: Foreign Language

Course: SPAN 2010

Title: Intermediate Spanish I

Catalog Description:

This is the third-semester Spanish course. The linguistic focus of the course is on vocabulary development, accuracy of expression, and improved communication. Students review structures and vocabulary learned in elementary courses, and use them in longer, more detailed speech and compositions. The literary focus of the course is on the development of reading skills for authentic texts, both from print and other media. The cultural focus of the course is on the increased knowledge and understanding of the geography, history, and traditions of the Hispanic world. This course is not lecture-based, but interactive with a focus on learner participation.

General Education Requirements: Foreign Language

Semesters Offered: Fall

Credit/Time Requirement: Credit: 4; Lecture: 5; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: SPAN 1020 or equivalent

Justification:

This course satisfies the foreign language requirement for the A.A. degree. It is a prerequisite for advanced study of the language. It may be credited towards the General Education requirements of most schools to which Snow College students transfer.

Students prepare for advanced Spanish language, literature and civilization courses through increased emphasis on accuracy of linguistic expression as they explore various themes in Spanish-speaking cultures via reading and writing activities and oral presentations.

Students continue their in-depth study of the language, cultures, and values of Spanish-speaking peoples. Learning Spanish, particularly in combination with studies in other fields, such as art, music, philosophy, business, medicine, political science, social science, and technology, can provide a valuable and employable life resource.

Student Learning Outcomes:

Students will have learned vocabulary, grammar, and language learning skills necessary to improve reading, writing, listening, and speaking skills. Speaking/listening skills are expected to approximate intermediate-mid/high level, and reading/writing skills are expected to approximate intermediate-mid level of the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

Students will begin to speak and write in paragraph and essay-length discourse. Students will converse in different time frames (past, present, and future) and registers (formal, informal, and colloquial) on a variety of

themes including personal opinions and social issues. Students will understand and perform a basic analysis of authentic Spanish texts written in Spanish. Their analyses will include identification of main ideas, characters, themes, symbolism and literary tools. Students will analyze behavior of Spanish-speaking groups based on their study and understanding of history, economic conditions, values, geography and artistic expressions.

As a result of learning about Spanish cultures, students will increase their appreciation and understanding of their own culture and language as well as increase their appreciation and understanding of Hispanic cultures and the Spanish language. Students will also feel a desire to continue educating themselves, formally or informally, in areas such as history, geography, languages, and literature. Students will want to have significant international experiences either in a Spanish-speaking country or with native speakers of Spanish.

Content:

The topics covered in Spanish 2010 include, but are not limited to:

- A review of linguistic material presented in SPAN 1010 and SPAN 1020
- Historical, geographic, cultural, and social themes in the Hispanic world
- Introduction to advanced grammar principles including, but not limited to: the subjunctive, compound tenses, and past tenses
- Expressing comparisons
- Position and meaning of adjectives
- The use of prepositions and conjunctions
- Agreeing/disagreeing with, and reacting to opinions and actions
- Making suggestions and giving advice
- Information questions, inversion, registers of language
- Telling a story, linking events, situating events in the past
- Organizing paragraphs into an essay
- Talking about the past using imperfect and preterit tenses
- Talking about daily activities related to professional, recreational, and domestic themes
- Expressing emotions
- Interviewing someone or being interviewed
- Past, present, and future tenses
- The indicative and subjunctive moods
- Literary texts and excerpts by various Latin American and Spanish authors
- Current events and people important to Spanish-speaking cultures
- Exposure to authentic Spanish-language music
- Composition practice
- Oral presentations

General Education Outcomes:

2) Write clearly, informatively, and persuasively.

Students are required to write various formats of text at the paragraph and essay-level, acquiring and implementing writing skills that will allow them to be clear, effective and efficient writers in Spanish. Students will be assessed through essays and written exams with instructor feedback and peer evaluation.

3) Speak effectively in a variety of contexts.

Students are required to produce and interpret various formats and all levels of oral language at an intermediate level, acquiring and implementing oral skills that will allow them to be effective and efficient in both their production and comprehension of spoken Spanish. Skills will be assessed through in-class activities and formal presentations with feedback from instructor and peers.

5) Apply a cultural and historical awareness to a variety of phenomena.

Students are assigned readings, discussion topics, audio, video, and other assignments that require reflection on multiple cultures and analysis of underlying similarities between cultures. They are required to explore, participate in, and expound on cultural traditions, customs, music, and art. They are able to appreciate and discuss similarities and differences across cultures. Students will be assessed through in-class activities and formal presentations with feedback from instructor and peers.

Key Performance Indicators:

Percentages are approximate:

Workbook Assignments:	10% of final grade
Homework & Quizzes:	10% of final grade
Essays:	30% of final grade
Conversation Practice:	10% of final grade
Written Exams:	25% of final grade
Oral Presentations:	10% of final grade
Final Oral Presentation:	5% of final grade

Representative Text and/or Supplies:

Conexiones: Comunicacion y Cultura (current edition) by Zayas-Bazan, Bacon, and Garcia. Published by Pearson Prentice Hall.

Optimum Class Size: 18

Maximum Class Size: 24

Signatures:

I hereby submit this course syllabus:

Bill Jensen, MA, Assistant Professor

I hereby find this course consistent with the goals and resources of the Foreign Language Department:

Travis Schiffman, MA², Assistant Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)