



## SPAN 2020

**Division:** Humanities

**Department:** Foreign Language

**Course:** SPAN 2020

**Title:** Intermediate Spanish II

**Catalog Description:**

This is the fourth-semester Spanish course. During the course various themes in different Spanish-speaking cultures are explored via printed texts and other media. The linguistic focus of the course is on vocabulary development, accuracy of expression, and increased communication strategies. 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 poetry, short stories, plays, and novels. The cultural focus of the course is on the increased knowledge of the geography, history, and traditions of different Spanish-speaking countries. This course is not lecture-based, but interactive with a focus on learner participation.

**General Education Requirements:** Foreign Language

**Semesters Offered:** Spring

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

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** SPAN 2010 or equivalent

**Justification:**

This course helps satisfy the 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, one of the largest linguistic groups in the world and a major contributor to Western thought and culture. 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 acquire and learn vocabulary, grammar, and pronunciation so that their speaking/listening skills reach the approximate intermediate-mid/high level, and reading/writing skills at the approximate intermediate-mid level of the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). They will have a knowledge of the different lifestyles of Spanish-speaking peoples from a variety of countries, and their changing attitudes towards different aspects of their lives.

Students will continue to develop speaking and writing skills by engaging in paragraph-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 and social. Students will understand and perform a basic analysis of texts written in Spanish, including, news articles, surveys, poetry, literary and biographical excerpts, and short stories from around the world. 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 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 Spanish-speaking 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 a native speaker of Spanish.

### **Content:**

The topics covered in Spanish 2020 include, but are not limited to:

- A review of material presented in SPAN 1010 and SPAN 1020.
- Continued in-depth investigation of previously learned grammar
- Reading and writing informal narratives and personal portraits
- Discussing current social issues and problems in Spanish-speaking countries (the environment, unemployment, violence and crime, racism, sexism and other forms of discrimination)
- Talking about technology and the future
- Using effective discussion strategies
- Expressing time relationships
- Using the passive voice
- Expressing certainty and doubt, necessity, will, and emotion
- Expressing opinions and asking for explanations
- Writing essays (topic selection, organizing, reviewing, peer-review, correcting)
- Conjunctions and prepositions
- The indicative and the subjunctive; the past subjunctive
- Spanish cultural and historical figures
- Film, literary texts, and excerpts from Latin America and Spain
- Composition practice
- Oral presentations

### **General Education Outcomes:**

#### 1) Read effectively, constructively, and critically.

Students are required to read and interpret various formats and all levels of text on an intermediate level, acquiring and implementing reading skills that will allow them to be effective and efficient readers in Spanish. As well as responding to the teacher's questions, students are encouraged to own their Spanish-language reading experiences by asking and sharing their own questions.

#### 2) Write clearly, informatively, and persuasively.

Students are required to write various formats of text at the paragraph-level, acquiring and implementing

writing skills that will allow them to be effective and efficient writers in Spanish.

3) Speak effectively in a variety of contexts.

Students are required to produce and interpret various formats and all levels of oral language on an intermediate level, acquiring and implementing listening skills that will allow them to be effective and efficient in both their production and comprehension of spoken Spanish.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students utilize various traditional and electronic media in the course of their Spanish acquisition process, including the Internet, email, videos, CDs, DVD, and classroom text materials. Students communicate with native speakers and/or near-native speakers through the medium of email, and utilize assigned web sites to enhance their acquisition of Spanish in specific areas.

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 the basis for cultural traditions, customs, music, and art. They are able to appreciate similarities and differences across cultures. Such study can also lead to more informed and less ethnocentric discussions about current events and/or seasonal topics.

9) Respond with informed sensitivity to an artistic work or experience.

Students study of the cultures of Spanish-speaking peoples allows them to recognize and appreciate a wide range of Spanish influences across many genres and media of art thus enabling much broader interpretations of works of art and/or experiences.

**Key Performance Indicators:**

Class participation:	10% of final grade
Homework assignments:	20% of final grade
Compositions and presentations:	15% of final grade
Quizzes (written and oral):	10% of final grade
Written Exams (5 per semester):	25% of final grade
Oral Exams (2 per semester):	10% of final grade
Final Exams (Written and Oral):	10% of final grade

**Representative Text and/or Supplies:**

Second-year Spanish textbook and materials chosen by department that cover course content listed above.

**Optimum Class Size:** 18

**Maximum Class Size:** 25

**Signatures:**

I hereby submit this course syllabus:

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Sheryl James Bodrero, PhD, Associate Professor

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

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Travis Schiffman, MA<sup>2</sup>, Assistant Professor, Chair

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

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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:

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

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)