

College of San Mateo

Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 02/9/07

Department: SPAN Number: 130

Course Title: Intermediate Spanish Units: 5

Hours/Week: Lecture: 5 Lab: 0 By Arrangement: 1

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Credit/No Credit
 Grade Option (letter or Credit/No Credit)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

SPAN 120 or 122 or equivalent with Credit or a grade of C or higher

2. Corequisite (Attach Enrollment Limitation Validation Form.)

None

3. Recommended Preparation (Attach Enrollment Validation Form.)

None

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

(5)(Credit/No Credit or letter grade option.) Five lecture hours plus one lab hour by arrangement per week. Prerequisite: SPAN 120 or 122 or equivalent with Credit or a grade of C or higher. Practice of conversation and composition; review of grammar; in-class and collateral readings of Spanish and Spanish-American literature. Equivalent to SPAN 131 and 132. (CSU/UC)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

(5)(Credit/No Credit or letter grade option.) Five lecture hours plus one lab hour by arrangement per week. Prerequisite: SPAN 120 or 122 or equivalent with Credit or a grade of C or higher. Practice of conversation and composition; review of grammar; in-class and collateral readings of Spanish and Spanish-American literature. Equivalent to SPAN 131 and 132. (CSU/UC)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

- Comprehend authentic spoken Spanish.(Listening)
- Debate questions in verbal and written form.(Writing and speaking)

- Initiate and sustain uncomplicated and mostly error-free communicative tasks and social situations with a number of strategies appropriate to a range of circumstances and topics.(Writing and speaking)
- Be understood by a native speaker of Spanish not accustomed to dealing with speakers at this level. (Speaking)
- Identify different accents and certain habits and customs from the Spanish-speaking world.(Listening)
- Produce verbal and written responses about familiar topics and assigned topics.(Writing and speaking)

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

- Comprehend authentic spoken Spanish.
- Debate questions in verbal and written form.
- Initiate and sustain uncomplicated and mostly error-free communicative tasks and social situations with a number of strategies appropriate to a range of circumstances and topics.
- Be understood by a native speaker of Spanish not accustomed to dealing with speakers at this level.
- Recognize cultural differences within the Spanish-speaking world.
- Identify different accents and certain habits and customs from the Spanish-speaking world.
- Produce verbal and written responses about familiar topics and assigned topics.
- Understand and analyze Spanish-American and Spanish literature.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

A. Review of grammar topics, including but not limited to:

1. Gender and number of nouns
2. Basic patterns of adjective agreement
3. Equivalents of "to be"
4. Subject pronouns and the present indicative
5. Direct objects
6. Impersonal "se" and passive "se"
7. Indirect objects
8. Sequence of object pronouns
9. The imperfect indicative
10. Reflexive structures
11. "Gustar" and similar verbs
12. Forms of the preterite
13. "Hacer" in expressions of time
14. Preterite/Imperfect contrast
15. Relative pronouns
16. Imperatives
17. The subjunctive mood
18. Uses of the subjunctive
19. Positive, negative, and indefinite expressions
20. Uses of the subjunctive: certainty versus doubt; emotion
21. Present perfect indicative
22. Present perfect subjunctive
23. Uses of the subjunctive: adjective clauses

B. Spanish-American and Spanish literature to include, but not limited to:

1. Short stories
2. Poetry
3. Novel
4. Plays

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

Instructional methods include the following:

1. Instructor modeling of target language forms, e.g. pronunciation, conjugations, etc.
2. Instructor lecture supported by presentations on the whiteboard and/or the overhead projector.
3. Use of recorded dialogues and conversations with native Spanish-speakers.
4. Instructor generated questions requiring individual verbal/written responses applying studied material and structures.
5. Entire class, small group or paired partner practice work both verbal and written.
6. Video and audio presentations corresponding to situations and Spanish grammatical/vocabulary structures previously presented/or to be studied.
7. Student production of compositions on assigned topics that reflect and reinforce grammatical structures and vocabulary, both individual in-class/out of class, and in pairs/small groups that can later be presented in class.
8. Student production of verbal and written presentations on assigned topics that reflect and reinforce grammatical structures and vocabulary, both individual in-class/out of class, and in pairs/small groups that can later be presented in class.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

1. Evaluation of students' class participation, e.g. regular attendance, preparation to fully participate in class activities, active involvement in paired and small group activities.
2. Evaluation of written work, e.g. written homework, online activities/or hardcopy workbook/lab manual, including assigned exercises, short paragraphs, prepared dialogues/dictation, etc.
3. Evaluation of verbal work, e.g. regular assessment of oral proficiency in response to instructor generated questions and other in-class exercises, oral questions on lesson exams/final exam.
4. Evaluation of listening/comprehension skill by periodic assessment during in-class activities.
5. Evaluation of reading skill by assessment of responses to assigned homework and responses both verbal and written in each lesson test and final exam.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

This course is designed to cover approximately the first half of any standard college-level second-year Spanish text, provided that it includes an audio lab component (obligatory), a supplementary written exercises component (highly desirable), and a video and/or computer instruction/online component (helpful).

The following are examples of current texts that meet the above requirements.

Bretz et al. Pasajes: Lengua, Literatura, Cultura, Cuaderno de Practica, Texts/ Workbook/Lab Manual 6th ed. 2006 Mc Graw-Hill Higher Education

Bretz et al. Avance! Intermediate Spanish, Text/ Workbook 2nd ed. 2008 Mc Graw-Hill Higher Education
Sandstedt et al. Conversacion y repaso, Literatura y arte:Intermediate Spanish, Texts/Workbook /Lab
Manual 8th ed. 2004 Thomson Learning
Davis et al. Entrevistas: An Introduction to Language and Culture, Text/Workbook 2nd ed. 2005 Mc Graw-
Hill Higher Education

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