

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** SPAN 131    **TITLE:** Intermediate Spanish I  
**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours  
**Method of Grading:** Grade Option (Letter Grade or P/NP)  
**Prerequisite:** SPAN 120, or SPAN 122
  
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU; UC  
**AA/AS Degree Requirements:**  
    CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities  
**CSU GE:**  
    CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)  
**IGETC:**  
    IGETC Area 3: ARTS AND HUMANITIES: B: Humanities  
    IGETC Area 6: LANGUAGES OTHER THAN ENGLISH (UC requirement only): A: Languages other than English
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
    Vocabulary development in topics such as the environment, inventions and innovations, human and civil rights. Preterit and imperfect, present indicative and subjunctive, plans and preferences. Cultural aspects of the Spanish-speaking world presented through literature, songs, art, videos, newspapers, internet. Class is conducted primarily in Spanish. This course is equal to approximately the first half of SPAN 130.
  
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
    Upon successful completion of this course, a student will meet the following outcomes:
  1. Communicate in Spanish in everyday situations that require use of all major tenses and moods.
  2. Produce and interpret oral and written Spanish at approximately an Advanced Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).
  3. Compare and contrast his/her own values, behaviors and worldviews with those of Spanish-speaking cultures discussed in class, the text and other authentic source material.
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
    Upon successful completion of this course, a student will be able to:
  1. Create a conversation in Spanish about topics such as the environment, inventions and innovations, human and civil rights.
  2. Write an essay on any topic covered in the course.
  3. Interpret written and spoken Spanish within the scope of the structures, language functions and vocabulary covered in the course. Interpret Spanish somewhat beyond the level of the course by recognizing cognates and using prior knowledge, contextual cues and derivational morphology.
  4. Produce Spanish at approximately an Advanced Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).
  5. Describe and illustrate in Spanish aspects of the culture of Spanish speaking countries covered in the course, comparing and contrasting the similarities and differences among them.
  6. Evaluate his/her own values, behaviors, points of view on topics discussed in class; compare and contrast them with those of Spanish-speakers as presented through videos, songs, literature, media, etc.
  
6. **COURSE CONTENT:**  
**Lecture Content:**
  1. Spanish 131 is equivalent to the first half of Spanish 130, or the first half of a first semester Intermediate Spanish course at a four year institution.
  2. Vocabulary related to the following topics, with special emphasis on vocabulary expansion through the study of word families:
    - \* college life, majors, careers, professions, occupations
    - \* inventions and innovations from the 20th century (electronics, space exploration, advances in medicine,

etc.)

\* ecology and the environment

\* human rights and civil rights

\* physical description, personality description

A. Communicative objectives and language functions:

\* discussing personal interests and plans for the future

\* narrating in the past

\* describing people

\* expressing hope, wishes, personal opinion, recommendation, doubt

B. Structures and grammar topics:

\* contrast between the preterit and the imperfect

\* uses of "ser", "estar" and "haber" not covered in beginner (first year) courses

\* present subjunctive in noun clauses; contrast with present indicative

\* present subjunctive with impersonal expressions; contrast with use of infinitive with impersonal expressions

\* reciprocal verbs and pronouns; contrast between reciprocal and reflexive verbs

\* review of direct and indirect object pronouns

\* adjectives: changes in meaning depending on position

\* review of past participles and present perfect

C. Cultural content will match vocabulary, which is organized in a thematic fashion. As a springboard for discussion of how each theme is manifested in the culture of Spanish speaking countries, at least three of the following will be used with each theme: songs, short stories, poems, art, newspaper articles, internet materials.

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

A. Lecture

B. Activity

C. Critique

D. Discussion

E. Guest Speakers

## 8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

### Writing Assignments:

A. Write a paragraph in response to a prompt.

B. Write a movie review in Spanish (summary, interpretation and opinion/recommendation).

C. Complete workbook exercises (Fill-in-the blanks, question/answer, short paragraph)

### Reading Assignments:

A. Read and study 5-10 pages of vocabulary and grammar explanation in preparation for each class meeting.

B. Read simple poems and short stories.

C. Read about cultural topics as assigned or researched from online/additional sources.

### Other Outside Assignments:

Record weekly assigned conversations and prepare a class presentation.

### To be Arranged Assignments:

Not applicable.

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

A. Class Participation

B. Class Work

C. Exams/Tests

D. Homework

E. Oral Presentation

F. Quizzes

## 10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Blanco, Jose A. et. al. *Imagina; Español sin barreras*, 3rd ed. Vistas Higher Learning, 2015  
B. Rosso-O'Laughlin, Marta et. al. *Atando cabos; Curso intermedio de español*, 4th ed. Pearson, 2012  
C. Zayas-Bazán, et. al. *Conexiones: Comunicación y cultura*, 5th ed. Pearson, 2014

**Origination Date:** April 2016  
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**Course Originator:** Colby Nixon