

College of San Mateo
Official Course Outline

1. **COURSE ID:** SPAN 132 **TITLE:** Intermediate Spanish II
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours
Method of Grading: Grade Option (Letter Grade or P/NP)
Prerequisite: SPAN 131

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 diversity and discrimination, relationships, show business, food and nutrition. Indicative and subjunctive (present and past), perfect tenses, conditional sentences. Cultural aspects of the Spanish-speaking world presented through literature, art, songs, videos, newspapers, internet. The class is conducted primarily in Spanish. This course is equal to approximately the second 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 the use of all major tenses and moods.
2. Produce and interpret oral and written Spanish at approximately an Advanced Mid 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 diversity and discrimination, relationships, show business, food and nutrition.
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, using prior knowledge and contextual cues.
4. Produce Spanish at approximately an Advanced Mid level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).
5. In Spanish, 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 132 is equivalent to the second half Spanish 130, or the second half of the first semester of Intermediate Spanish at a four year institution.
2. Vocabulary related to the following topics, with special emphasis on vocabulary expansion through the study of word families:
 - * human behavior and interpersonal relationships
 - * entertainment and show business
 - * diversity and discrimination (race, ethnicity, gender, sexual orientation, appearance, etc)

- * food, cooking and nutrition
 - A. Communicative objectives and language functions:
 - * giving directions and instructions
 - * expressing purpose, condition, uncertainty, concession
 - * speculating about the future and hypothetical situations
 - B. Structures and grammar topics:
 - * present subjunctive in adjectival and adverbial clauses; contrast with present indicative
 - * present subjunctive with expressions of doubt and possibility; contrast with use of indicative for certainty
 - * the imperative mood; appropriate use of formal and informal commands; alternatives to the use of the imperative
 - * imperfect subjunctive; contrast with preterit and imperfect indicative
 - * review of the pluperfect; future and conditional perfect
 - * pluperfect subjunctive; conditional sentences
 - C. Cultural content: vocabulary 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.

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

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Course Originator: Colby Nixon

