

College of San Mateo
Official Course Outline

1. **COURSE ID:** SPAN 140 **TITLE:** Advanced Intermediate Spanish

Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours

Method of Grading: Grade Option (Letter Grade or P/NP)

Prerequisite: SPAN 132

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 and composition in topics such as social and economic issues, work-related and spare-time activities, breakthroughs in technology and medicine. Cultural aspects of the Spanish-speaking world related to these topics are presented through literature, art, songs, videos, newspapers, internet.

Pluperfect subjunctive, relative pronouns, indirect speech, passive voice. The class is conducted primarily in Spanish.

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 High 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. Produce and interpret oral and written Spanish at approximately an Advanced High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).
2. Recognize his/her own errors in writing and use self-correction as a strategy to improve performance.
3. Use the following communicative functions: a) Clarifying information through the use of relative pronouns and adjectives b) Speculating about hypothetical past situations c) Making impersonal and indefinite statements using, among other strategies, the passive voice d) Reporting on what others said using indirect speech.
4. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.
5. Examine 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. Participate in conversations about topics such as: a) Social problems (for example crime, gangs, drugs and alcohol use) b) Economic issues at the personal, national and international levels c) Leisure-time activities, sports, celebrations d) Breakthroughs in technology and medicine.

6. **COURSE CONTENT:**

Lecture Content:

1. Spanish 140 is equivalent to the second 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:

- * social problems (such as gangs, crime, drug and alcohol use)
- * economic issues at the personal, national, international levels.
- * leisure-time activities; sports and celebrations
- * breakthroughs in technology and medicine
 - A. Communicative objectives and language functions:
 - * speculating about hypothetical situations
 - * debating social and economic issues
 - * expressing preferences and making plans
 - * making a report
 - B. Structures and grammar topics:
 - * Uses of "se": impersonal statements, passive equivalent, unexpected events
 - * indirect speech
 - * passive voice
 - * relative pronouns: que, quien, lo que, el/la cual, los/las cuales; relative adjective: cuyo/a/os/as
 - * pluperfect subjunctive; "impossible" conditional sentences
 - * sequence of tenses with the subjunctive
 - * uses of the gerund and the infinitive
 - 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 are 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 in preparation for class meetings.
- B. Read simple poems and short stories.
- C. Read about cultural topics as assigned or researched from other/ internet 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