

# SPAN 4: INTERMEDIATE SPANISH I

## Foothill College Course Outline of Record

Heading	Value
<b>Effective Term:</b>	Summer 2025
<b>Units:</b>	5
<b>Hours:</b>	5 lecture per week (60 total per quarter)
<b>Prerequisite:</b>	SPAN 3 or equivalent.
<b>Degree &amp; Credit Status:</b>	Degree-Applicable Credit Course
<b>Foothill GE:</b>	Area 3: Arts & Humanities
<b>Transferable:</b>	CSU/UC
<b>Grade Type:</b>	Letter Grade (Request for Pass/No Pass)
<b>Repeatability:</b>	Not Repeatable

## Student Learning Outcomes

- Narrate events related to culture as well as historical events in the past, using the correct verb tenses, in the indicative and subjunctive mood.
- Identify the topic and main ideas of short authentic texts in order to summarize them both orally and in writing, and answer questions about them.

## Description

Introduction to the reading and discussion of texts dealing with the literature, arts, geography, history and culture of the Spanish-speaking world. Review and further development of the grammatical structures of first-year Spanish with emphasis on building communicative competence and expanding vocabulary about familiar topics and idiomatic usage. Emphasis on present indicative and subjunctive. Writing and reading assignments based upon topics discussed in class.

## Course Objectives

The student will be able to:

1. demonstrate communicative skills in Spanish at the intermediate level in reading, writing, listening and speaking.
2. communicate clearly in compositions, although with a certain amount of inaccuracy.
3. discuss, analyze and appraise, orally and in writing, selected readings dealing with the Hispanic world past and present: geography, history, socio-cultural features, and the arts.
4. compare aspects of the diversity of cultures throughout the Spanish-speaking world, from reading selections and thorough discussions and analogies, orally and in writing.
5. analyze historic developments in the Spanish-speaking world.
6. analyze issues of cultural significance, for example, gender roles and stereotypes, family structure, social behavior and foods.
7. demonstrate sensitivity to the various backgrounds and perspectives of Hispanics in the U.S.

## Course Content

1. Demonstrate the following communicative skills in Spanish at the intermediate level in reading, writing, listening and speaking:
  - a. Social conventions for greetings, introductions and good-byes
  - b. Detailed directions
  - c. Detailed descriptions of persons, places, and objects
  - d. Summarize, narrate, describe contents of newspaper and magazine articles, and films shown in class
  - e. Formulate ideas, reactions and feelings
  - f. Compare and contrast cultures in the Hispanic world
  - g. Hypothesize and predict
  - h. Narrate in the past, present and future
  - i. Description of historical events
2. Communicate clearly in compositions utilizing these grammatical structures:
  - a. Definite and indefinite articles
  - b. Direct and indirect object pronouns
  - c. Uses of the verbs ser and estar
  - d. Preterite and imperfect
  - e. Formal and familiar commands
  - f. The past participle
  - g. Comparisons of equality and inequality
  - h. Uses of indicative and subjunctive mood
  - i. Conditional tense, especially if clauses
  - j. Future
3. Discuss, analyze and appraise, orally and in writing, selected readings dealing with the Hispanic world past and present: geography, history, socio-cultural features, and the arts
  - a. Recognize and appreciate the similarities and differences of the cultural and geographical areas of the Spanish-speaking world, with emphasis on Spain, Mexico, Puerto Rico, Perú, Ecuador and Chile
  - b. Recognize language as an essential aspect of cultural expression, with attention to the cultural and historical origins of the Spanish language, and its evolution and transformations in response to interaction with other languages in Spain and in the Americas, with emphasis on Spain, Mexico, Puerto Rico, Perú, Ecuador and Chile, and Indigenous groups
  - c. Origin, development and diffusion of Spanish
  - d. Audio and video material with emphasis on Spain, Mexico, Puerto Rico, Perú, Ecuador and Chile
  - e. Hispanics in the U.S.: Chicanos, Cuban Americans, Puerto Ricans
4. Compare aspects of the diversity of cultures throughout the Spanish-speaking world, from reading selections and thorough discussions and analogies, orally and in writing
  - a. Study and compare the historical ties of Hispanic countries to the United States, with attention to issues of economy and migration as they relate to language development and cultural identity, with emphasis on Spain, Mexico, Puerto Rico, Perú, Ecuador and Chile
  - b. Discuss current events related to Hispanics in the U.S., such as Chicanos, Cuban Americans, Puerto Ricans, and Spain, Mexico, Puerto Rico, Perú, Ecuador and Chile
5. Analyze historic developments in the Spanish-speaking world
6. Analyze issues of cultural significance for example, gender roles and stereotypes, family structure, social behavior and foods

- a. Discuss and analyze readings by women writers and interpret the artistic, intellectual and social significance of these contributions
- b. Discuss and analyze readings in which the main characters are women with emphasis on issues such as gender roles and stereotypes, family and social structures and behaviors, and lifestyles
7. Demonstrate sensitivity to the various backgrounds and perspectives of Hispanics in the U.S.
  - a. Analyze the historical relationship between the Hispanics in the U.S., such as Chicanos, Cuban Americans, Puerto Ricans, and Hispanic America
  - b. Discuss current events and changes in attitudes in the United States toward Hispanics in the U.S.

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. Smart classroom.
2. When taught via Foothill Global Access: ongoing access to computer with JavaScript-enabled internet browsing software, media plug-ins, and relevant computer applications.

## Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Frequent compositions  
 Periodic examinations and quizzes  
 Oral participation  
 Daily preparation  
 Laboratory manual assignments  
 Final examination

## Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture  
 Discussion  
 Cooperative learning exercises  
 Oral presentations  
 Writing activities to develop writing fluency and to allow the professor to track student progress  
 Reading comprehension activities to review the cultural content of chapters in the main text  
 Pre-listening activities to create context and activate background knowledge will include listening and reading passages and a list of new vocabulary  
 Listening comprehension of conversations in everyday spoken Spanish and advertisements will follow the pre-listening activities  
 Pronunciation exercises to help students develop good pronunciation, rhythm and intonation  
 Dictation exercises to practice spelling rules  
 Reading practice to develop student reading skills in prediction, vocabulary and comprehension  
 Viewing and answering questions about video segments, for student self-assessment

## Representative Text(s) and Other Materials

Pérez Gironés, Ana María. *Más*. 2018.

Foerster, Sharon, and Anne Lambright. *Punto y Aparte*. 2019.

Sawyer, Michael. *Contextos*. 2017.

## Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Read and analyze literature of at least one book-length work.
2. Write responses to readings.
3. Write assignments related to the readings which include summary, narration and description, exposition and analysis, evaluation and hypothesis, for approximately 2500 words.

## Discipline(s)

Foreign Languages