The student will be able to:

i. Assignments based upon topics discussed in class.

ii. Emphasis on present indicative and subjunctive.

iii. Writing and reading and expanding vocabulary about familiar topics and idiomatic usage.

iv. First-year Spanish with emphasis on building communicative competence.

v. Review and further development of the grammatical structures of literature, arts, geography, history and culture of the Spanish-speaking world.

vi. Introduction to the reading and discussion of texts dealing with the Hispanic world past and present: geography, history, socio-cultural features, and the arts.

vii. Identifying the topic and main ideas of short authentic texts in order to summarize them both orally and in writing, and answer questions about them.

viii. The past participle.

ix. Narrating events related to culture as well as historical events in the past, using the correct verb tenses, in the indicative and subjunctive mood.

x. Identifying the topic and main ideas of short authentic texts in order to summarize them both orally and in writing, and answer questions about them.

Course Content

a. Demonstrate the following communicative skills in Spanish at the intermediate level in reading, writing, listening and speaking:

i. Social conventions for greetings, introductions and good-byes

ii. Detailed directions

iii. Detailed descriptions of persons, places, and objects

iv. Summarize, narrate, describe contents of newspaper and magazine articles, and films shown in class

v. Formulate ideas, reactions and feelings

vi. Compare and contrast cultures in the Hispanic world

vii. Hypothesize and predict

viii. Narrate in the past, present and future

ix. Description of historical events

b. Communicate clearly in compositions utilizing these grammatical structures:

i. Definite and indefinite articles

ii. Direct and indirect object pronouns

iii. Uses of the verbs ser and estar

iv. Preterite and imperfect

v. Formal and familiar commands

vi. The past participle

vii. Comparisons of equality and inequality

viii. Uses of indicative and subjunctive mood

ix. Conditional tense, especially if clauses

x. Future

c. 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

i. Recognizing and appreciating 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

ii. Recognizing 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

iii. Origin, development and diffusion of Spanish

iv. Audio and video material with emphasis on Spain, Mexico, Puerto Rico, Perú, Ecuador and Chile

v. Hispanics in the U.S.: Chicanos, Cuban Americans, Puerto Ricans

d. Compare aspects of the diversity of cultures throughout the Spanish-speaking world, from reading selections and thorough discussions and analogies, orally and in writing

i. 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

ii. 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

e. Analyze historic developments in the Spanish-speaking world

f. Analyze issues of cultural significance for example, gender roles and stereotypes, family structure, social behavior and foods

g. Demonstrate sensitivity to the various backgrounds and perspectives of Hispanics in the U.S.
i. Discuss and analyze readings by women writers and interpret the artistic, intellectual and social significance of these contributions
ii. 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

g. Demonstrate sensitivity to the various backgrounds and perspectives of Hispanics in the U.S.
   i. Analyze the historical relationship between the Hispanics in the U.S., such as Chicanos, Cuban Americans, Puerto Ricans, and Hispanic America
   ii. 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**


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

a. Read and analyze literature of at least one book-length work.

b. Write responses to readings.

c. 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