

SPAN 5: INTERMEDIATE SPANISH II

Foothill College Course Outline of Record

Heading	Value
Units:	5
Hours:	5 lecture per week (60 total per quarter)
Prerequisite:	SPAN 4 or equivalent.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area I: Humanities
Transferable:	CSU/UC
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Write two-page compositions with the appropriate forms of all verb tenses with a greater level of grammatical accuracy.
- Respond in writing to a wide range of genres of variable length and difficulty level.

Description

Further expansion of 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 concrete vocabulary about new topics, and idiomatic usage. Emphasis on past tenses and past subjunctive. Writing and reading assignments based upon topics discussed in class.

Course Objectives

The student will be able to:

- demonstrate communicative skills in Spanish at the intermediate level in reading, writing, listening and speaking.
- communicate clearly in compositions, although with a certain amount of inaccuracy.
- 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.
- compare aspects of the diversity of cultures throughout the Spanish-speaking world, from reading selections and thorough discussions and analogies, orally and in writing.
- analyze historic developments in the Spanish-speaking world.
- analyze issues of cultural significance, for example, music, poetry.

Course Content

- Demonstrate the following communicative skills in Spanish at the intermediate level in reading, writing, listening and speaking:
 - Summaries of personal experience
 - Hypothesis and predictions
 - Detailed descriptions of persons, places, and objects
 - Historical events
 - Summaries, narrations, descriptions of contents of newspaper and magazine articles, and films shown in class

- Formulation of ideas, reactions, feelings
- Compare and contrast cultures in the Hispanic world with emphasis on Central America
- Communicate clearly in compositions utilizing these grammatical structures:
 - The past participle
 - Relative pronouns
 - Uses of indicative and subjunctive mood
 - Conditional tense: Regular and irregular verbs
 - Imperfect Subjunctive: Forms and si- clauses
 - Future: Regular and irregular verbs

C. Discuss, analyze and appraise, orally and in writing, selected readings dealing with the Hispanic world past and present: geography, history, socio-cultural features, literature, and the arts

- Recognize and appreciate the similarities and differences of the cultural and geographical areas of the Spanish-speaking world, with emphasis on Central America, Cuba, República Dominicana, Colombia and Venezuela
- 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 Central America and Indigenous groups in Central America
- Examine the origin, development and diffusion of Spanish in the Americas
- Discuss and audio and video material with emphasis on Central America

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

- 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 Central America, Cuba, República Dominicana, Colombia and Venezuela
- Discuss current events related to Central America, Cuba, República Dominicana, Colombia and Venezuela
- Study and compare the cultures, ethnicities and societies of Spanish-speaking world areas with emphasis on Central America, Cuba, República Dominicana, Colombia and Venezuela

H. Analyze historic developments in the Spanish-speaking world

- Analyze issues of historical and cultural significance, for example, gender roles and stereotypes, revolutions, political and social behavior
 - Discuss and analyze readings by writers with different points of view and interpret the artistic, intellectual and social significance of these contributions
 - Discuss and analyze readings in which the main characters are from different social and political classes, and lifestyles

Lab Content

Not applicable.

Special Facilities and/or Equipment

- Smart classroom.
- When taught via Foothill Global Access: on-going access to computer with java-script enabled Internet browsing software, media plug-ins, and relevant computer applications.

Method(s) of Evaluation

- Frequent compositions
- Periodic examinations and quizzes

- C. Oral participation
- D. Daily preparation
- E. Laboratory manual assignments
- F. Final examination

Method(s) of Instruction

Lecture, Discussion, Cooperative learning exercises, Oral presentations:

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

Representative Text(s) and Other Materials

Samaniego, Fabian A., Francisco X. Alarcon, Maricarmen Ohara, and Nelson Rojas. Mundo 21. 4th ed. Boston, MA: Houghton Mifflin Company, 2011. Textbook website: <http://www.sgci.mec.es/usa/enlaces/#irst>

Appropriate works as selected by the instructor, such as:

Ayllón, Cándido, Paul Smith, and Antonio Morillo. Spanish Composition Through Literature. Englewood Cliffs, NJ: Prentice Hall, 2011.

Blanco, José A. and C. Cecilia Tocaimaza-Hatch. Imagina: Español sin barreras. 3rd ed. Boston, MA: Vistas Higher Learning, 2015.

Florit, Eugenio and José O. Jiménez. La poesía hispanoamericana desde el modernismo. NY: Appleton Century Crofts, 1968.

Fuentes, Carlos. The Buried Mirror - Reflections on Spain and the New World. Houghton Mifflin Co., 1992.

Henderson, James D. and Linda Rodde Henderson. Ten Notable Women of Latin America. Chicago: Nelson-Hall Publishers, 1978. Published 2003 by Aguilar in Buenos Aires.

Koorman, Thomas E. and Olga M. Koorman. Breves cuentos hispanos. 2nd ed., Englewood Cliffs, NJ: Prentice-Hall 2008.

Olazagasti-Segovia, Elena. Sorpresas. Fort Worth: Holt Rinehart and Winston, Harcourt Brace Jovanovich College Publishers, 2001. (Short prose selections from Spain and Latin America.)

Internet Resources for Teachers and Students of Spanish, Spanish Ministry of Education and Science, Office of Education website.

<https://www.laits.utexas.edu/spe/>

<http://www.cubaliteraria.cu>

http://basica.sep.gob.mx/dgme/recursos/editorial/mat_prim/LPM-ESPANOL-2-P-001-120.pdf

<http://www.como-hacerlo.com/descargar/libro-de-lecturas-espanol-sep-quinto-grado/1/>

BBC/ Spanish website: <http://www.bbc.co.uk/languages/spanish/>

Instructional programs for learners of varying levels to provide practice in listening and reading on a range of topics of geographical, cultural, social and political interest.

Centro Virtual Cervantes: <http://www.sgci.mec.es/usa/enlaces/#irst>

Lengua y Enseñanza: language and teaching portal: http://www.cervantes.es/seg_nivel/lect_ens/Marcos_lengua_principal.jsp

Aula de lengua: <http://cvc.cervantes.es/aula/> instructional resources for teachers of Spanish and a variety of learning resources and materials online for independent student work

Learn Spanish: <http://www.studyspanish.com/>

Website for teachers and students, organized in four sections: pronunciation, grammar, vocabulary and verb drills. The above areas represent hundreds of free lessons and practice activities. A Cultural Notes section. Students can use the website independently. A virtual grade book makes it possible to monitor students' progress.

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 3000 words.

Discipline(s)

Foreign Languages