

# SPAN 6: INTERMEDIATE SPANISH III

## Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	5
Hours:	5 lecture per week (60 total per quarter)
Prerequisite:	SPAN 5.
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

- Express and justify ideas and points of view using extended language with complex grammatical structures.
- Write, criticize and edit extended texts on a wide range of subjects and genres.

## Description

Extensive reading and discussion of texts dealing with the literature, arts, geography, history and culture of the Spanish-speaking world, with emphasis on literature and art. Practice of advanced grammatical structures, and expansion of abstract vocabulary, and idiomatic usage. 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 with emphasis in South America, 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, humor—and express their reactions and feelings.

## Course Content

- Demonstrate the following communicative skills in Spanish at the intermediate level in reading, writing, listening and speaking:
  - Detailed descriptions of persons, places, and objects
  - Summarize historical events of Hispanic countries

- Summaries, narrations, and descriptions of contents of newspaper and magazine articles, and films shown in class
  - Formulate ideas, reactions, feelings
  - Compare and contrast cultures in the Hispanic world with emphasis on South America
  - Express opinion and hypothesis regarding the social and political future of Hispanic countries
  - Agree and/or disagree with the social, cultural and political events in Hispanic countries
- Communicate clearly in compositions utilizing these grammatical structures:
    - Uses of indicative and subjunctive mood
    - Imperfect subjunctive: noun and adjective clauses
    - Imperfect subjunctive: adverbial clauses
    - Present perfect: indicative and subjunctive
    - Sequence of tenses: indicative and subjunctive
    - Imperfect subjunctive in main clauses
  - 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
    - 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 Hispanic countries
    - Examine the origin, development and diffusion of Spanish from a global perspective
  - Compare aspects of the diversity of cultures throughout the Spanish-speaking world from reading selections and thorough discussions and analogies, orally and in writing
    - Explore the situation of indigenous groups in Hispanic countries
    - Discuss audio and video material highlighting various native accents
  - Analyze historic developments in the Spanish-speaking world
    - Compare the similarities and differences of the major historical events in Hispanic countries and the effects they had on their neighbors
  - Analyze issues of cultural significance—for example, music, poetry, humor—and express one's own reactions and feelings
    - Compare the importance of national sports in Hispanic countries with the United States
    - Interpret and compare the social significance of humor in music, poetry in Spanish-speaking countries and the United States

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

- Smart classroom.
- When taught via Foothill Global Access: ongoing access to computer with relevant computer applications.

## Method(s) of Evaluation

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

Oral and written examinations

A variety of written assignments, including compositions: 3500 words or more

Quizzes

Workbook and lab manual assignments

Oral presentations in class

Final exam

## Discipline(s)

Foreign Languages

## Method(s) of Instruction

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

Presentations and classroom discussion using the target language

In-class reading followed by instructor-guided interpretation and analysis

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

Samaniego, Fabián. Mundo 21. 2011.

Mullen, Edward. El cuento hispánico. 2012.

Dominicis, María Canteli. Repase y Escriba. 2014.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal in this area of study.

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

- a. Weekly reading assignments from text and outside sources ranging from 30-60 pages per week.
- b. Weekly lecture covering subject matter from text assignment with extended topic information. Class discussion in Spanish is required.
- c. Exercises and demonstrations: Weekly exercises that may cover assigned reading and lecture topics. May include T.V. news, newspapers.
- d. Write a total of at least 3500 words; a minimum of five compositions (two out-of-class and three in-class), the shortest of which will be 300 words.