

SPAN 6: INTERMEDIATE SPANISH III

Foothill College Course Outline of Record

| Heading | Value |
|------------------------------------|---|
| 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 his/her 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 his/her 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: on-going access to computer with java-script enabled Internet browsing software, media plug-ins, and relevant computer applications.

Method(s) of Evaluation

- 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

Method(s) of Instruction

- Presentations and classroom discussion using the target language.
- In-class reading followed by instructor-guided interpretation and analysis.

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

Representative Text(s) and Other Materials

Samaniego, Fabian A., Francisco Rodriguez Nogales. Mundo 21. 4th ed. Cengage Learning, 2011. Textbook website: <http://www.sgci.mec.es/usa/enlaces/#irst>

Although this text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

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.

Burns, E. Bradford. Latin America, Conflict and Creation, a Historical Reader. Englewood Cliffs, NJ: Prentice-Hall, 1993.

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, Hartcourt 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. Reading Assignments: Weekly reading assignments from text and outside sources ranging from 30 to 60 pages per week.

B. Lecture: 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. It may include T.V. news, newspapers.

D. Writing Assignments: 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.

Discipline(s)

Foreign Languages