ROSE STATE COLLEGE

Division Course Syllabus

Division: Humanities
Course Prefix and Number: SPAN 2113
Course Title: INTERMEDIATE SPANISH I
Semester and Year Submitted: Updated Spring 2021
Credit Hours: 3

Prepared by: Edmund Gert

Hours Per Week: Class 3 Lab 0

Course Description (as it appears in Catalog)
This course concentrates on the solidification and expansion of the Spanish skills learned at the elementary level. Emphasis is on using the language in varying situations through readings, conversations, and compositions. Prerequisite: SPAN 1225

Prerequisites
SPAN 1225

Text(s): Title Practice Makes Perfect: Intermediate Spanish Grammar
Author Glinda Nissenberg
Publisher McGraw-Hill
Copyright Date 2019
ISBN # 978126012698
Reading Level

Text(s): Title Spanish Short Stories for Beginners
Author LingoMastery
Publisher LingoMastery
Copyright Date 2018
ISBN # 9781983807893
Reading Level

Supplemental Materials: (Other books, audio visual aids, etc.)

Movies in Spanish
Outline for Remainder of Syllabus:

Rationale: Students who plan to earn the modern language Associate of Arts degree in Modern Language - Spanish emphasis or to receive the Certificate of Intermediate Proficiency must complete both intermediate courses. Some degree programs at four-year institutions may require completion of intermediate or advanced courses in language to satisfy degree requirements.

In addition, many adult learners are returning to the classroom to renew their language study. Some seek personal enrichment while others pursue language skills to help them in their jobs. This course is designed to help students reach a novice-high level of ability in Spanish.

Expected Outcomes:

Upon successful completion of this course, students will be able to:

1. Demonstrate listening ability at the novice-high level as defined by American Council on the Teaching of Foreign Languages (ACTFL).

2. Demonstrate reading ability at the novice-high level as defined by ACTFL.

3. Demonstrate speaking ability at the novice-high level as defined by ACTFL.

4. Demonstrate writing ability at the novice-high level as defined by ACTFL.

5. Demonstrate cultural competence.

6. Demonstrate pronunciation acumen by approximating standard Spanish diction and phonetics.

Methods of Instruction:

At this point in their study of Spanish, students should have the basics of the language and be able to speak rudimentarily in the present and the past. Students will be working to increase their reading and understanding skills by using short stories and movies. Discussion of the short stories and movies will increase their ability to speak in Spanish while short writing activities will improve their writing skills. They will also build upon their previous grammatical knowledge while learning to use the language in several additional tenses and modes.

Methods of instruction include:

- Lecture in Spanish
- Whole class, group, and paired discussion about the short stories and movies.
- Communicative paired activities.
- Written and spoken presentations by students.
- Demonstration.
- Brainstorming.
- Internet activities
Assessment (Including Critical Thinking measurements):
Students will receive daily practice with writing, listening, speaking, reading, and pronunciation.

Students will be evaluated through a variety of assessments. This include:

- Classroom discussion
- Interpersonal assessments
- Writing assessments
- Presentations
- Objective midterm and/or final exam

Although some students in this class will be able to communicate at higher than the novice-high level, all assessments should be leveled appropriately for a novice-high learner based on the following ACTFL standards:

- Novice-high listening: At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

- Novice-high reading: At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

- Novice-high speaking: Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to nonnatives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice...
High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse

- Novice-high writing: Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

Learning Objectives:

Students will demonstrate that they can do the following in written or spoken Spanish at a novice-high level or higher:

- Identify and discuss elements of a story (or movie) such as setting, characters, plot, conflict, theme, and point of view.
- Describe people, places, and things in the present and past.
- Set the scene when telling their own stories.
- Employ past tenses (preterite, imperfect, present perfect) to tell a story.
- Speak about future events.
- Discuss events that are in doubt or uncertain to happen.
- Express events that different people want, need, suggest, or insist may happen.
- Express how people feel about events that may happen in the future or past events.
- Tell might happen under various circumstances.
- Articulate how different people do different actions.
- Discuss actions that had happened prior to a certain time in the past.
- Conjecture about different activities.