ROSE STATE COLLEGE

Division Course Syllabus

Division: Humanities
Course Title: INTERMEDIATE SPANISH II
Course Prefix and Number: SPAN 2223

Semester and Year Submitted: Updated Spring 2021
Credit Hours: 3

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Hours Per Week: Class 3, Lab 0

Course Description (as it appears in Catalog):

This course is a continuation of SPAN 2113. Through more advanced readings, conversations, and compositions, students will successfully achieve an intermediate level of ability to use the language in speaking, writing, reading, and understanding of the language. Prerequisite: SPAN 2113

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Text(s):
Title: Acceso (Textbook provided through open educational resources)
Author: 
Publisher: https://acceso.ku.edu/

Copyright Date:
ISBN #:
Reading Level:

Supplemental Materials: (Other books, audio visual aids, etc.)
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 an intermediate-low level of ability in Spanish.

Expected Outcomes:

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

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

2. Demonstrate reading ability at the intermediate-low level as defined by ACTFL.

3. Demonstrate speaking ability at the intermediate-low level as defined by ACTFL.

4. Demonstrate writing ability at the intermediate-low 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.
• 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. These may include:

- Classroom discussion
- Interpretive assessments
- 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 intermediate-low level, all assessments should be leveled appropriately for an intermediate-low learner based on the following ACTFL standards:

- **Intermediate Low Listening:** At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

- **Intermediate Low Reading:** At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

- **Intermediate Low Speaking:** Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be
understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

- Intermediate Low Writing: Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

Learning Objectives:

Students will demonstrate that they can do the following in written or spoken Spanish at an intermediate-low level or higher:

- Synthesize the different tenses in the Spanish language orally and in writing.
- Listen and interpret native Spanish speakers speaking at a normal rate of speed.
- Converse in Spanish with minimal hesitation (lags) on a variety of everyday topics.
- Pronounce Spanish words and sentences approximating the pronunciation of a native or heritage speaker.
- Write short communications, compositions, and requests for information in Spanish.
- Read short, non-complex text in Spanish without recourse to translation or looking up words.
- Compare and contrast political systems in various countries.
- Compare and contrast the uses of technology in the Spanish-speaking world.
- Discuss the issues facing the Spanish-speaking population in the United States.
- Identify elements of texts: tone and voice.
- Check comprehension and determining/adjusting reading rate.
- Make inferences.
- Identify characteristics of different text types.
- Assess a passage, respond, and give an opinion.