ROSE STATE COLLEGE

Division Course Syllabus

Division  Humanities
Course Title  INTERMEDIATE SPANISH II
Course Prefix and Number  SPAN 2223
Semester and Year Submitted  FALL 2013  Credit Hours  3
Prepared by  EDMUND GERT
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-mid to –high 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  Punto y aparte
Author  Foerster & Lambright
Publisher  McGraw-Hill
Copyright Date  2011
ISBN #  9780073385303

Reading Level  N/A

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

Date:  9/19/13
Outline for Remainder of Syllabus:

Rationale:
Students who plan to earn the modern language Associate of Arts degree in Spanish 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-mid to –high level of ability in Spanish.

Expected Outcomes:

Upon successful completion of the course, this course will allow students to

- communicate orally and in writing at an intermediate-mid to –high level of proficiency;
- demonstrate knowledge and understanding of the cultures studied;
- reinforce and further their knowledge of other disciplines through language study while recognizing distinct viewpoints;
- demonstrate understanding of the nature of language and cultures through comparisons of the language and cultures studied and their own language and cultures;
- participate in multilingual communities at home and around the world;
- prepare students for transfer to a four-year language program.

Methods of Instruction:

This course should be primarily taught in Spanish with little to no use of English.

Brief lecture (introductory in English, review in Spanish)
Whole class discussion
Demonstration
Questioning
Repetition drills
Pattern drills
Communicative paired activities
Assigned conversational groups
Brainstorming
Role-playing
Individualized instruction
Audio-tutorial
Total Physical Response
Teaching Proficiency through Reading and Storytelling
Internet Search Activities
Videos and films in Spanish
Dictations
Independent Study
Individual Laboratory Assignments
Assessment (Including Critical Thinking measurements):

Primary focus is on the effort of the student to improve his/her language skills. The instructor may vary the approach and emphasis of each unit but should devote attention to all of the skills of speaking, listening, reading, and writing.

Daily Work: Students should be assigned homework at the end of every class. Daily work gives students the opportunity to improve their skills outside of class time.

Daily Participation: Students should receive a participation grade for every class session. For many students, in-class participation allows them the opportunity to practice their speaking and listening skills.

Writings: Students should complete writings based on a variety of topics. Instructors should emphasize the writing process as students’ work becomes more complex.

Tests: Students should complete tests that assess their ability to use the language at an intermediate-mid to –high level.

Oral Evaluations: In addition to the tests, students should be evaluated orally on their ability to use the language.

Students who successfully complete Intermediate Spanish II should be able to speak, listen, read, and write at an intermediate-mid to –high level. The following are based on the 2012 ACTFL Proficiency Guidelines:

**Speaking:** Intermediate-mid level speakers are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Intermediate-mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences.

Intermediate-high level speakers are able to converse with ease and confidence when dealing with routine tasks and social situations of the intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. They can handle a substantial number of tasks associated with the advanced level, but they are unable to sustain performance of all of these tasks all the time.
Listening: Intermediate-mid level speakers are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics, although a few misunderstandings may occur.

Intermediate-high level listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners, although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

Reading: Intermediate-mid level readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected text featuring description and narration, dealing with familiar topics.

Intermediate-high level readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration, although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

Writing: Intermediate-mid level writers are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Writers at this level show evidence of control of basic sentence structure and verb forms. The writing is best defined as a collection of discrete sentences and/or questions loosely strung together.

Intermediate-high level writers are able to meet all practical writing needs of the intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the advanced level.

Learning Objectives:

Communicative objectives (Outcomes 1, 2, 3, 4, 5, 6)

On written or oral examinations and in written assignments, students will be able to demonstrate in Spanish that they can

- describe stores and other places in a city as well as items sold in stores;
- express uncertainty in time, place, manner, and purpose;
- determine setting and purpose when listening;
• refer to ongoing actions;
• converse on the phone and express agreement with the speaker;
• compare and contrast professions;
• indicate what will happen and what will have happened;
• discuss what would happen, what would be, or what would have happened under certain conditions;
• consider different aspects of the business world;
• express good wishes or sympathy;
• discuss the visual arts, handicrafts, artists, and artisans;
• recommend and suggest, express volition, doubt, emotions, and describe uncertainty of the unknown;
• infer and comment about what they hear;
• comment on music, theater, cinema and television;
• classify people and things in the extreme;
• discuss possible actions in the future and present;
• describe the environment;
• indicate purpose, time, and location;
• identify a variety of animals;
• convey hypothetical or contrary-to-fact information;
• illustrate geographic features;
• express agreement, disagreement, or surprise;
• describe different parts of the body;
• express actions one does to oneself;
• relate impersonal information;
• indicate unplanned occurrences;
• identify symptoms, conditions, and illnesses;
• discuss ailments and mention possible treatments.

Students’ ability to communicate orally and in writing will be gained through understanding of more advanced grammar and vocabulary.

**New Grammatical Constructs needed for Communication (Outcomes 1, 3, 4, 5)**

- Subjunctive mood in adverbial clauses
- Past progressive tense and other uses of present participle
- Future tense
- Conditional tense
- Future perfect tense
- Conditional perfect tense
- Subjunctive use in clauses with *si*
- Imperfect subjunctive
- Past perfect subjunctive
- Impersonal and passive *se*
- Passive voice
Vocabulary (Outcomes 1, 3, 4, 5)

- Stores, city life
- Professions
- Visual art
- Music, theatre, television, and movies
- Environment
- Geographical terms
- Human body
- Illnesses

Cultural Awareness (Outcomes 2, 5)

- Clothing as a cultural symbol
- Business etiquette
- Art as a form of personal expression
- Environmental activism
- Traditional and alternative medicine

Basic Literature Analysis (Outcomes 2, 6)

- Identifying elements of texts: tone and voice
- Checking comprehension and determining/adjusting reading rate
- Making inferences
- Identifying characteristics of different text types
- Assessing a passage, responding, and giving an opinion.