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 or SPAN 1335.

Prerequisites  SPAN 1225 OR SPAN 1335

Text(s):  Title  Arriba: Comunicación y Cultura, 6th edition
Author  Zayas-Bazán
Publisher  Prentice Hall
Copyright Date  2012
ISBN #  10-0-205-74037-6
Reading Level  N/A
Supplemental Materials:  (Other books, audio visual aids, etc.)
MySpanishLab online workbook
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 low- to mid-level of ability in Spanish.

Expected Outcomes:

Upon successful completion of the course, the student will be able to

- communicate orally and in writing at an intermediate low- to mid-level of proficiency;
- demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures and their differences;
- reinforce and expand their knowledge of other disciplines through language study while recognizing distinct viewpoints;
- demonstrate an 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.

Methods of Instruction:

- Brief lecture (introductory in English, review in Spanish)
- Discussion
- Demonstration
- Questioning
- Repetition drills
- Pattern (substitution) drills
- Assigned conversational groups
- Brainstorming
- Role-playing
- Individualized instruction
- Audio-tutorials
- Total physical response
- Reading and storytelling
- Internet search activities
- Videos and films in Spanish
- Dictations
- Independent study
- Individual Laboratory Assignments
Assessment (Including Critical Thinking measurements):

Pretests: Since students come into this class with prior knowledge, the use of a pretest is very important, especially at the beginning of the course. Pretests will allow the instructor to assess where students may have deficiencies in their knowledge.

Tests: At the completion of each chapter, students may be required to complete a chapter test. A final and/or midterm exam may be given by the instructor. Tests should evaluate all four skills (listening, speaking, reading and writing).

Daily Participation: Instructors may choose to give students a daily participation grade. To receive full credit, students should be in attendance and participate in all in-class activities.

Daily Work and Quizzes: This includes both homework and announced or unannounced daily quizzes. Homework should be assigned every night.

Online exercises: MySpanishLab must be used as an integral component of the course. The grading of activities from MySpanishLab is determined by the professor. Students will complete assigned online activities by the due date determined by the professor.

Writing Activities: Instructors may choose to have their students complete rudimentary writing activities that emphasize the vocabulary and grammatical structures learned. Instructors should emphasize the writing process as students’ work becomes more complex.

Oral Evaluations: Individual exams requiring the student to ask and answer questions in Spanish may be administered by the instructor. Times should be scheduled during class hours and, if necessary, during the instructor’s office hours. The professor should determine how often oral evaluations are administered.

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

Speaking: Intermediate-low level speakers 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. 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. They can generally be understood by those accustomed to listening to non-natives.

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.

Listening: Intermediate-low level 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 level, listeners show little or no comprehension of oral texts typically understood by advanced level listeners.

Intermediate-mid level listeners 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-mid listeners may get some meaning from oral texts typically understood by advanced-level listeners.

Reading: Intermediate-low level 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-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 texts featuring description and narration, dealing with familiar topics.

Writing: Intermediate-low level writers 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. Topics are tied to highly predictable content areas and personal information. 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.

Intermediate-mid level writers are able to meet a number of practical writing needs. They can write short, simple communications, and compositions; and they are able to request 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.
Learning Objectives:

Communicative goals (Outcomes 1, 2, 3, 4, 5)

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

- talk about health body parts;
- make requests of others;
- express emotions;
- talk about staying physically fit;
- express beliefs and opinions about something;
- talk about advantages and disadvantages of different professions;
- read and respond to want ads;
- write a brief business letter;
- interview for a job;
- describe existing and nonexistent people and things;
- discuss technology;
- talk about what has happened;
- talk about the environment;
- talk about what will happen in the future;
- discuss what they and others would do;
- speculate about the present and the past;
- talk about means of communication: newspaper, television, and radio;
- talk about requests or uncertainty in the past;
- emphasize possession and avoid repetition;
- discuss television shows, movies, and entertainment;
- hypothesize;
- talk about music, art, and dance;
- express how long something has been going on or how long ago it happened;
- invite or convince others to do something;
- talk about fashion;
- discuss what had happened before another action or event in the past.

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

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

- Present Tense
- Present Progressive Tense
- Preterit Tense
- Imperfect Tense
- Present Subjunctive Tense in noun, adjective, and adverbial clauses
- Formal and Informal Commands
- Adjective Agreement
- Possessive and demonstrative adjectives and pronouns
- Direct objects, indirect objects, and reflexive pronouns
- Prepositions and Prepositional Pronouns
• Present Perfect and Pluperfect Tenses
• Future Tense
• Conditional Tense
• Imperfect Subjunctive Tense

Vocabulary (Outcomes 1, 3, 4, 5)

A variety of vocabulary topics will be learned by students to help them communicate in Spanish. These typically may include:

• Body parts
• Health problems
• Medical advice and remedies
• Common medicines
• Doctor's office visits
• Pastimes
• Different food groups
• Illnesses and well-being
• Body weight and health
• Occupations and professions
• Work-related terms

Pronunciation (Outcomes 1, 4)

• Vowels, consonants and diphthongs
• Word stress
• Written accent marks

Cultural Awareness (Outcomes 2, 5)

• Cultural awareness of the different Spanish-speaking countries and Spanish-speakers in the United States
• Differences in and similarities of customs, beliefs, philosophies between students' native culture and language and those studied