



Course Name: **INTERMEDIATE SPANISH II**

Course Number: **SPA*202**

Credits: **3 Credit hours**

CATALOG DESCRIPTION:

Conducted in Spanish, this course is for students who have already attained a working knowledge of the language. Students continue to develop and strengthen oral (speaking and listening) and literacy (reading and writing) skills, as well as learn more about Spanish-speaking cultures. Students are introduced to cultural and literary materials that will develop an appreciation of the arts, history, culture, and the literature of Spanish-speaking peoples and create an awareness of cultural, social, and linguistic differences and similarities. Instruction focuses on oral and written communication.

Laboratory is required.

PREREQUISITE: **202:** Spanish 201, placement test, or permission of the Instructor.

General Education Competencies Satisfied:

HCC General Education Requirement Designated Competency Attribute Code(s):

- | | |
|--|---|
| <input checked="" type="checkbox"/> AESX | Appreciation of the Aesthetic Dimensions of Humankind |
| <input checked="" type="checkbox"/> SOPX | Social Phenomena Knowledge & Understanding II
<i>(not within the fields of anthropology, psychology or sociology)</i> |

Additional CSCU General Education Requirements for CSCU Transfer Degree Programs:

None

Embedded Competency(ies):

None

Discipline-Specific Attribute Code(s):

- | | |
|---|----------------------------|
| <input checked="" type="checkbox"/> HUM | Humanities elective |
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Course objectives:

General Education Goals and Outcomes:

☒ **Appreciation of the Aesthetic Dimensions of Humankind:** Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.

☒ **Social Phenomena Knowledge & Understanding I and II:** Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational, or cultural means.

COURSE SPECIFIC:

1. Demonstrate listening, speaking, reading, and writing proficiency in Spanish at an intermediate level.
2. Apply understanding of the grammatical and structural aspects of Spanish.
3. Demonstrate analytic, interpretative and critical thinking skills in regards to language and the communication process.
4. Examine ethical issues pertaining to language acquisition and the resulting application of said language within Spanish speaking communities.
5. Respond with accuracy to various contexts using all major time frames, keeping in mind social practices, and be understood by native speakers.
6. Demonstrate ability to perform interpersonal communication (interact and negotiate meaning in spoken, non-verbal, or written conversations to share information, reactions, feelings and opinions,) interpretative communication (understand, interpret, and analyze what is heard, read, or viewed on a variety of topics), and presentational communication (present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers).
7. Create original works in the target language which stimulate the creative process, using synthesis and analysis in the interpretative process.
8. Write short essays about the topics learned using sequences of simple and complex sentences, working toward the intermediate-high writing level in which learners can narrate and describe in all major time frames.
9. Demonstrate ability to apply and incorporate the content learned when using the language both within and beyond the classroom to interact in the community and the globalized world.
10. Demonstrate an understanding of authentic texts in Spanish on a wide range of topics, including but not limited to, newspaper and magazine articles, shorts stories, letters, poems and essays, by identifying and explaining key points and themes orally and in writing.
11. Examine a wide range of works of literature and the arts—contemporary as well as traditional—within the target language.
12. Apply the basic techniques of literary analysis and with the specialized terminology of Spanish criticism.
13. Demonstrate awareness of the ethical dimensions surrounding the creation, circulation, and interpretation of literary works of the target culture.
14. Interpret authentic texts in the target language within their cultural, historical, geographical, political, ethical and social context, providing cross-cultural understanding, appreciation, and comparison.

15. Outline an increased understanding of the history, political science, art and music of the target culture through the target language.
16. Demonstrate awareness and knowledge of the cultural, social, religious and linguistic differences among Spanish-speaking peoples.

COURSE CONTENT:

A.- UNDERSTANDING :

1. Presentation and discussion of materials in the target language.
2. Interaction in Spanish conversations based on reading or current events.
3. Recognize and use the idioms and phrases from every day life.
4. Comprehension of videos shown in the classroom.

B.- SPEAKING:

5. Participate in the drilling exercises in classroom in conjunctions with the explanations of grammar items.
6. Interaction with instructor and students in greetings, requests, directions, time, and appropriate conversations.
7. Actively engage in target language discussions of assigned readings
8. Laboratory load work as assigned.

C.- READING:

9. Read and discuss selections of literary works: introduction to classical and modern Spanish literature from Spain, Central and South America from writers such as Miguel de Cervantes, Pablo Neruda, Carlos Fuentes, Rosario Ferré.
10. Special reading on culture topics, i.e. contemporary Spain, Mexico's culture, South America's colonization, Spanish presence in United States.

D.- WRITING:

11. Writing assignments with emphasis on persuasive argumentation, expressing opinions, comparisons, etc..
12. Written or oral analysis of presented materials using essays, compositions, or presentations focusing on fostering intercultural understanding and sensitivity.
13. Dictation in class.
14. Grammar and syntax analysis of paragraphs.
15. Rules of accents and punctuation.

E.- GRAMMAR:

16. *Continuous review of the following:*

- Regular Verbs: conjugations of the -ar, -er, and -ir verbs in all its moods and tenses.
- Irregular Verbs
- Pronouns: personal, direct and indirect object, reflexive, relative, possessive
- Nouns: gender and number
- Article, Adverbs, Adjectives, Prepositions
- Progressive forms

17. *Emphasis on the following:*

17.1 Subjunctive Mood of all verbs:

- i.* Present and its application.
- ii.* Present Perfect and its application.

- iii. Past Perfect and its application.
- iv. Future Perfect and its application
- v. Conditional Perfect and its application
- 17.2 Indicative tenses of all verbs
 - i. Future
 - ii. Conditional
- 17.3 Irregular Verbs: ser, estar, haber, tener, ir, venir, saber, querer, conocer, gustar, poder, salir, traer, ver, dar, decir, hacer, poner, pensar, volver, oír, jugar, traducir, conducir, valer.
- 17.4 Past Participle and Present Participle. Usage.
- 17.5 Possessive and Demonstrative Adjectives
- 17.6 Possessive and Demonstrative Pronouns
- 17.7 Relative Pronouns and adjective clauses
- 17.8 Adverbs.
- 17.9 Comparisons of adjectives. Absolute superlative.
- 17.10 "Diminutivos" Diminutives.
- 17.11 Conjunctions: y, o, e, u, pero, sino, sino que.

F- CULTURE:

18-Acquire cultural information for the purpose of understanding and appreciating the products, practices, and perspectives of Spanish and Latino cultures. Topics include: expressions and exclamations, technology, festivals, housing, and traditional customs.