

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for SPAN 2A

INTERMEDIATE SPANISH I

Effective: Fall 2018

I. CATALOG DESCRIPTION:

SPAN 2A — INTERMEDIATE SPANISH I — 4.00 units

This course covers a review of grammar, reading of contemporary literature, practice in conversation and composition, and discussion of cultural topics.

4.00 Units Lecture

Prerequisite

SPAN 1B - Elementary Spanish
with a minimum grade of C

Grading Methods:

Letter or P/NP

Discipline:

- Foreign Languages: Spanish

	MIN
Lecture Hours:	72.00
Expected Outside of Class Hours:	144.00
Total Hours:	216.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. SPAN1B

1. Use correct direct, indirect and reflexive pronouns
2. Use idiomatic expressions with tener to describe people's feelings
3. Recombine learned structures and vocabulary to create simple paragraphs using correct word order
4. Use cognates and context to understand reading passages
5. Compare and contrast the nuances of everyday life in the Hispanic world with those of the English speaking in the U.S.
6. Communicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate high level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages)
7. Narrate and describe past real-life events from several perspectives
8. Use and apply acquired culturally appropriate communicative skills
9. Ask for and give directions
10. Compare and contrast common Hispanic and U.S. cultural hobbies and favorite pastimes
11. Talk about health issues, including accidents and stressful events using culturally and linguistically appropriate inflections
12. Talk about relationships (marriage/divorce/family/friendships) by comparing and contrasting personal relationships in the U.S. and the Hispanic world
13. Influence friends and others culturally
14. Use of subjunctive to understand Hispanic cultural aspects when giving commands
15. Express some personal attitudes towards events using the subjunctive

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Use the "personal a" correctly
- B. Use reflexive verbs in sentences with more than one clause
- C. Use the preterit and imperfect tense appropriately
- D. Know the variety of meanings/uses of the word "se" and recognize them in readings
- E. Use "por" and "para" appropriately
- F. Use double object pronouns correctly
- G. Create negative sentences with more than one clause
- H. Speak in complete Spanish sentences about readings and participate in class discussions in Spanish
- I. Understand native speakers engaged conversations at moderate speed

- J. Use knowledge of English to recognize Spanish cognates as an aid to comprehension
- K. Recognize, discuss in Spanish and compare aspects of the culture and society of Hispanic and English speaking countries
- L. Speak, write, read and listen at the intermediate level
- M. Compare and contrast cultural nuances of the Hispanic world
- N. Compose an essay using intermediate grammar, spelling, punctuation, and vocabulary.

V. CONTENT:

- A. Culture: exploration of cultures of the Spanish speaking world including
 - 1. Values
 - 2. Lifestyle
 - 3. Geography
 - 4. Art
 - 5. History
 - 6. Literature
- B. Analysis of linguistic structures
 - 1. The "personal a"
 - 2. Comparison of preterit and imperfect tenses
 - 3. Review of prepositions such as "por" and "para"
 - 4. Review of double object pronouns
 - 5. Review of negation
 - 6. Review of present subjunctive
- C. Review and refinement of grammatical concepts and structures introduced in Spanish 1A and 1B
 - 1. Review of present tense, irregular verbs, reflexive verbs
 - 2. Vocabulary expansion
 - 3. Formal versus informal
 - 4. Situational discourse
 - 5. Improved application of challenging grammatical concepts for non-native speakers of Spanish
- D. Speaking, listening, writing, and reading at the intermediate level
- E. Study of new vocabulary and idioms
- F. Readings and discussion in Spanish
 - 1. Short stories
 - 2. Newspaper articles
 - 3. Magazines
 - 4. Poems
 - 5. Songs
- G. Videos in Spanish with class discussion and summary in Spanish using several tenses
- H. Listening and commentary in Spanish with audio/video material in which native speakers sing or read aloud

VI. METHODS OF INSTRUCTION:

- A. Use of intermediate text, workbook and online materials for listening comprehension
- B. **Discussion** - Discussion in Spanish of assigned readings
- C. Active student participation in question and answer sessions in class
- D. **Audio-visual Activity** - Presentation of audio-visual material to promote understanding and discussion of the culture and society of Spanish-speaking countries
- E. **Classroom Activity** - Review of homework assignments, additional class group and partner assignments such as dialogues, compositions, skits

VII. TYPICAL ASSIGNMENTS:

- A. Grammar review assignments online and in workbook
 - 1. Students listen and complete grammar exercises on publisher website
- B. Readings in Spanish
 - 1. Students answer questions in written Spanish based on readings
- C. Short compositions in Spanish
 - 1. Students incorporate grammar as well as new vocabulary
- D. Oral presentations in Spanish
 - 1. Topics are assigned, and students use grammar as well as new vocabulary and culturally appropriate topics

VIII. EVALUATION:

A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Papers
- 4. Oral Presentation
- 5. Projects
- 6. Simulation
- 7. Group Projects
- 8. Class Participation
- 9. Class Work
- 10. Home Work

B. **Frequency**

- 1. Minimum 3 one hour exams during semester
- 2. One final exam
- 3. At least 6 compositions in Spanish
- 4. At least 2 oral presentation
- 5. Weekly grammar homework
- 6. Daily class participation and class work
- 7. One group project
- 8. Weekly simulations

IX. TYPICAL TEXTS:

- 1. Blanco, Jose. *Revista*. 5th ed., Vista Higher Learning, 2018.
- 2. Blanco, Jose, and Phillip Donely. *Vistas*. 5th ed., Vista Higher Learning, 2016.
- 3. Cabeza et al., . *Destellos*. 1st ed., Cambridge University Press, 2017.
- 4. Chiquito, Ana Beatriz. *A Handbook of Contemporary Spanish Grammar*. 1st ed., Vista Higher Learning, 2012.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

