



Course Syllabus

SPAN 2312 – Intermediate Spanish II

Catalog Description: Continued review of Spanish grammar and fostering of listening skills with more focus on oral work. Emphasis on writing and reading Spanish of moderate difficulty. Reading of Spanish prose, plays and poetry. Cultural components imbedded.
Lecture hours = 3, Lab hours = 0

Prerequisites: SPAN 2311 or the equivalent

Semester Credit Hours: 3

Lecture Hours per Week: 3

Contact Hours per Semester: 48

State Approval Code: 1609055213

Course Subject/Catalog Number: SPAN 2312

Course Title: Intermediate Spanish I

Course Curriculum: State Criteria (those marked with an X reflect the state-mandated competencies taught in this course)

Basic Intellectual Competencies in the Core Curriculum

- Reading
- Writing
- Speaking
- Listening
- Critical thinking
- Computer literacy

Perspectives in the Core Curriculum

- Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.
- Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society.
- Recognize the importance of maintaining health and wellness.
- Develop a capacity to use knowledge of how technology and science affect their lives.
- Develop personal values for ethical behavior.
- Develop the ability to make aesthetic judgments.
- Use logical reasoning in problem solving.
- Integrate knowledge and understand the interrelationships of the scholarly disciplines.

Core Components and Related Exemplary Educational Objectives

Communication (composition, speech, modern language)

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- To understand the importance of specifying audience and purpose and to select appropriate communications choices.
- To understand and appropriately apply modes of expression, i.e. descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- To understand and apply basic principles of proficiency in the development of exposition and argument.
- To develop the ability to research and write a documented paper and/or to give an oral presentation.

Humanities and Visual and Performing Arts

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

- To demonstrate awareness of the scope and variety of works in the arts and humanities.
- To understand those works as expressions of individual and human values within an historical and social context.
- To respond critically to works in the arts and humanities.
- To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
- To articulate an informed personal reaction to works in the arts and humanities.
- To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
- To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

Instructional Goals and Purposes: This course will emphasize the four language skills of listening, speaking, reading and writing, as well as an appreciation of Hispanic culture. To develop these skills to the best of the student's ability, active participation by the student is required. In addition to working toward increased proficiency in the Spanish language, this course is intended to fulfill the Humanities portion of the core for the Associate Degree plan and transfer to four-year institutions.

General Course Objectives:

Reading:

1. apply a variety of reading strategies to increase understanding of written literature
2. comprehend a variety of written material on intermediate Spanish level

Listening:

3. use a variety of listening strategies in order to increase understanding of oral speech
4. understand spoken intermediate level Spanish in various formats
5. answer oral questions and follow instructions

Writing:

6. write effectively in intermediate level Spanish to various audiences in different situations using the correct vocabulary and grammar
7. apply critical and reflective thinking and problem solving

Speaking:

8. learn intermediate level Spanish vocabulary and grammar necessary to communicate effectively in a variety of situations
9. apply the basic principles of Spanish pronunciation in order to be understood by a sympathetic listener as defined by the American Council of Teachers of Foreign Languages
10. speak in intermediate level Spanish in various formats

Cultural Awareness:

11. examine social customs and traditions, geographical and historical data and the arts across a range of cultures in the diverse Spanish-speaking world

Specific Course Objectives:**Reading:**

1. scan, guess, predict, identify cognates, make inferences in the context of written literature
2. state the main idea and details of authentic literary works
3. apply critical and reflective thinking

Listening:

4. listen for the main idea, listen for specific details, ask for clarification, anticipate and predict in the context of spoken Spanish
5. state the main idea and details when listening to authentic selections like interviews, videos and songs

Writing:

6. write organized short compositions on a variety of topics
7. use transition words to make paragraphs flow smoothly
8. use appropriate grammar to describe, compare and contrast, react and recommend, narrate in past, predict future, hypothesize and talk about likes

Speaking:

9. maintain simple conversations on a variety of topics
10. describe in some detail people and things
11. respond appropriately to oral and written questions posed in the classroom

Cultural Awareness:

12. identify and understand differences and commonalities within diverse cultures in the Spanish-speaking world
13. perceive and identify cultural contrasts through readings
14. demonstrate some knowledge of Hispanic writers, painters, movies, music and literature

Course Content:

1. summary of the uses of haber, hace as “ago”
2. the conditional tense, verbs irregular in the conditional, uses of the conditional tense
3. the future and conditional perfects, the future and conditional for probability or conjecture
4. the absolute superlative, summary of comparison of equality, possessive adjectives that follow the noun
5. adjective clauses and relative pronouns, the subjunctive in adjective clauses, hacer in time clauses
6. verbs with changes in spelling, the subjunctive in adverbial clauses
7. the imperfect subjunctive, the pluperfect subjunctive, use of the subjunctive, use of the infinitive after certain verbs, the subjunctive in polite or softened statement, exclamation
8. si clauses, subjunctive with certain conjunctions

9. literary works by Jorge Luis Borges, Enrique Anderson Imbert, Isaac Aisemberg, Manuel Peyrou, Horacio Quiroga, Eduardo Goligorsky and others

Methods of Instruction/Course Format/Delivery:

Instruction for this course will be achieved through the use of lecture, discussion, video, student presentations and WebCT.

Assessment:

Reading:

1. students will answer questions in the reading comprehension section of each written test and the final exam
2. students will complete internet activities over Spanish websites

Listening:

2. students will answer questions in the listening comprehension section of each written test responding to audio materials in various formats that use the vocabulary and grammatical structures previously covered
3. students will also answer questions about their conversations

Writing:

4. students will write in different situations including dialogues, descriptions and narratives
5. students will write using different modes of expression as part of each written test and final exam

Speaking:

6. students will demonstrate their mastery of vocabulary and grammar by oral quizzes and presentations
7. pronunciation will be evaluated during conversations in class

Cultural Awareness:

8. students will respond to videos about the various Spanish-speaking countries by completing a handout
9. students will give oral reports to the class over some aspect of Spanish (folklore, literature, fine arts, etc.)

Course Grade:

The grade for this course will be based on daily work and tests. Daily work could possibly include quizzes (announced and/or unannounced), workbook, in-class assignments, homework and audio assignments, journal writing, video viewing and oral participation. Tests will be frequent and given about every two chapters. The final is comprehensive. The grade breakdown is 80% exams and 20% daily work.

Texts, Materials, and Supplies:

Destinos (Van Patten, McGraw Hill)

Destinos Workbook/Study Guide, Part 2

Imaginación y Fantasía (Yates & Dalbor, Holt Rinehart Winston)

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panola.edu/collegestore.htm>
- For testing services, use the following link: <http://www.panola.edu/instruction/dl/testing.htm>

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