COMMON COURSE OUTLINE: Course discipline/number/title: SPAN 2101: Intermediate Spanish I

A. CATALOG DESCRIPTION
1. Credits: 4
2. Hours/Week: 4
3. Prerequisites (Course discipline/number): SPAN 1102 or three of high school with a grade of A or B and /or instructors permission.
4. Co-requisites (Course discipline/number): None

The Intermediate Spanish series review of the fundamentals of the Spanish language, including additional and more advanced material in listening comprehension, speaking, idiomatic usage of vocabulary, grammar and writing exercises and awareness of cultural differences, appropriateness and sensitivity. Develop oral proficiency in real life context that will give the students a deeper understanding of Hispanic/Latino cultures. RECOMMENDED ENTRY SKILLS/KNOWLEDGE: Successful completion of prerequisite courses.

B. DATE LAST REVISED (Month, year): March, 1997

C. OUTLINE OF MAJOR CONTENT AREAS:
The students will have readings in culture, historical events, literary works like: Pablo Neruda, abriela Mistral and others. Also, literary movements from Spanish American writers and social behaviors. For reading, interpretation, speaking, writing and practice of the grammar structures (60%). The following are the content areas widely used in two years: subject pronouns, gender, present tense, verbs, adjectives, ser-estar, impersonal se, passive SE, indirect objects, imperfect indicative, reflexive pronouns, forms of the preterite/and imperfect contrast. Hacer in expressions of time, relative pronouns, imperatives, formal/informal direct commands. Subjunctive mood, uses, present perfect indicative, subjunctive, adjective clauses and other grammar concepts. The students will also study the culture through weekly readings that provide information about the Hispanic/Latin world, its people, and their ancestors.

They will be able to identify the different ethnic groups from the Latino/Hispanic culture and where they come from. This information will be reinforced every day through questions and through grammatical structures. They will also be able to correlate the historical events, the actual ethnic composition, geography, economics and social behaviors. Cultural presentations on Spanish speaking countries including their geography, politics, economy, history, religious, social and linguistic differences, and contemporary societies.

The students will learn and compare the following topics among cultures dealing with death, family ties and composition, urban rural life, geography and demography, role of the Latin/Hispanic women, and U.S. relations with Latin America.

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
Foreign language students are in a unique position of understanding the issues of a global perspective on cultural sensitivity, since they are forced to deal with the differences every day – in unfamiliar sentence patterns, familiar words used in a new sense (e.g., “time”) new words for new concepts, different ways people relate to each other (e.g., “familiar or formal” you).

1. Comprehend the spoken language in one-to-one conversations and in formal situations such as a class lecture (although it is not expected that you will understand all vocabulary items.)
2. Speak the language well enough (in directed dialogue/conversation) to interact with Spanish speakers and fulfill daily needs if you were living in a Spanish-speaking environment.
3. Understand the basic rules of Spanish grammar and use them consciously in a formal writing setting, such as taking a test or writing a composition.
4. Read essays and short narratives (although again it is not expected that you will know all vocabulary items).
5. Understand cultural values of the Hispanic world and the reasons for differences between that culture and your own.

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: The student will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
E. LEARNING OUTCOMES (MNTC): Continued...

2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 8/Global Perspectives: The student will be able to:
1. Describe and analyze political, economic, and cultural elements, which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizen’s share for their common global future.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
May include any or all of the following:
1. Objective exams
2. Essay exams
3. Research papers
4. Quizzes
5. Written homework
6. Small group projects
7. Oral presentations
8. Or any other as deemed appropriate by the individual instructor

G. SPECIAL INFORMATION (if any):
Additional fees may be necessary for buying cassette tapes, computer discs, dictionaries or field trips.