COMMON COURSE OUTLINE: Course discipline/number/title: SPAN 2102: Intermediate Spanish II: Conversation and Composition

A. CATALOG DESCRIPTION
1. Credits: 4
2. Hours/Week: 4
3. Prerequisites (Course discipline/number): SPAN 2101 or four years of high school Spanish with a grade of A or B and /or instructor’s permission.
4. Co-requisites (Course discipline/number): None

This course meets the requirements for the Minnesota Transfer Curriculum in Global Perspective, as well as Humanities second language requirement (UMTC-CLA transfer guide, 10/94, p.2).

This course provides a comprehensive review of grammatical forms through listening, speaking, reading and writing. These skills are attained through conversational practice and are enhanced with a concurrent study of the civilization, culture, literature, and art of Hispanic people. The student will gain a deep understanding of the language and its people and will be able to establish the differences between the Spanish and English speaking countries, which impact international relations. RECOMMENDED ENTRY SKILLS/KNOWLEDGE: Basic English comprehension skills

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

C. OUTLINE OF MAJOR CONTENT AREAS:
The following content areas are based on Pasajes Lengua and Pasajes Cultura from Baetz, Dvorak, 4th ed. Other texts include similar content areas. Present perfect indicative, present perfect subjunctive uses of the subjunctive, review of paeterite tense, review of the uses of the subjunctive. Sequence of tense, adverbial clauses, por-para, a, EN review of SE constructions, future and conditional, if clauses, comparisons and superlatives. 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. In addition they will study select masterpieces of representative Spanish and Spanish American authors as Rubendario, Jorge Luis Borges, Gabriel Garcia Marquez, Pablo Neruda, Federico Garvio Lorca, Juan Ramon Jimenez, Gustavo Adolfo Beguer and others.

Students will study the business world, crime and violence, drugs and alcohol use, Hispanics/Latins in the U.S., government and politics, technology, education, beliefs and ideologies, and use of leisure time.

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.
   a) Read and analyze Spanish literary genre such as non-fiction, fiction, poetry, drama.
   b) Critique literary works by periods through written and oral expression.
   c) Understand values of the Hispanic world and the reasons for the differences between that culture and the student’s own.
   d) Produce a research paper in Spanish.
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.
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.