

Course Outline of Record

1. Course Code: SPAN-004
2.
 - a. Long Course Title: Intermediate Spanish II
 - b. Short Course Title: INT SPANISH II
3.
 - a. Catalog Course Description:
 This course expands the students' ability to communicate in Spanish at high intermediate level. Emphasis is on the discussion of socio-cultural selections and literature of the Hispanic-speaking world.
 - b. Class Schedule Course Description:
 This course furthers the students' ability to communicate in Spanish at high intermediate level. Emphasis is on discussions of literary and cultural selections.
 - c. Semester Cycle (*if applicable*): This course is offered every spring
 - d. Name of Approved Program(s):
 - COD GE Pattern
4. Total Units: 4.00 Total Semester Hrs: 72.00
 Lecture Units: 4 Semester Lecture Hrs: 72.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 35 Allow Audit: Yes
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:
Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)
 Prerequisite: SPAN 003 or Spanish Placement Exam.
6. Textbooks, Required Reading or Software: (*List in APA or MLA format.*)
 - a. Mena, Celia (2017). *Destellos: Curso Intermedio de Lengua Española* (1st/e). New York Cambridge University Press. ISBN: 9781316504246
 College Level: Yes
 Flesch-Kincaid reading level: 12
 - b. Access: Eleteca Code
7. Entrance Skills: *Before entering the course students must be able:*
 - a. Express their thoughts in essay form.
 - SPAN 003 - Express their thoughts in essay form.
 - b. Use the Spanish language as spoken in every day situations.
 - SPAN 003 - Use the Spanish language as spoken in every day situations.
 - c. Discuss Hispanic customs and cultures.
 - SPAN 003 - Discuss customs and cultures of Spanish speaking countries.
 - d. Discuss customs and cultures of Spanish speaking countries.
 - e. Discuss selected literary pieces.
 - SPAN 003 - Discuss selected literary pieces.
8. Course Content and Scope:

Lecture:

I. Grammar as presented in the textbooks for review:

1. Unidad 6: Con historia
 - Estructuras condicionales
 - Imperfecto de Subjuntivo
 - Como si+ imperfecto de subjuntivo
2. Unidad 7: Todo cambia
 - Verbos de cambio
 - Las oraciones pasivas
3. Unidad 8: ¡Qué gracia!
 - Ser, estar + adjetivo
 - Oraciones comparativas
 - Superlativo
4. Unidad 9: Sabores y sensaciones
 - Correlación de tiempos: Indicativo-subjuntivo
 - Estructuras para expresar sentimientos, gustos emociones.
 - El imperativo
5. Unidad 10: Viviendo de prisa
 - Las oraciones concesivas con aunque
 - El gerundio circunstancial
 - Verbos con preposición
6. Unidad 11: Que bello es viajar
 - Oraciones finales
 - El imperfecto de subjuntivo (repaso)
 - El estilo indirecto
7. Unidad 12: En busca de la felicidad
 - Oraciones subordinadas sustantivas
 - Verbos con doble significado (indicativo o subjuntivo)
 - Estructuras reduplicativas

II. Culture and literature as presented in the textbook. Selections could include:

1. Unidad 6: El exilio
 - Dos pintores: Dos mundos Frida Kahlo y Salvador Dalí
 - Literatura: *¡Diles que no me maten!* de Juan Rulfo
2. Unidad 7: Todo cambia
 - Imágenes del cambio
 - La familia en transición: mitigar una opinion
 - Cine: Cuando vuelvas a mi lado
 - Hogares urbanos en América Latina
 - El danzón
 - Literatura: *La princesa de Chueca* de Almudena Grandes
3. Unidad 8: ¡Qué gracia!
 - El club de la comedia
 - Música Dos cantantes: Shakira y Ricardo Arjona
 - Literatura: *Los años con Laura Díaz*, de Carlos Fuentes.
4. Unidad 9: Sabores y sensaciones
 - Dieta Mediterránea
 - La mercadotecnia
 - El ceviche
 - Literatura: *Como agua para chocolate*, de Laura Esquivel
5. Unidad 10: Viviendo de prisa
 - Trabajos de antes y de ahora
 - Cine: Extraños
 - Música Joaquín Sabina
 - Literatura: *Simulacro II*, de Kristina Peri Rossi

6. Unidad 11: Que bello es viajar
- Cuaderno de viajes
 - Variedades del español
 - Cine: Diario argentino
 - Literatura: *Ventanas de Manhattan*, de Antonio Muñoz Molina
7. Unidad 12: En busca de la felicidad
- Comprar felicidad
 - Continente en movimiento
 - Literatura: *No hay que complicar la felicidad*, de Marco Denevi
- III. Reading strategies and activities:
- Discussion of simple unabridged stories with vocabulary and comprehension exercises.
- IV. Writing strategies
- Organization and development of ideas and expression of thoughts through paragraph and essay forms.

Lab: (if the "Lab Hours" is greater than zero this is required)

9. Course Student Learning Outcomes:

1.

Critically engage in conversations on familiar topics, exchange information, and negotiate meaning using appropriate pronunciation, vocabulary, and grammatical structures in Spanish at the high intermediate level

2.

Critically develop listening and reading comprehension skills through the analysis of a variety of authentic texts and audio sources in Spanish at the high intermediate level.

3.

Critically summarize and analyze in writing short narratives in Spanish about daily life applying appropriate grammar, usage, and punctuation at the high intermediate level.

4.

Develop global competence by critically investigating the world and analyzing the diverse manifestations of the Hispanic World through music, art, history, and literature in Spanish at the high intermediate level.

10. Course Objectives: *Upon completion of this course, students will be able to:*

a. Compare and contrast orally and in writing the Hispanic and North American cultural perspectives and practices related to housing, nature, city life, health and well-being, professions and occupations, the arts, and current events in politics at high intermediate level.

b. Narrate orally and in writing stories by applying a variety of complex sentence structures and formats such as dialogues, skits, advertisements, e-mails, text messages, and letters at high intermediate level.

c. Express emotion, opinion, advice, doubt, requests, uncertainty, contingency, purpose and non-existence using the subjunctive mood in different cultural settings at high intermediate level.

d. Demonstrate the ability to ask and answer questions about the environment, recycling and conservation, daily chores, money and banking, at the post office, exercise and physical activity, nutrition, household chores, movies and television, the media, and natural disasters in subjunctive (present, past, and present perfect) and indicative (present and past perfect, past participle, future and future perfect) moods at high intermediate level.

e. Critically apply the decoding strategies of Spanish in order to read authentic texts with accuracy and fluency at high intermediate level.

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- f. Demonstrate the ability to listen to, watch, and understand authentic audio and video clips about topics covered at high intermediate level.
- g. Investigate the world beyond their immediate environment, framing significant problems, and conducting well-crafted research at high intermediate level.
- h. Recognize perspectives, others' and their own, articulating and explaining such perspectives thoroughly and respectfully at high intermediate level.
- i. Take action to improve conditions, viewing themselves as players in the world and participating reflectively at high intermediate level.

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

- a. Collaborative/Team
- b. Demonstration, Repetition/Practice
- c. Discussion
- d. Journal
- e. Lecture
- f. Participation
- g. Role Playing
- h. Supplemental/External Activity

Other Methods:

Target Language Approach according to the guide lines from American Council on the Teaching of Foreign Languages (ACTFL): Teacher uses 90% of Spanish for instruction in order to gradually reach 100%. This means that English is not used at all in the classroom, only Spanish)

12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 72.00

Outside Class Hours: 144.00

a. In-class Assignments

- a. Question Answer sessions.
- b. Listening comprehension activities
- c. Readings of fiction and authentic documents about daily events from newspapers and magazines
- d. Interviews and dialogues
- e. Compositions
- f. Written reports
- g. Oral presentations.

b. Out-of-class Assignments

- a. Listening comprehension activities
- b. Readings of fiction and authentic documents about daily life events from newspapers, and magazines
- c. Interviews and dialogues
- d. Compositions and written reports

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Written homework
- Critiques
- Portfolios
- Reading reports
- Presentations/student demonstration observations
Demonstration of good language skills
- Group activity participation/observation
- Product/project development evaluation
Cultural projects.

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- True/false/multiple choice examinations
- Mid-term and final evaluations
- Student participation/contribution
 - Oral participation in class work
- Student preparation
- Oral and practical examination
- Other

1. Written compositions and exercises 2. Weekly oral and written quizzes on segments of material studied

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-GE C3 – Arts, Humanities, and Culture

Communicate effectively in many different situations involving diverse people and viewpoints.

Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

Articulate the differences and similarities between and within cultures.

IO - Critical Thinking and Communication

Apply standard conventions in grammar, mechanics, usage and punctuation.

Conduct research, gather and evaluate appropriate information, organize evidence into oral and written presentation, using proper MLA, APA, and other discipline-specific formats to cite sources.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
CSU	CSU San Bernardino	SPAN 202	SPAN 02 Intermediate Spanish II	2016-2017
UC	UC Riverside	SPAN 05	SPAN INTERMEDIATE SPAN 05	2016-2017

17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item

Cost Per Unit

Total Cost

19. Provide Reasons for the Substantial Modifications or New Course:

Periodical review: Update SLOs; Course Objectives; content, textbook, and other aspects as needed.

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*

b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

a. Course Control Number [CB00]: CCC000186733

b. T.O.P. Code [CB03]: 110500.00 - Spanish

c. Credit Status [CB04]: D - Credit - Degree Applicable

d. Course Transfer Status [CB05]: A = Transfer to UC, CSU

e. Basic Skills Status [CB08]: 2N = Not basic skills course

f. Vocational Status [CB09]: Not Occupational

g. Course Classification [CB11]: Y - Credit Course

h. Special Class Status [CB13]: N - Not Special

i. Course CAN Code [CB14]: *N/A*

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j. Course Prior to College Level [CB21]: Y = Not Applicable

k. Course Noncredit Category [CB22]: Y - Not Applicable

l. Funding Agency Category [CB23]: Y = Not Applicable

m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (if program-applicable): COD

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 0

Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Pilar Agudelo Origination Date 02/19/18