



## SPAN 240 - Intermediate Spanish I Course Outline

Approval Date: 11/14/2019

Effective Date: 06/08/2020

### SECTION A

**Unique ID Number** CCC000304778

**Discipline(s)**

**Division** Language and Developmental Studies

**Subject Area** Spanish

**Subject Code** SPAN

**Course Number** 240

**Course Title** Intermediate Spanish I

**TOP Code/SAM Code** 1105.00 - Spanish Language and Literature / E -  
Non-Occupational

**Rationale for adding this course to the curriculum** Adding distance education and updating textbooks.

**Units** 5

**Cross List** N/A

**Typical Course Weeks** 18

**Total Instructional Hours**

#### Contact Hours

**Lecture** 90.00

**Lab** 0.00

**Activity** 0.00

**Work Experience** 0.00

**Outside of Class Hours** 180.00

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**Total Contact Hours** 90

**Total Student Hours** 270

**Open Entry/Open Exit** No

**Maximum Enrollment** 30

**Grading Option** Letter Grade or P/NP

**Distance Education Mode of** On-Campus

**Instruction** Hybrid

Entirely Online

### SECTION B

**General Education Information:**

### SECTION C

**Course Description**

**Repeatability** May be repeated 0 times

**Catalog Description** This intermediate level course is the third part of a four-semester sequence of transferable Spanish courses. The class will consolidate and improve first-year skills. Students will work at an increasingly complex levels both orally and in writing. Readings include a variety of selections in literature, culture, and other relevant topics.

**Schedule Description**

**SECTION D**

**Condition on Enrollment**

**1a. Prerequisite(s)**

- SPAN 121 or
- equivalent

**1b. Corequisite(s):** *None*

**1c. Recommended:** *None*

**1d. Limitation on Enrollment:** *None*

**SECTION E**

**Course Outline Information**

**1. Student Learning Outcomes:**

- Interact in original and somewhat complex oral situations
- Read, comprehend, and write somewhat complex Spanish
- Distinguish and understand the various Hispanic cultures

**2. Course Objectives:** Upon completion of this course, the student will be able to:

- Read and comprehend a variety of Spanish texts with increasing ease and fluency;
- Write simple paragraphs and short compositions in Spanish with increasing control;
- Understand paragraph-length oral discourse with improved accuracy;
- Discuss basic subjects relating to lectures, readings and films;
- Understand literary conventions (short stories, poems, dramas, etc.) and the variety of cultural norms in the Hispanic world;
- Use additional communication strategies appropriate to diverse situations;
- Use expanded vocabulary;
- Express original ideas beyond memorized simple set phrases in a variety of contexts;
- Use Spanish grammar with improved control in expanded discourse.
- J.

**3. Course Content**

- Review and consolidate grammatical structures covered in first and second semester elementary Spanish courses; i.e. **ser/estar**, present tense: regular, irregular, and stem-changing verbs, present progressive, reflexives, gustar, pronouns, double object pronouns, present subjunctive, formal and informal commands, subjunctive in noun and adjective clauses and with conjunctions, preterite and imperfect tenses, forming questions, adjective agreement (possessive, demonstrative, and descriptive), **por/para**;
- Work on past tense usage (imperfect, preterite, perfect tenses, perfect tenses in subjunctive);
- Work on conditional, conditional perfect, and future tenses;
- Practice narration and description in all tenses;
- Increase use of subjunctive (present subjunctive, past subjunctive, present perfect subjunctive, **si** clauses);

- F. Practice abstract discourse both in writing and speaking: making hypotheses, making recommendations, reacting to a variety of situations, expressing preferences, doubt, or uncertainty;
- G. Improve both passive and active vocabulary;
- H. Increase student writing and speaking at paragraph level discourse and beyond;
- I. Increase student reading fluency from short paragraphs to longer works through vocabulary acquisition and other reading strategies by using appropriate literary readings, cultural essays and other authentic articles.
- J.

#### 4. Methods of Instruction:

**Activity:**

**Critique:**

**Directed Study:**

**Discussion:**

**Lab:**

**Lecture:**

**Online Adaptation:** Discussion, Group Work, Individualized Instruction

**3. Methods of Evaluation:** Describe the general types of evaluations for this course and provide at least two, specific examples.

#### Typical classroom assessment techniques

Exams/Tests -- Exams include grammar, listening comprehension, and an in-class written essay

Papers --

Oral Presentation -- Presentations include significant artists, writers, and persons of historical significance or places or topics of interest.

Class Work --

Home Work --

Lab Activities --

Final Exam --

Additional assessment information:

Oral presentations can be done with multi-media assist, both individually or in groups.

Letter Grade or P/NP

**4. Assignments:** State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

##### A. Reading Assignments

Example 1:

Fragmento de «Soñar en cubano» de Cristina García

Después de leer: En grupos pequeños, hagan comentarios sobre las protagonistas del cuento y su experiencia en Cuba:

1. Describan a Pilar, Mamá y Abuela Celia. Utilicen su imaginación y la información de la lectura para describir su apariencia física y luego la personalidad de cada mujer.
2. Hagan comparaciones entre las tres generaciones de mujeres del cuento.
3. Háganles recomendaciones a las tres mujeres sobre cómo mantenerse unidas a través de la distancia y cómo pueden o deben resolver sus diferencias.

Example 2:

Leer fragmentos culturales del texto. Por ejemplo, algo sobre la costumbre de piropear.

Después de leer: En parejas, escriban dos o tres piropos (¡en español, claro!) para decirle a un hombre y otros dos o tres para decirle a una mujer. Luego, compartan sus piropos con la clase. Pueden buscar algunos sitios web dedicados a los piropos para ayudar con sus propios piropos.

#### B. Writing Assignments

Example 1:

Escribe un párrafo de por lo menos catorce oraciones donde describes una vez cuando fuiste a un restaurante. Usa el vocabulario de esta lección y asegúrate (make sure) de incluir:

- a. Todos estos verbos en pretérito: pedir, recomendar, divertirse, probar, sentirse, servir, despedirse
- b) Pronombres de objeto dobles
- c) Las siguientes palabras: 1. tan, 2. más, 3. mejor, 4. tanto/a, tantos/as
- d) Una variedad de adjetivos (sabroso, caro / barato, elegante, tranquilo, ocupado, etc) para describir la comida, el ambiente, los precios, el servicio, etc.

Example 2:

Descripción: Imagínese que Ud. es una persona española que sólo conoce los Estados Unidos a través de las películas y los programas de televisión estadounidenses que ha visto. Escriba un breve artículo sobre una de las imágenes que Ud. tiene de los siguientes grupos: (1) las familias estadounidenses. (2) la gente joven y (3) las mujeres estadounidenses. Incluya ejemplos de películas o programas específicos para apoyar su punto de vista. Haga lo siguiente:

1. escoger un título preliminar
2. escribir una oración introductoria usando dos adjetivos como mínimo
3. describir a las familias estadounidenses, a la gente joven estadounidense o a las mujeres estadounidenses dando ejemplos específicos tomados de ciertos programas y películas
4. escribir una conclusión
5. reflexionar sobre el título y cambiarlo si quiere

#### C. Other Assignments

Presentaciones orales:

Ejemplo:

Basado en lo que leyeron en el libro de texto, escoja una persona, un lugar o un tema cultural para investigar más a fondo para una presentación oral. Puede hacer su presentación oral individualmente o en parejas.

Ejemplos de temas culturales con enfoque en los países del Caribe

Personas:

Fulgencio Batista, Fidel Castro, Roberto Clemente, Jr., Jack Delano, Alina Fernández Revuelta, Cristina García, Ernesto «Ché», las hermanas Mirabal, Jacobo Morales, Nick Quijano, Rafael Leonidas Trujillo

Lugares:

La Habana, Cuba; Mérida, Venezuela; Nuyorican Poets' Cafe; San Juan, Puerto Rico; Sa Pedro de Macorís, República Dominicana; El Yunque, Puerto Rico

Temas:

las familias hispanas, la inmigración hispana a los Estados Unidos, la música caribeña, la opresión dictatorial, la política entre Cuba y los Estados Unidos, las relaciones intergeneracionales, la Revolución Cubana

## 5. Required Materials

### A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Foerster, S.  
Title: Punto y aparte: Expanded Edition  
Publisher: McGraw Hill  
Date of Publication: 2011  
Edition:

Book #2:

Author: González-Aguilar, M.  
Title: Atando cabos: Curso intermedio de español  
Publisher: Prentice Hall  
Date of Publication: 2012  
Edition: 4

Book #3:

Author: Blanco, J  
Title: Imagina: español sin barreras  
Publisher: Vista Higher Learning  
Date of Publication: 2011  
Edition: 2

Book #4:

Author: Sandstedt, L.A., Kite, R.  
Title: Espacios  
Publisher: Heinle/Cengage  
Date of Publication: 2014  
Edition: 1st

Book #5:

Author: Blanco, J.  
Title: Enfoques  
Publisher: Vista Higher Learning  
Date of Publication: 2019  
Edition: 5th

Book #6:

Author: Perez-Girones, A.M.  
Title: Más  
Publisher: McGraw Hill  
Date of Publication: 2019

Edition: 3rd

**B. Other required materials/supplies.**

- Texts may have online student activity manuals with integrated audio and video components for each chapter.