

SPAN A280: INTERMEDIATE SPANISH 1

Item	Value
Curriculum Committee Approval Date	02/26/2025
Top Code	110500 - Spanish
Units	5 Total Units
Hours	90 Total Hours (Lecture Hours 90)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	Yes
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	• Area 3 Arts and Humanities 3A Theory (OC1)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 3B Humanities (3B) • Cal-GETC 6A Language Other Than English (6A)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B) • IGETC 6A Lang other than Engl (6A)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2)

Course Description

Continuation of SPAN A185, with further development of language skills at the intermediate level and exploration of cultures related to the Spanish language. Additional emphasis on reading and writing, with an introduction to selected literary works. Enrollment Limitation: SPAN A280H; students who complete SPAN A280 may not enroll in or receive credit for SPAN A280H. PREREQUISITE: SPAN A185 or SPAN A185H or completion of three years of high school Spanish with a grade of 'C' or better. Transfer Credit: CSU; UC. C-ID: SPAN 200. C-ID: SPAN 200.

Course Level Student Learning Outcome(s)

1. Recognize and produce the Spanish language at the intermediate level in the four primary areas of communication: listening, speaking, reading and writing.
2. Demonstrate a better understanding and appreciation of the cultures related to the Spanish language by comparing and contrasting them with the students' own culture(s).
3. Use current technologies to further develop their language and cultural competencies.

Course Objectives

- 1. Comprehend intermediate-level spoken Spanish.
- 2. Produce intermediate-level spoken Spanish.

- 3. Read and understand intermediate-level Spanish.
- 4. Express more advanced ideas and opinions in intermediate-level written Spanish.
- 5. Acquire intermediate-level Spanish vocabulary.
- 6. Understand and use intermediate-level Spanish grammatical structures.
- 7. Recognize the more important cultural aspects of living in the Spanish-speaking worlds.
- 8. Use technologies such as the Internet, online workbooks and multimedia to enhance learning.
- 9. Value the process of language learning.

Lecture Content

This course uses a communicative-based approach to develop intermediate-level proficiency in the Spanish language. The subject material is presented in a functionally-based manner, and the content is expanded beyond basic needs and the immediate environment of the student to deal in greater detail with other areas (see below). The materials used in the course emphasize situations that the student will likely encounter both in and outside of the classroom, and address the affective needs of the student by allowing for interpersonal communication. There is a particular focus on expansion of vocabulary and increased complexity of grammatical constructions; familiar thematic areas are covered in more detail, and functions are performed in a more sophisticated manner. Thematic areas include: amusements, parties and holidays; discussion of family and exploration of the different stages of life; the Latin presence in the United States; exploration of real and/or stereotypical situations of men and women; studies and the educational system; travels and vacationing. Functions include: meeting, greeting, taking leave of and addressing others; pointing out, describing and comparing people, things and places; indicating possession; discussing daily, preferred, leisure, possible, future and past actives; expressing desires, preferences, doubts; expressing reactions to real or possible circumstances; expressing admiration, disapproval, surprise; requesting and granting permission; prohibiting actions; ordering others to do something; giving advice; making suggestions; extending, accepting and declining invitations; giving and getting directions; answering the phone. The student learns to perform these functions both orally (through in-class teacher-student and/or student group interaction) and in writing (through in-class and at-home activities in the textbook, workbook, companion reader and companion web site). Written activities include true/false, multiple choice, fill-in and essay formats. There is also an effort to communicate much of the material in a cultural context. Numerous readings (in the textbook, workbook, on the web site, and, particularly, in the companion reader) present social, political and cultural differences and similarities within the various Hispanic cultures, as well as in comparison to other, non-Hispanic cultures. Other readings emphasize the Hispanic presence in the United States. Still others focus on the development and diversity of the language itself. There are readings from important literary figures of Hispanic origin, as well as realia (genuine advertisements, newspaper articles, menus, proverbs, jokes, etc.). The student learns strategies to comprehend these readings such as recognizing cognates, using background knowledge to anticipate included information and identifying principal ideas. The table on the following page describes in detail the thematic areas covered in this course as well as corresponding functions, vocabulary and grammar constructions. The table need not be considered a strict prescription of the chronological order of presentation of the material. THEMATIC AREA FUNCTIONS CORRESPONDING VOCABULARY CORRESPONDING

GRAMMAR Amusements, Parties and Holidays Discussing Daily and Preferred Activities Discussing Holiday Celebration Activities Leisure Activities Sports and Other Amusements Subject Pronouns Present Indicative: All Forms and Usage Reflexive Verbs Nouns and Articles Definite and Indefinite Articles The Personal a Amusements, Parties and Holidays Greeting and Introducing Oneself to Others Greetings and Introductions THEMATIC AREA FUNCTIONS CORRESPONDING VOCABULARY CORRESPONDING GRAMMAR Old Age and Youth Discussing Family Discussing Past Activities and Circumstances Family Life and Death Preterite Tense: All Forms and Usage Imperfect Tense: All Forms and Usage Preterite vs. Imperfect Tense Hacer+Time Expressions Addressing Others Taking Leave of Others Expressions of Courtesy Farewells The Latin Presence in the United States Describing People, Things and Places Pointing Out People and Things Indicating Possession Immigrants and Travelers Descriptive Adjectives Agreement and Position of Adjectives Adjectives Used as Nouns Ser vs. estar, and with Adjectives Demonstratives Possessives Expressing Admiration, Disapproval, Surprise Related Expressions Men and Women Discussing Future Events Discussing What One Would Do Under Certain Circumstances Comparing People and Things Men and Women Comparisons Future Tense Conditional Tense Comparisons of Equality and Inequality The Superlative Extending Accepting, Declining Invitations Related Expressions Living and Learning Expressing Desires, Preferences, Doubts Expressing Reactions to Real or Possible Circumstances Giving Advice Schools and Universities University Life Present Subjunctive Mode: Forms Present Subjunctive Mode: Usage with Impersonal Expressions, Verbs of Certainty, Doubt, Emotion, Will, Preference, Necessity, Approval, Advise Present Subjunctive vs. Indicative Living and Learning Answering the Phone Requesting and Granting Permission, and Prohibiting Actions Related Expressions Related Expressions Vacationing

Lab Content

n="top" width="144 Discussing Vacation Plans Ordering Others to Do Something Making Suggestions Vacationing Banking Tourist Activities Object Pronouns (Direct, Indirect, Prepositional): Usage and Position Double Object Pronouns Commands (+ with Object Pronouns) Giving and Getting Directions Related Expressions

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)

Reading Assignments

Communicative-oriented language activities based on thematically organized exercises allow and prepare students to progress through stages of language acquisition. These activities occur through teacher-student and/or student group interaction. 2. Situational-based small group exercises allow students to role-play and use the language in contexts that simulate real-life situations. 3. Task-oriented group exercises allow students to use the language in a functional manner. 4. Material is presented through the use of both cognitive- and sensorial-based methods and materials (TPR, overhead transparencies, pictures, etc.), thus addressing the needs of different types of learners. 5. Grammar learning through lecture and application of ideas is stressed to the extent needed to support the language skills at the level of usage. 6. The primary use of the target language in the classroom encourages students to apply critical thinking skills such as deduction in acquisition of the material. 7. Readings allow for expansion of vocabulary, development of critical thinking skills (making predictions and inferences, analysis, etc.), and heightened awareness of cultural similarities and diversity. 8. Listening comprehension and

pronunciation skills are reinforced through instructor input, audiovisual components of the course, and language laboratory activities. Both listening passages and video episodes present the language in context and provide additional cultural information. 9. The use of the Internet, including the companion web site, reinforces vocabulary and grammatical constructions learned in class, and encourages the use of modern technology (video, e-mail, web sites) in language acquisition.

10. The use of teacher-guided activities on the Internet allows the students to perform specific, functionally-oriented tasks using the most up-to-date information on a variety of global issues. 11. Discussion of cultural topics allows students to learn about and relate to other cultural experiences, and encourages consideration of and respect for cultural differences as well as an awareness of global similarities.

Writing Assignments

In order to develop linguistic proficiency, students must spend time outside of the classroom with the material, completing speaking, listening, reading, and writing assignments in the textbook, workbook, and other online or offline supplementary materials. Students will spend approximately seven and a quarter (7.25) hours weekly completing work outside of the classroom such as: short response type exercises; reading comprehension; essay writing; story and/or skit creation; online language laboratory activities; oral presentation preparation; various culture-related exercises; listening to music or podcasts in the target language or related to the culture(s) in which the language is used; watching cultural videos and/or shows or movies in the target language or related to the culture(s) in which the language is used; etc.

Out-of-class Assignments

Reading assignments are used at every step through the semester to reinforce the vocabulary, grammatical structures, and communicative-oriented language skills being studied. In addition to helping the students develop linguistic proficiency, many of the reading selections provide practical insights into the culture(s) in which the language is used. Students will spend approximately two (2) hours weekly reading: Preparatory material in the textbook and their class notes; Literary and cultural reading selections from the textbook, online components of the textbook, and other materials, such as books, websites, and (physical and/or online) magazines and newspapers.

Demonstration of Critical Thinking

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.) Essay Examinations Final Exam Oral Presentations Written Assignments

Required Writing, Problem Solving, Skills Demonstration

1. Chapter exams and final exam (topics of exam sections include listening comprehension, reading comprehension, vocabulary, grammar, writing proficiency; formats of exam sections include true/false, multiple-choice, fill-in, answering questions, essays.)2. Written and Aural Homework (textbook, workbook, companion reader and/or Internet activities)3. Oral Performance4. Class Participation

Eligible Disciplines

Foreign languages: Master's degree in the language being taught OR bachelor's degree in the language being taught AND master's degree in another language or linguistics OR the equivalent. Master's degree required.

Manuals Resources

1. Required Blanco, J.. Imagina, latest ed. Vista Higher Learning, 2023