

SPAN A285: INTERMEDIATE SPANISH 2

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	No
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 A280, with further refinement of language skills at the intermediate level and investigation of cultures related to the Spanish language in preparation for higher level specialized work. PREREQUISITE: SPAN A280 or SPAN A280H or completion of four years of high school Spanish with a grade of 'C' or better. Transfer Credit: CSU; UC. C-ID: SPAN 210. C-ID: SPAN 210.

Course Level Student Learning Outcome(s)

1. Recognize and produce the Spanish language at the high-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 high-intermediate-level spoken Spanish.
- 2. Produce high-intermediate-level spoken Spanish.
- 3. Read and understand high-intermediate-level Spanish.

- 4. Express more advanced ideas and opinions in high-intermediate-level written Spanish.
- 5. Acquire high-intermediate-level Spanish vocabulary.
- 6. Understand and use high-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 high?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. 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 (described more fully below) 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 below 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 Preference, Likes and Dislikes t Expressing Likes and Dislikes t Discussing Food t Music t Food and Drinks t Clothing t Gustar, Faltar, and Similar Verbs t Affirmatives and Negatives t The Subjective in Descriptions of the Unknown or Indefinite t The Subjunctive with Certain Adverbial Conjunctions t Expression Agreement and Disagreement

Lab Content

top" width="198 t Expressions of Agreement and Disagreement THEMATIC AREA FUNCTIONS CORRESPONDING VOCABULARY CORRESPONDING GRAMMAR Cultural Dimensions t Discussing Daily Routine t Describing Impersonal Events and Occurrences t Cultural Differences t Daily Routine t The Reflexive (2) t The Reflexive with Commands t The Reciprocal Reflexive t The Impersonal Se; The Se

for Passive t Asking for Clarification t How to Ask for Clarification/ Confirmation A Planet for Everybody t Giving Advice t Expressing Hypothetical Situations t Reacting to Hypothetical Situations t Ecology and the Environment t The Imperfect Subjunctive t If Clauses (1) t Adverbs t The Infinitive t The Verb Acabar t Expressing Compassion and Solidarity t Related Expressions Images and Business t Discussing Events that Have, Occurred Recently t Discussing Events that Had Occurred, Will Have Taken Place, Would have Taken Place t Commercials t Selling and Buying t Past Participles as Adjectives t The Perfect Indicative Tenses t The Present Perfect and Past Perfect Subjunctive t The Passive Voice t Expressing Obligation t Related Expressions No More Distances t Expressing Desires, Preferences, Doubts t Expressing Reactions to Real or Possible Circumstances t Giving Advice t Computers t Media and Communications t Sequence of Tenses with the Subjunctive: Summary t If Clauses (2) t Conjunctions t Expressing Relief t Expressing Gratitude and Understanding t Related Expressions t Related Expressions Art and Creativity t Discussing Events That are in Progress t Expressing Affection with Diminutives t The Fine Arts t The Literary World t The Present Participle and the Progressive Forms t Relative Pronouns t The Neuter Lo, Lo Que (LoCual) t Expressing Apologies and Summarizing t Related Expressions

Method(s) of Instruction

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

Reading Assignments

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

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

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