






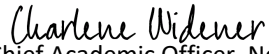


**Syllabus**  
**SPAN 2010**  
**Intermediate Spanish I**  
**2024**

**Committee Members:**

- Juan Lara, Central Community College
- Dallas Jurisevic, Metropolitan Community College
- Tamina Hartman, Mid-Plains Community College
- N/A, Northeast Community College
- Mariano Ayala, Southeast Community College
- Stacy Wilson, Western Nebraska Community College
- N/A, Little Priest Tribal College
- N/A, Nebraska Indian Community College

**Facilitator: Tamina Hartman**

**The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.**

 Chief Academic Officer, Central Community College	04/19/2024	Adopt
 Chief Academic Officer, Little Priest Tribal College	04/25/2024	Not Offered
 Chief Academic Officer, Metropolitan Community College	04/19/2024	Decline
 Chief Academic Officer, Mid-Plains Community College	04/19/2024	Adopt
 Chief Academic Officer, Nebraska Indian Community College	04/19/2024	Adopt
 Chief Academic Officer, Northeast Community College	04/20/2024	Decline
 Chief Academic Officer, Southeast Community College	04/25/2024	Adopt
 Chief Academic Officer, Western Nebraska Community College	04/19/2024	Adopt

## **I. CATALOG DESCRIPTION**

SPAN2010

Course Title: Intermediate Spanish I

Prerequisite: Elementary Spanish II (or by placement exam)

Course Description: This is the third course in the language sequence that builds students' language proficiency by refining receptive and productive skills while encouraging students to compare, contrast, and develop an appreciation of the cultural diversity of Spanish speaking communities. This course builds on previously attained grammar and stresses vocabulary building. It presents the perfect, subjunctive, future, and conditional tenses as well as commands. It is taught primarily in Spanish. Technology is incorporated in this class to enhance language skills.

3 semester hours/4.5 quarter hours/45 contact hours

## **II. COURSE OBJECTIVES/COMPETENCIES**

The course will:

### **A. Interpretive communication**

1. Identify the topic and related information from simple sentences in short informational texts.
2. Identify the topic and related information from simple sentences in short fictional texts.
3. Identify the main idea in short conversations.

### **B. Interpersonal communication**

4. Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
5. Interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.
6. Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.

### **C. Presentational communication**

7. Present personal information about my life, activities, and events, using simple sentences.
8. Express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.
9. Present on familiar and everyday topics, using simple sentences.

### **D. Intercultural communication**

10. Communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
11. Use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

### **III. STUDENT LEARNING OUTCOMES**

Students will be able to:

1. Identify the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.
2. Identify the main story and actions expressed in various time frames in paragraph-length fictional texts.
3. Identify the main idea of short conversations.
4. Request and provide information in conversations and some discussions on a variety of familiar and some concrete topics and ask appropriate follow-up questions.
5. Interact with others to meet their basic needs in familiar situations, using more complex sentences to ask a variety of questions.
6. Express preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics, using more complex sentences to form and asking follow-up questions.
7. Express personal information about life and community events and personal experiences using more complex sentences.
8. Express themselves rhetorically on familiar and everyday topics.
9. Present information on familiar and everyday topics, using more complex sentences.
10. Converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
11. Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

### **IV. COURSE CONTENT/TOPICAL OUTLINE**

(sequence may vary)

- A. Past tense review: imperfect vs. preterite
- B. Present subjunctive
- C. Future and conditional tenses
- D. The simple perfect tenses
- E. Progressive tenses
- F. Direct and indirect object pronouns
- G. Review of “por” and “para”
- H. Informal and formal commands and suggestions

## V. INSTRUCTIONAL MATERIALS

Suggested texts:

*¡Arriba!: Comunicación y cultura* (7<sup>th</sup> Edition); Eduardo J. Zayas-Bazán, Susan Bacon & Holly J. Nibert; Prentice Hall.

*Portales* (1<sup>st</sup> Edition); José Blanco; Vista Higher Learning.

*Vistas* (6<sup>th</sup> Edition); José Blanco & Philip Donley; Vista Higher Learning.

*Panorama* (5<sup>th</sup> Edition); José A. Blanco & Philip Redwine Donley; Vista Higher Learning.

*Dicho y Hecho* (10<sup>th</sup> Edition); Kim Potowski, Laila M. Dawson & Silva Sobral; Wiley.

*Aventuras* (6<sup>th</sup> Edition); José A. Blanco & Philip Redwine Donley; Vista Higher Learning.

*La Calaca Alegre*; Carrie Toth (1st. Edition) TPRS Publishing.

Supplimental reading materials.

## VI. METHODS OF PRESENTATION

1. Lecture
2. Small group activities
3. PowerPoint
4. Digital lessons
5. Video activities
6. Online Tutorials (computer aided instruction)
7. Pronunciation Drills
8. Paired activities and group discussions
9. Worksheets and creative writing skills
10. Virtual meeting apps

## VII. METHODS OF EVALUATION

1. Exams
2. Written assignments
3. Projects
4. Tests
5. Portfolios
6. Quizzes
7. Essays
8. Presentations
9. Oral assessment
10. Blog/Open Forum

## VIII. INSTITUTIONAL DEFINED SECTION

*To be used at the discretion of each community college as deemed necessary.*