

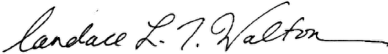

Syllabus
SPAN2020
Intermediate Spanish II
2018

Committee Members:

Juan Lara, Central Community College
No Representative, Little Priest Tribal College
Dallas Jurisevic, Metropolitan Community College
Jack Ramos-Needham, Mid-Plains Community College
No Representative, Nebraska Indian Community College
Wendy Swenson, Northeast Community College
Matthew Maddox, Southeast Community College
Stacy Wilson, Western Community College

Facilitator: Matthew Maddox

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	Adopt
<u>M. Patil</u> M. Patil (Oct 11, 2018) Chief Academic Officer, Little Priest Tribal College	Not Offered
<u>Tom McDonnell</u> Tom McDonnell (Oct 11, 2018) Chief Academic Officer, Metropolitan Community College	Decline
<u>Jody Tomanek</u> Jody Tomanek (Oct 12, 2018) Chief Academic Officer, Mid-Plains Community College	Adopt
 Kristine Sudbeck (Oct 15, 2018) Chief Academic Officer, Nebraska Indian Community College	Adopt
<u>Lyle Kathol</u> Lyle Kathol (Oct 12, 2018) Chief Academic Officer, Northeast Community College	Not Offered
<u>Dennis Headrick</u> Dennis Headrick (Oct 11, 2018) Chief Academic Officer, Southeast Community College	Adopt
<u>Kim Kuster Dale</u> Kim Kuster Dale (Oct 15, 2018) Chief Academic Officer, Western Nebraska Community College	Adopt

I. CATALOG DESCRIPTION

SPAN2020

Course Title: Intermediate Spanish II

Prerequisite: Intermediate Spanish I (or by placement exam)

Course Description: Last course of the four level language sequence. Provides ample opportunities to develop vocabulary, strengthen the four linguistic skills, and increase awareness and appreciation of contemporary Spanish-speaking local and global communities. Technology is incorporated in this class to enhance language skills. This course continues the grammar review of Intermediate Spanish and introduces literary readings. Classes are conducted in Spanish.

3 semester hours/4.5 quarter hours/45 contact hours

II. COURSE OBJECTIVES/COMPETENCIES

The course will:

- A. Interpretive communication
 - 1. Analyze authentic informational texts
 - 2. Analyze authentic fictional texts
 - 3. Analyze conversations and discussions
- B. Interpersonal communication
 - 4. Prepare the student to exchange information and ideas in conversations
 - 5. Prepare the student with tools to meet their needs or to address situations in conversations.
 - 6. Present opportunities to express, react to, and support preferences and opinions in conversations.
- C. Presentational communication
 - 7. Present opportunities to narrate about their life, experiences, and events
 - 8. Enable student to give a preference, opinion, or persuasive argument.
 - 9. Present information to inform, describe, or explain elementary concepts
- D. Intercultural communication
 - 10. Investigate products and practices to understand cultural perspectives
 - 11. Interact with others in and from another culture.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

- 1. Follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts consistently.
- 2. Follow the main story and actions expressed in various time frames in paragraph-length fictional texts.

3. Understand the main idea and flow of events expressed in various time frames in conversations and discussions.
4. Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
5. Interact with others to meet their needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
6. Explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
7. Narrate stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
8. State their viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
9. Give detailed presentations on a variety of familiar topics and some concrete topics, using a few short paragraphs, often across various time frames.
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)

1. The Past tenses: Reviewing the uses of the preterite and imperfect tenses.
2. The Perfect Tenses
3. Review future & conditional
4. The Past Subjunctive
 - a. Reviewing the imperfect subjunctive
 - b. Using hypothetical and realistic situations using the si-clause form.
5. The Indirect discourse and relative pronouns & adjectives
6. The Sequence of Tenses: identifying the correct sequence of tenses with the subjunctive
7. The se for unplanned events, passive voice

V. INSTRUCTIONAL MATERIALS

Suggested texts

¡Arriba!: Comunicación y cultura (6th Edition); Eduardo J. Zayas-Bazán, Susan Bacon & Holly J. Nibert; Prentice Hall.

Portales (1st Edition); José Blanco; Vista Higher Learning.
Easy Spanish Reader Premium (3rd Edition); William T. Tardy; McGraw-Hill Education.
Tú dirás (3rd Edition); Ana Martínez-Lage, John R. Gutierrez & Harry L. Rosser;
Thomson Heinle.
Vistas (5th Edition); José Blanco & Philip Donley; Vista Higher Learning.
Panorama (5th Edition); José A. Blanco & Philip Redwine Donley; Vista Higher
Learning.
Dicho y Hecho (10th Edition); Kim Potowski, Laila M. Dawson & Silva Sobral; Wiley.
Aventuras (5th Edition); José A. Blanco & Philip Redwine Donley; Vista Higher
Learning.

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

VII. METHODS OF EVALUATION

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

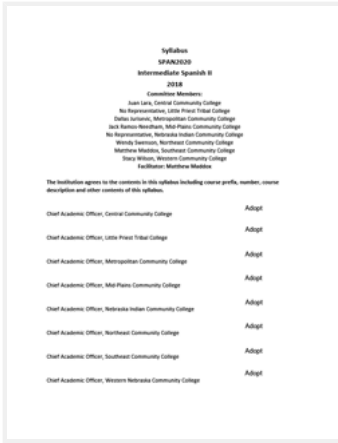
VIII. INSTITUTIONAL DEFINED SECTION

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

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