

Syllabus
SPAN 2020
Intermediate Spanish II
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

SPAN2020

Course Title: Intermediate Spanish II

Prerequisite: Intermediate Spanish I (or by placement exam)

Course Description: This is the last course in the language sequence. It 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. Provide strategies to analyze authentic informational texts.
 - 2. Provide strategies to analyze authentic fictional texts.
 - 3. Provide strategies to analyze conversations and discussions.
- B. Interpersonal communication
 - 1. Prepare students to exchange information and ideas in conversations.
 - 2. Prepare students with tools to meet their needs or to address situations in conversations.
 - 3. Present opportunities to express, react to, and support preferences and opinions in conversations.
- C. Presentational communication
 - 1. Provide students with opportunities to deliver presentations about their life, experiences, and events.
 - 2. Enable students to express a preference, give an opinion, or present a persuasive argument.
 - 3. Present content, inform, describe, or explain relevant concepts.
- D. Intercultural communication
 - 1. Investigate products and practices to understand cultural perspectives.
 - 2. Foster communication with others in and from another culture.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

- 1. Demonstrate understanding the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts consistently.

2. Demonstrate understanding of the main story and actions expressed in various time frames in paragraph-length fictional texts.
3. Demonstrate understanding of 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. Simple past tense review: using the imperfect and preterite
2. Perfect tenses
3. Review of future and conditional forms Review of the past subjunctive
4. Past subjunctive
5. Si-clauses
6. Indirect discourse and tense sequence
7. Relative pronouns and adjectives
8. The “se” for unplanned events, passive voice

V. INSTRUCTIONAL MATERIALS

Suggested texts:

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

Portales 2.0(1st Edition); José Blanco; Vista Higher Learning.
Vistas (6th Edition); José Blanco & Philip Donley; Vista Higher Learning.
Panorama (6th 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.
Vida y Muerte en la Mara Salvatrucha; Anonymous; (1st. Edition) TPRS Publishing
Supplemental 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. Blogs/Open Forums

VIII. INSTITUTIONAL DEFINED SECTION

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