

Revised by: J. Martínez  
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Board Approval: May 13, 2020

Spanish (SPAN) 2002 Intermediate Spanish IV (5) CSU: UC  
[formerly Spanish 4]

Prerequisite: Successful completion in Spanish 2001 or four years of high school Spanish with a grade of “C” or better

Prerequisite knowledge and skills:

Before entering the course, the student should be able to:

1. demonstrate proficiency in the four skills: listening, comprehension, speaking, and reading as defined by the American Council on the Teaching of Foreign languages for the range of Novice high to Intermediate Low,
2. understand some Spanish when spoken at a slower than normal pace even though repetition and rewording may be necessary,
3. ask and answer questions about predictable and limited topics, with much linguistic inaccuracy, but understood by sympathetic interlocutors,
4. write sentences in Spanish about familiar and limited topics relying on practiced material,
5. read simple material such as short stories, advertisements, newspaper articles and comprehend most of it with some misunderstandings,
6. apply critical thinking in application of rules of Spanish grammar,
7. demonstrate knowledge about the Hispanic culture, and

Hours and Unit Calculations:

80 hours lecture. 160 Outside of Class Hours. (240 Total Student Learning Hours) 5 Units

Catalog Description: This course continues the study of grammar and reading, including literature. Students are required to spend time with workbook exercises and on-line Yabla activities. C-ID: SPAN 210

Type of Class/Course: Degree Credit

Texts: Blanco, Jose A. *Enfoques*. 6th ed. Vista Higher Learning, 2024.

Jarvis, Ana C., Raquel Lebreto, and Francisco Mena-Ayllon. *Continuemos*. 8<sup>th</sup> ed. Boston: Houghton Mifflin, 2013.

Additional Instructional Materials:

Jarvis, Ana C. and Raquel Lebreto. *Continuemos, Workbook/Laboratory Manual*. 8<sup>th</sup> ed. Boston: Houghton Mifflin, 2013.

Yabla Access Card. 1<sup>st</sup>. ed. 2015. Software

### Course Objectives:

By the end of the course, a successful student will be able to

1. demonstrate proficiency in the four skills: listening, comprehension, speaking, and reading as defined by the American Council on the Teaching of Foreign languages for the range of Intermediate Low to Intermediate Mid,
2. understand most Spanish when spoken at a slower than normal pace, and some Spanish when spoken at a normal pace,
3. ask and answer questions, on topics beyond the most immediate needs and can be understood by sympathetic interlocutors,
4. write short paragraphs in Spanish about familiar topics relying on practiced material,
5. read simple material such as short stories, advertisements, newspaper articles and comprehend most of it with few misunderstandings,
6. apply critical thinking in application of rules of Spanish grammar, and
7. demonstrate knowledge about the Hispanic culture.

### Course Level Learning Outcomes

#### Local General Education Student Learning Outcomes

1. Develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations.
2. Demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
3. Describe how through the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgments.

### Course Scope and Content:

#### Unit I                    The Working World

- A.     Jobs and Interviews
- B.     Grammar
  - a.    The Imperative: You and You (plural)
  - b.    The First-Person Plural Imperative
  - c.    The Subjunctive to Express Doubt, Disbelief, and Negation
  - d.    The Subjunctive to Express the Indefinite and the Nonexistent
  - e.    Expressions that Require the Subjunctive or the Indicative
  - f.    Readings: Lectura Periodística, Viñetas culturales, and Rincón literario

#### Unit II                   People and Places

- A.     Description of Places and Personal Characteristics
- B.     Grammar
  - a.    Imperative: You and you (informal, plural)
  - b.    The Participle
  - c.    The Present Perfect and the Pluperfect
  - d.    Position of Adjectives

- e. Readings: Lectura periodística, Viñetas culturales, Rincón literario

Unit III            Music, Painting, Sculpture, and Literature

- A.     The World of Musicians, Artists, and Writers
- B.     Grammar
  - a.    The Future
  - b.    The Conditional
  - c.    The Future Perfect and the Conditional Perfect
  - d.    Gender of Nouns: Special Cases
  - e.    Readings: Lectura periodística, Viñetas culturales, and Rincón literario

Unit IV            Hobbies and Amusement

- A.     Outdoor Activities, Sports, and Board Games
- B.     Grammar
  - a.    The Imperfect Subjunctive
  - b.    The Imperfect Subjunctive in Conditional Sentences
  - c.    The Present Perfect Subjunctive
  - d.    The Pluperfect Subjunctive
  - e.    Readings: Lectura periodísticas, Viñetas culturales, Rincón literario

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 10 hours per week outside of the regular class time doing the following:

1.     Studying
2.     Answering questions
3.     Skill practice
4.     Required reading
5.     Written work
6.     Completing the workbook assignments
7.     Completing on-line Yabla activities

Methods of Instruction:

1.     Spanish grammar and units of language structure are carefully reviewed by means of a text written in Spanish
2.     Selected short stories and cultural readings are assigned and discussed in Spanish
3.     Specific text and periodical material embodying areas of Latin-American culture are selected for study; Power Point presentations and films are shown about area under study
4.     Oral question-and-answer drills based on assigned readings and conversations on subjects meaningful to students are conducted in Spanish
5.     Acoustic practice is provided with Yabla, Modules, and with the audio that accompanies the workbook
6.     Student-centered activities
7.     Students work in groups to create dialogues, presentations, skits, and projects, and

8. Visual aids and games are used to enhance teaching

Methods of Evaluation:

1. Substantial writing assignments, including:
  - a. written homework, compositions
2. Skill demonstrations, including:
  - a. class performance, oral interviews
  - b. class presentations or recorded presentations
  - c. group projects
3. Other examinations, including:
  - a. multiple choice
  - b. true/false items
  - c. completion

Supplemental Data:

TOP Code:	110500: Spanish
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam

Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSC2: CSU Area C2 IG3B: IGETC Area 3B IG6A: IGETC Area 6A LHUM: Local GE Humanities
Discipline:	Foreign Languages