

Revised by: J. Martínez
Reviewed by: S. Swenson
Date revised: April 2012
Text Updage: October 23, 2012
C & GE Approval: May 14, 2012
Board Approval: June 14, 2012

Spanish (SPAN) 2001 Intermediate Spanish III (5) CSU:UC
[formerly Spanish 3]

Prerequisite: Successful completion in Spanish 1602 or three years of high school Spanish with a grade of “C” or better

Prerequisite knowledge/skills:

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

1. understand conversations about clothes, shopping, food, ordering at a restaurant, house chores and being at the hospital.
2. understand the general idea behind simple texts
3. give an oral presentation about their daily life
4. talk about and request information about clothes, shopping, food, ordering at a restaurant, house chores and being at the hospital
5. maintain a phone conversations at a novice mid to novice high level
6. write lists, and paragraphs about clothes, shopping, food, ordering at a restaurant, house chores and being at the hospital
7. conjugate verbs in the preterit, imperfect, present perfect and past perfect tense
8. list several aspects about Hispanic culture

Total Hours: 80 hours lecture

Catalog Description: This course continues the study of pronunciation, vocabulary, sentence structure and grammar. Students also read short stories, literature and spend additional time with workbook exercises. C-ID: SPANN 200

Type of Class/Course: Degree Credit

Text: Jarvis, Ana C., Raquel Lebrede, Francisco Mena-Ayllon. *¡Continuemos!* 8th ed.
Florence: Cengage, 2013. Print.

Additional Required Materials:

Jarvis, Ana C., Raquel Lebrede, Francisco Mena-Ayllon. *¡Continuemos!, Workbook/Laboratory Manual.* 8th ed. Florence: Cengage, 2013. Print.

De Cervantes, Miguel. *Don Quixote.* RinconCastellano. 2012. www.rinconcastellano.com

Yabla Access Card. 1st. 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 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
8. read and write in Spanish about the first 8 chapters of Don Quixote.

Course Scope and Content:

Unit I About Family Relationships

- A. Las relaciones humanas (Human Relationships)
 1. Gramática (grammar)
- B. Espana (Spain)
- C. Don Quijote Capitulo primero (Don Quixote Chapter 1)
- D. Don Quijote Capitulo II (Don Quixote Chapter 2)

Unit II Educational Systems

- A. Estudios universitarios y profesiones (University Studies and Professions)
 1. Gramática (grammar)
- B. México
- C. Don Quijote Capitulo III (Don Quixote Chapter 3)
- D. Don Quijote Capitulo IV (Don Quixote Chapter 4)

Unit III Sports and Outdoor Activities

- A. Los deportes y las actividades al aire libre (Sports and Outdoor Activities)
 1. Gramática (grammar)
- B. Chile, Perú y Ecuador
- C. Don Quijote Capítulo V (Don Quixote, Chapter 5)
- D. Don Quijote Capítulo VI (Don Quixote, Chapter 6)

Unit IV Customs and Traditions

- A. Costumbres y tradiciones (Customs and Traditions)
 - 1. Gramática (grammar)
- B. Paraguay y Bolivia
- C. Don Quijote Capítulo VII (Don Quixote, Chapter 7)
- D. Don Quijote Capítulo VIII (Don Quixote, Chapter 8)

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

Methods of Instruction:

1. Spanish grammar and units of language structure are carefully reviewed by means of a text written in Spanish
2. Selected novels, plays, 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 in the classroom and with the audio CDs that accompany the workbook
6. Student-centered activities
7. Students work in groups to create: dialogues, presentations, skits, and projects
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