

**NorthWest Arkansas Community College
Communications & Arts Division
Foreign Language Department**

SPAN 2013 - INTERMEDIATE SPANISH II

Catalog Description: Students will be expected to apply their prior knowledge of Spanish and expand on their skills in speaking, reading, writing and comprehension concerning past, present and future events.

Prerequisite: SPAN 1013, two years high school Spanish, or department consent.

Credit hours/ Contact hours/ Load hours:

Credit: 3 hours Contact: 3 ½ Load: 3 ½

Target Audience & Transferability: Implicit in the intermediate level of foreign language learning is an assumption that the learner has acquired an elementary level of skill in Spanish. Since there is no foreign language requirement for the Associate of Arts degree at NWACC, any foreign language class that a student might take is either a general elective or will be used to satisfy a foreign language requirement at a four-year university. Intermediate Spanish II is designed for students planning to transfer their foreign language credits and is fully transferable to virtually any other college or university. However it is always advisable to check on transferability ahead of time with any college with which NWACC does not have a pre-existing articulation agreement.

Common Objectives/Student Outcomes: Intermediate Spanish II is a course for students who have completed Intermediate Spanish I or other language experience that will permit them to begin at this level. Students will apply their prior knowledge and understanding of Spanish and expand on their skills of speaking, reading, writing, comprehension, and vocabulary acquisition. Through creative use of the language, the student will participate in progressively more challenging conversations and writing, narrating past, present, and future events. Elements of grammar will be reviewed throughout the course. The class will be conducted in Spanish though some definitions and explanations will be given in English.

Required Text(s): Jarvis, Ana and Lebrede, Raquel; *Entre nosotros*; Houghton Mifflin Co.; Boston and New York; 2001

Jarvis, Ana, Lebrede, Raquel, and Mena-Ayllon, Francisco; *Aventuras literarias*, 5th ed.; Houghton Mifflin Co.; Boston and New York; 1999

Optional Text(s): Lab/Workbook and Lab Tapes for, Houghton Mifflin Co., Boston and New York, 2001
Spanish/English Dictionary

Topics: Intermediate Spanish II covers the second half of *Entre nosotros* and students read such works from *Aventuras literarias as determined by the instructor*. Students are responsible for all the vocabulary and grammar structures of the text which primarily focuses on the subjunctive mood.

Standard Course Outline

Skills: Skills fall into four categories: accurate grammar application, oral communication, beginning reading and interpreting literature, and cultural awareness.

In **grammar application** the student will achieve a higher level of accuracy in expression than in elementary Spanish, relating past, present, and future events and situations using present, preterit, imperfect, and compound tenses. Subjunctive and conditional constructions will be used to express feelings, opinions, and hypotheses.

In **oral communications** the student will move beyond the novice level to begin to create intentional statements and participate in progressively more challenging conversations, and communicate successfully in spontaneous situations.

In **literature**, Intermediate Spanish I will introduce the students to short stories, dramatic sketches, and the prose of recognized Spanish writers which will help them appreciate Spanish literature and strengthen their reading skill, interpretation and involvement in the language.

Culture studies will course consisting in exposure to the history, geography, folklore and ethnic diversity of the Spanish-speaking world.

Required Methods of Instruction: Intermediate Spanish II is focused on language application and assumes a degree of prior mastery of the language. The intermediate student should have enough language acquisition skills to be able to take a heavier responsibility for the review of already studied concepts and studying and applying less familiar structures than students at the elementary level. The student will read stories or watch videos, reflect, write, and discuss in class in Spanish weekly. The instructor will maintain the pace of the class and facilitate the interaction and involvement of the student in class activities and discussions.

Special Notes on Intermediate Spanish:

1. There will be a wide range in language preparation in your students:
 - a. two or more years of high school Spanish. Often these students come with little oral proficiency.
 - b. two semesters of NWACC Elementary Spanish. These students are generally ready.
 - c. two semesters of Elementary Spanish at another college. Often these students are behind because the college they came from doesn't finish a review of essential grammar in two semesters. They need to be told that they will have an added responsibility to catch up on their own.
 - d. Native or heritage speakers. These are Hispanics that speak the language but have never studied it academically. They don't know the grammar and in many cases have little self-confidence in reading and writing. Too many of them tend to want to sit in class and do nothing except express unsupported opinion. They often say they can't read, but they can if they put their minds to it. They will not be successful unless they commit to doing the work, particularly the reading and writing.
2. Few students will be able to express themselves with much fluency. Elementary programs at the high schools and most colleges don't do a very good job of developing oral proficiency. However, they know a lot more Spanish than they are willing to use. The instructor must create activities that require oral expression. It usually works better

Standard Course Outline

if they prepare what they are going to speak about in notes they have taken as they read the material that the instructor assigns.

3. The student need to do a review of the grammar presented in each chapter. The students should work through the exercises on their own and bring any questions to class. Otherwise the student should use class time to discuss the readings and their writings.
4. The book will give the student plenty of ideas for assignments. In any given chapter the students should have to work through the grammar exercises on their own. Make the answers to the exercises available to them.

Required Forms of Assessment:

ORAL QUIZZES: Each student will take two oral quizzes during the semester and one as part of the final exam. The quizzes will be conducted in the language lab in MAT Bldg. Rm.13.

TERM PROJECT: Working in pairs students will choose a fictional work -- short story, small novel, long poem, etc. by a recognized and instructor-approved Hispanic writer. Read the work and write approximately 1000 words (four type-written pages) of simple literary analysis relating to a primary theme of the work or an interpretation of the writer's meaning or purpose in writing the piece. The report will include a biographical sketch of the writer which shows a connection to the literature chosen and a geographical sketch of the setting of the work or the native environment of the author. Art work, binding, foot or end notes, and bibliography will be grade related expectations. The two-student team will present a summary of the report in front of the class by the last day of classes. Below is a time table for the term project.

Mid February	Choose reading
Mid March	Outline what you are going to do
Mid April	Rough Draft

TESTS: There will be a test after each chapter, a mid-term exam and a comprehensive final exam.

Resources:

International Language Learning Center (a.k.a. language lab) in the MAT Bldg.,
Room 13