

SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Humanities
Revision Date: 07-01-21

I. CATALOG DESCRIPTION

Course Number: SPAN2020
Course Title: Intermediate Spanish II
Prerequisite(s): SPAN2010 or appropriate score in placement exam.
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.
Credit Hours: 3.0
Class Hours: 45
Lab Hours: 0
Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

- A. Interpretive communication
 - 1. List strategies to analyze authentic informational texts
 - 2. List strategies to analyze authentic fictional texts
 - 3. List strategies to analyze conversations and discussions
- B. Interpersonal communication
 - 1. Prepare the student to exchange information and ideas in conversations
 - 2. Prepare the student 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 perspective
 - 2. Foster communication with others in and from another culture

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES.

- A. Student Learning Outcomes: *Student 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.
- B. General Education Learning Outcomes**
1. GELO #4: Global Awareness and Citizenship
 - Outcome: Explain the connections between historical and recent events and current global situations related to political systems, economic systems, social systems, and /or environmental issues.
 - Outcome: Function effectively in multicultural settings.
 - Outcome: Discuss issues from a global perspective.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

- A. Simple past tense review: using the imperfect and preterite
- B. Perfect tenses
- C. Review of future and conditional forms
- D. Review of the past subjunctive
- E. Si-clauses
- F. Indirect discourse and tense sequence
- G. Relative pronouns and adjectives
- H. The “se” for unplanned events, passive voice

V. INSTRUCTIONAL MATERIALS

- A. Required Text(s):
 1. Blanco, José and Cecilia Tocaimaza-Hatch. *Imagina, español sin barreras*. Vista Higher Learning, 2019. ISBN (3 student text options; same content; different price):
 - Casebound SMIRA-compliant: 978-1-68005-673-0
 - Perfectbound: 978-1-68005-674-7
 - Loose-leaf: 978-1-68005-675-4
- B. Other Resources:
 1. Textbook Site Address: www.vhlcentral.com

VI. METHODS OF PRESENTATION/ INSTRUCTION

- A. Methods of presentation typically include a combination of the following:
 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

A. Methods of evaluation typically include a combination of the following:

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

B. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

VIII. SPECIFIC COURSE REQUIREMENTS

- A.** In order to receive a passing grade, students must complete all work assigned by the instructor, attend class and follow instructor guidelines
- B.** Content, assessment and schedule determined by program coordinator.