

**Syllabus**  
**SPAN 2020**  
**Intermediate Spanish II**  
**2021**

**Committee Members:**

Juan Lara, Central Community College  
Dallas Jurisevic, Metropolitan Community College  
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Wendy Swenson, Northeast Community College  
Amanda Baron, Mariano Ayala, Southeast Community College  
Stacy Wilson, Western Nebraska Community College  
No Representative, Little Priest Tribal College  
No Representative, Nebraska Indian Community College

**Facilitator: Amanda Baron**

**The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.**

 Candace L. Walker Chief Academic Officer, Central Community College	03/30/2021	Adopt
 Lonetta Broberg Chief Academic Officer, Little Priest Tribal College	03/26/2021	Not Offered
 Tom McDonnell Chief Academic Officer, Metropolitan Community College	03/29/2021	Decline
 Jody Tomarek Chief Academic Officer, Mid-Plains Community College	03/26/2021	Adopt
 Kristine Sobel Chief Academic Officer, Nebraska Indian Community College	03/27/2021	Adopt
 Michele Gill Chief Academic Officer, Northeast Community College	03/26/2021	Decline
 Joel Michaelis Chief Academic Officer, Southeast Community College	03/29/2021	Adopt
 Grant Wilson Chief Academic Officer, Western Nebraska Community College	03/30/2021	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. 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

## III. Investigate products and practices to understand cultural perspectives Foster communication with others in and from another culture. **STUDENT LEARNING OUTCOMES**

Students 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.

#### **IV. COURSE CONTENT/TOPICAL OUTLINE**

(sequence may vary)

Simple past tense review: using the imperfect and preterite

Perfect tenses

1. Review of future and conditional forms Review of the past subjunctive
2. Si-clauses
3. Indirect discourse and tense sequence
4. Relative pronouns and adjectives
5. The “se” for unplanned events, passive voice

#### **V. INSTRUCTIONAL MATERIALS**

Suggested texts:

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

*Portales* (1<sup>st</sup> Edition); José Blanco; Vista Higher Learning.

*Easy Spanish Reader Premium* (3<sup>rd</sup> Edition); William T. Tardy; McGraw-Hill Education.

*Tú dirás* (4th Edition); Ana Martinez-Lage, John R. Gutierrez & Harry L. Rosser; Cengage.  
*Vistas* (6<sup>th</sup> Edition); José Blanco & Philip Donley; Vista Higher Learning.  
*Panorama* (6<sup>th</sup> Edition); José A. Blanco & Philip Redwine Donley; Vista Higher Learning.  
*Dicho y Hecho* (10<sup>th</sup> Edition); Kim Potowski, Laila M. Dawson & Silva Sobral; Wiley.  
*Aventuras* (5<sup>th</sup> Edition); José A. Blanco & Philip Redwine Donley; Vista Higher Learning.  
*Vida y Muerte en la Mara Salvatrucha*; Anonymous; (1st. Edition) TPRS Publishing

## **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.*