

SPAN 3 Course Outline as of Fall 1981**CATALOG INFORMATION**

Dept and Nbr: SPAN 3 Title: INTERMED SPAN-1
 Full Title: Intermediate Spanish-Part 1
 Last Reviewed: 11/25/2019

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	1.00		Contact DHR	17.50
		Contact Total	5.00		Contact Total	87.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 227.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

Review of first-year linguistic and cultural information. Speaking, reading, and writing. Discussion and essays.

Prerequisites/Corequisites:

Three years of high school Spanish or Span 2 or Span 2S.

Recommended Preparation:

Completion of ENGL 100 or ESL 100 (including parallel course in a native language other than English).

Limits on Enrollment:**Schedule of Classes Information:**

Description: Review of first-year linguistic and cultural information. Speaking, reading, and writing. Discussion and essays (Grade or P/NP)

Prerequisites/Corequisites: Three years of high school Spanish or Span 2 or Span 2S.

Recommended: Completion of ENGL 100 or ESL 100 (including parallel course in a native language other than English).

Limits on Enrollment:

Transfer Credit: CSU;UC. (CAN SPAN8)(SPAN 4+SPAN 3=SPAN SEQ B)
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area		Effective:	Inactive:
	E	Humanities	Fall 1981	
CSU GE:	Transfer Area		Effective:	Inactive:
	C2	Humanities	Fall 1990	
IGETC:	Transfer Area		Effective:	Inactive:
	3B	Humanities	Fall 1981	
	6A	Language Other Than English		
CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
UC Transfer:	Transferable	Effective:	Fall 1981	Inactive:

CID:

CID Descriptor: SPAN 200 Intermediate Spanish I
SRJC Equivalent Course(s): SPAN3

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

SPEAKING:

Students should be able to sustain a logical dialogue with one another or with a native speaker for 2-5 minutes or more on general subjects, and be able to narrate or describe thought in present, past, and future time. In addition, they should be clearly understood by a native speaker or be able to convey in general terms critical thinking skills, such as: use simple argument and persuasion; give instructions and informal reports; use language for warning, refusing, complaining, complimenting, agreeing, disagreeing, advising, and requesting assistance; express feelings such as humor, happiness, sadness, anger, gratitude, and affection; use discussion strategies: getting and holding the floor, changing and returning to the topic, and reaching consensus; pronunciation: produce most common reduced forms and inflectional endings, correctly use most intonation patterns and word stress, self-monitor for pronunciation and oral grammar, and demonstrate an understanding of register.

LISTENING:

This skill should be further developed at this level so that the student can understand topics of general interest. The student should have had sufficient experience with interrogative expressions to be able to ask for clarifications of statements with ease. The student should be able to understand most of materials read aloud at normal speed from such things as newspaper articles, magazine

articles, and letters. Examples of other typical skills are: understand majority of conversational speech including many common idioms and phrasal verbs; distinguish between main ideas and supporting details relating to everyday topics; understand some abstract topics when presented in a familiar context; understand descriptions and narrations of factual material and nontechnical prose; discuss cultural and contemporary issues; understand the use of register; infer meaning from context; acquire new vocabulary from context; pronunciation; understand most common reduced forms, inflectional endings, and stress and intonation patterns in statements and questions.

READING:

Students should be able to interpret, summarize, and appraise with some ease newspapers, general articles of non-technical nature, and short pieces of annotated imaginative prose, verse, and dialogue with only occasional reference to a dictionary. Students should also be able to: demonstrate prereading skills such as prediction previewing, questioning, and anticipation; use thought units rather than individual lexical units; read technical charts and graphs; recognize common organizational patterns and signal words in exposition; begin to read critically, distinguishing fact from opinion, and recognizing author's purpose, tone, point of view; demonstrate postreading skills of summarizing, paraphrasing, and evaluating; write outlines that reflect author's main idea and supporting arguments; use a Spanish learner's dictionary efficiently; be able to choose the appropriate definitions; use context to guess the meaning of unfamiliar words and reduce dependence on dictionary; demonstrate knowledge of word families, prefixes, suffixes, stems; begin to recognize rhetorical forms for essays and papers.

WRITING:

This skill is further encouraged from the one/two level. Students should be able to produce short imaginative pieces to controlled term paper, and write accurately such things as letters, biographical sketches, descriptive paragraphs and the like. A native speaker should have little difficulty in discerning the meaning of the written piece. Students should also be able to: produce written communication appropriate to audience and purpose; write a focused thesis with a controlling idea; support with details and specifics; organize logically into introduction, body, and conclusion; recognize and avoid sentence fragments and run-ons; use basic coordination and subordination in sentences; build cohesion with links between sentences such as synonyms, pronouns, transitions, and paragraph transition such as repetition of ideas, introductory adverbs, and key words; recognize and eliminate irrelevant ideas; paraphrase; show awareness of the verb aspect system; begin to use sentence and word variety; view writing as a process that involves thinking, revising, editing, and evaluation; begin independent and peer revision; edit spelling and punctuation errors; edit word choice, sentence structure; write social and formal letters; write accurate, cohesive summaries; use library resources in written assignments; incorporate dialogue in composition; begin to use stylistic devices such as simile, imagery, and metaphor.

MINIMUM MATERIAL TO BE STUDIED

Since the three level is the last third of the presentation of all the major components of Spanish grammar, particular attention is given to assuring that the student is thoroughly grounded in all aspects of the grammatical structures and major idiomatic expressions. Students are also introduced to all genres in their original form: prose, verse, and dialogue.

Topics and Scope:

CONTENT AND TOPICS (Listening & Speaking):

Conversations: taped, telephone, and face to face; One way communications: directions, narratives, academic lectures, descriptions, radio and television broadcasts, announcements, instructions; content widens to include additional social and academic topics: current events, media, politics, cultural and moral issues, history, health, medicine, general science, economics, education, leisure; domestic and world issues; life, death, and afterlife; love and hate; male and female roles; geography, demography, and technology; humor; literature and the arts; the world market; drugs and dependency; belief and ideologies; jobs and professions; law and free will.

(Reading):

Adapted and unadapted text including newspaper accounts, academic texts, instructions, directions, routine reports, nontechnical prose; content widens to include numerous topics such as current events, press, politics, economics, education, leisure, travel, vacations, cultural and moral issues, history, customs, mores; literature: short stories, poetry, and drama; domestic and world issues; life, death, and afterlife; love and hate; male and female roles; geography, demography, and technology; humor; literature and the arts; the world market; drugs and dependency; belief and ideologies; jobs and professions; law and free will.

(Composition/Writing):

Broadens to include: current events; factual and concrete topics relating to personal interests; expanded use of literary schemes; domestic and world issues; life, death, and afterlife; love and hate; male and female roles; geography, demography, and technology; humor; literature and the arts; the world market; drugs and dependency; belief and ideologies; jobs and professions; law and free will.

(Grammar):

Although possibly introduced earlier, the following grammar points will need review, reinforcement, and expansion: the tense system; advanced modal auxiliaries; the passive (advanced forms) and passive constructions; gerunds and infinitives; dependent versus independent clauses: noun, adverb, adjective, wish, if; adjective clauses; noun clauses; conditionals using if; using wish. The following points should be introduced: transitive versus intransitive verbs; future perfect and future continuous; past modals.

SCOPE:

Scope of what is covered in Spanish 3 is at a significantly

accelerated pace to a course teaching the same materials in a high school (This third semester course covers in a semester what is covered in the third year at the high school level). The range of this class can benefit and challenge students who have completed as much as three years of high school Spanish.

Assignment:

In preparation for the lecture class, students are expected to have:

1. studied, prepared, and reviewed 10-20 pages from class text.
2. completed 10-20 pages from required readings.
3. listened to and reacted to about 30-50 minutes of language lab material.
4. spent 15-50 minutes practicing and memorizing vocabulary, phrases, and cultural material.
5. prepared 1-5 pages of assigned essay or term paper.

In preparation for the lecture class, students are recommended to have:

1. worked 10-50 minutes cooperatively with a fellow Spanish student or another Spanish-speaking person.
2. worked as a Spanish tutor for the SRJC Tutorial Service or to work with a community Spanish-speaking agency.
3. listen to or view 10-50 minutes of Spanish media other than that provided by the SRJC language lab.
4. established a pattern of reading Spanish language newspapers, magazines, and books as available at the SRJC Library, or within the Santa Rosa Community.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Lab reports, Essay exams, Term papers

Writing
40 - 75%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Performance exams

Skill Demonstrations
15 - 30%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion

Exams
5 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

COMPLETION OF SEMESTER'S LANGUAGE LAB

Other Category
1 - 10%

Representative Textbooks and Materials:

PASAJES: LENGUA, CULTURA, CUADERNO, Bretz, Dvorak, Kirschner,
3rd ed., McGraw-Hill, 1992.

Recommended: Spanish-English Dictionary.
Spanish Dictionary.