

CATALOG INFORMATION

Dept and Nbr: SPAN 4                      Title: INTERMEDIATE SPANISH-2  
Full Title: Intermediate Spanish-Part 2  
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:**  
Spanish language skills improved through research compositions, analytical essays, readings, and critical discussions focusing on American cultures. Utilizing modern and classical Spanish language literature, students will explore at least three of the following groups in those areas of the United States most affected by Spanish and its literature: African American, Asian American, Chicano/Latino American, European American, Indigenous Peoples of the Americas, and Americans of Middle Eastern origin.

**Prerequisites/Corequisites:**  
Completion of 4 years of high school Spanish or Span 3.

**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: Research compositions, analytical essays, reading & critical discussions in modern and classical Spanish focusing on American cultures. Students will explore issues of race,

ethnicity, and gender in those areas in the United States where Spanish is commonly used.  
(Grade or P/NP)

Prerequisites/Corequisites: Completion of 4 years of high school Spanish or Span 3.

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.

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

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	E	Humanities	Spring 1982	
	G	American Cultures/Ethnic Studies		

<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	C2	Humanities	Spring 1982	

<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	3B	Humanities	Fall 1981	
	6A	Language Other Than English		

<b>CSU Transfer:</b>	Transferable	<b>Effective:</b>	Spring 1982	<b>Inactive:</b>
----------------------	--------------	-------------------	-------------	------------------

<b>UC Transfer:</b>	Transferable	<b>Effective:</b>	Spring 1982	<b>Inactive:</b>
---------------------	--------------	-------------------	-------------	------------------

### **CID:**

CID Descriptor:SPAN 210	Intermediate Spanish II
-------------------------	-------------------------

SRJC Equivalent Course(s):	SPAN4
----------------------------	-------

### **Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

**LISTENING:** Demonstrate in Spanish an ability to understand virtually all face to face discussions delivered with normal clarity and speed involving the values, customs, and mores of diverse groups within the American cultural experience. Demonstrate familiarity with many idiomatic expressions and phrasal verbs; respond appropriately, verbally and non-verbally, to various levels of politeness, formality, and register, especially academic; identify and comprehend main ideas and most supporting details in lectures and discussions; recognize verbal and non-verbal signals of organization and importance in lectures; and understand new vocabulary in context using guessing strategies. Ability to recognize and define critical but open-minded discourse relevant to understanding the meaning of dynamic interactions between race, ethnicity, and gender in those areas of the United States most affected by Spanish and its literature. Demonstrate sensitivity to issues affecting diverse racial and ethnic groups through the formulation of cogent questions and comments.

**SPEAKING:** Demonstrate in Spanish an ability to express cogently and

critically an opinion to a variety of topics on American Cultures. Use Spanish for a variety of purposes: questioning, paraphrasing, defining, describing, narrating, arguing, commenting, criticizing, and persuading; self monitor and peer evaluate for effective and open-minded discourse in formal as well as informal interactions; use nonverbal communication appropriately: posture, gestures, facial expression, and eye contact; speak in an integrative and comparative manner; maintain a conversation and use many idiomatic expressions; demonstrate awareness of levels of politeness, formality and register, including inappropriate language such as racist or sexist terms; use discussion and conversational strategies effectively; and use intonation, pitch, and pauses to enhance or emphasize the message; to discuss clearly on major theoretical and analytical issues relevant to understanding the meaning of and dynamic interactions between race, ethnicity, and gender in those areas of the United States most affected by Spanish and its literature. Students are encouraged to look at their classroom settings and surrounding society as a language laboratory where every student can use their Spanish language skills as a primary tool in understanding how cultural responsiveness makes for a mutual respect for all cultures and perspectives.

**READING:** Spanish language learning will be defined to include not only classical literature but also borderland (i.e., Chicano) literature.

Students will skim for main idea; scan for information; differentiate between main idea and supporting points; take notes, summarize, and paraphrase for various purposes; read between the lines for inference, assumption, and presupposition; read critically; identify author's point of view, tone, and purpose; recognize bias when it exists; demonstrate significant library research skills; analyze rhetorical patterns, discourse cues, and structural pointers to follow the development of the author's ideas; increase reading speed; vary speed and methods according to type of material and purpose for reading; use Spanish college level dictionary effectively; guess word meanings by analyzing prefixes, suffixes, and roots; infer meaning of unknown vocabulary by using contextual clues; evaluate the relevance of textual material to particular research goals and identify sources that support particular arguments; and understand the organization of books, journals, newspapers, and essays relevant to understanding the meaning of and dynamic interactions between race, ethnicity, and gender in those areas of the United States most affected by Spanish and its literature.

**COMPOSITION:** Through theme and tasked based instruction students will develop an awareness of the interactions of a variety of cultural traditions that have shaped the American experience. Students will demonstrate an ability to write cogently and critically in Spanish on a variety of cultural topics on American Culture that includes three or more of the following groups: European American, African American, Asian American, Chicano/Latino American, Indigenous Peoples of the Americas, and Americans of Middle Eastern origin. Cogent and critical writing skills require the development of skills as follows: formulating a research question, revising for organization, style, and content; and mastering the five paragraph essay to include thesis statement, adequate paragraph development and conclusion. Additionally, a student should be able to develop and logically support a main idea in an expository essay; consider audience and intention; support a focus statement with original

ideas and information from text, synthesize; employ essay examination skills by: synthesizing relevant information from reading and lectures, and writing under time pressure; write a short research paper summarizing journal articles and other sources, avoiding plagiarism, documenting sources with annotated bibliography, and using a variety of clause patterns and subordination; and exhibit a sense of literary style.

**OVERALL OBJECTIVE:** After participation in Spanish Four students should be able to integrate critical thinking in all of the four Spanish language skills: listening, speaking, reading and writing. Specific outcomes may include but are not limited to the student's ability to: (1) identify and describe in Spanish various factors that influence cultural diversity, (2) understand and explain through examples how human behavior can hinder or mitigate cultural responsiveness, (3) discuss how a variety of cultural traditions and their interactions have shaped American experience, (4) analyze the impact that certain cultural diversity issues have on their community, (5) compare and contrast the various forces that affect cultural diversity, (6) develop an appreciation for and describe the contributions that a culturally diverse population has made to society, and (7) form a critical opinion about specific themes or forces that affect cultural diversity.

### **Topics and Scope:**

#### **CONTENT:**

##### **AMERICAN CULTURES FOCUS**

This course will consist of further developing student's listening, speaking, reading, and writing skills in Spanish. Students will engage in critical discussion based on information gathered by giving and listening to prepared lectures, and by reading selected materials found in modern and classical Spanish language literature that relates to American Cultures. All materials heard, discussed or read will serve as data to write at least three compositions, one analytical essay, and one semester project on a variety of viewpoints on American Cultures. The class will result in a balanced treatment of three or more of the following groups: European American, African American, Asian American, Chicano/Latino American, Indigenous Peoples of the Americas, and Americans of Middle Eastern origin. Issues relevant to understanding race, ethnicity and gender through the study of designated groups will be structured in an integrative and comparative manner focusing on these areas of the United States most by Spanish and its literature: California, New Mexico, Arizona, Texas, Colorado, New York and Florida.

**Listening:** Standard sources used for Spanish listening practice and development are as follows: traditional academic lectures by a single speaker with ample opportunity for questions and discussion, panel presentations and discussion, listening to recordings and announcements, communicating by telephone, listening to radio and television broadcasts, watching movies and plays, and face-to-face conversations.

**Reading & Writing:** Standard sources used for Spanish reading and writing practice and development are as follows: writing analytical compositions and other papers based on research gathered from reading materials from adapted and unadapted text such as academic materials, newspaper articles, editorials, commentaries, technical reports, novels, short stories, drama,

and poetry.

**Grammar:** Grammar content is more individual and specific in nature rather than group structured. It is analyzed and discussed in the context of the assigned readings and written work produced by students.

**SCOPE:**

Scope of what is covered in Spanish 4 goes beyond what is normally taught in the most advanced high school Spanish language course (Four years of instruction is the maximum taught in most high schools). This course also corresponds to an Intermediate, Part II Spanish college level text.

### **Assignment:**

Spanish 4 instructors will use a variety of resources to encourage students to develop Spanish language skills and to appropriately use them to discuss and research issues and topics of interest in the area of American cultures. Available resources can include readings, writings, lectures, student presentations, video tapes and other media. The majority of the assignments are intended to give students an American cultures focus that follow American Cultures guidelines. Among the assignments under consideration are as follows:

1. Actively participate in all class meetings and demonstrate that readings or other materials assigned by instructor were appropriately reviewed and studied. Participation also means working cooperatively and effectively with a partner or a group during time periods set aside by the instructor to discuss specific issues or questions.
2. Prepare and participate in at least one focussed oral presentation or panel discussion on a topic negotiated with the instructor. Students who are in the audience and aren't directly involved in the presentation are expected to listen critically and formulate questions about the presentation. The expectation is that questions are indicative of a thoughtful, serious, curious and critical mind at work. Subject to time constraints, these questions can be used for a question & answer period and/or collected by the instructor.
3. Write at least three compositions on topics negotiated with the instructor. The instructor will provide students with a standard guideline for writing compositions and will evaluate written work according to those standards.
4. Write three analytical essays on topics negotiated with the instructor. At least one of the essays must be argumentative/persuasive in style, structure, and purpose. All other essays are intended to get students to contrast, compare, describe or analyze some significant aspect of one or more of the American cultures.
5. Write one semester paper on a topic negotiated with the instructor. The instructor will provide students with standard investigative guidelines for writing a semester paper that includes an annotated bibliography. The papers will be evaluated according to those standards.
6. Take a written or an oral final examination, or a final examination consisting of both oral and written parts. The purpose of the final examination is to determine to what degree a student can use Spanish language skills to cogently express a point of view on some aspect of American cultures.

## 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, Essay exams, Term papers

Writing  
20 - 60%

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

correspond to American Cultures Requirement

Problem solving  
15 - 30%

**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 - 10%

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

COMPLETION OF REQUIRED HOURS OF LANGUAGE LAB

Other Category  
5 - 10%

## Representative Textbooks and Materials:

Excerpts from:

Aguirre Beltran, Gonzalo. OBRA ANTROPOLOGICA VII: ESBOZO ETNOGRAFICO DE UN PUEBLO NEGRO, Jalapa, Mexico: Universidad Veracruzana Instituto Nacional Indigenista, 1989.

Alaman Lucas D., comp. HERNAN CORTES Y LA CONQUISTA DE MEXICO (TOMO II). Mexico D.F.: Editorial Jus, 1985.

Baroja, Julio Caro. LOS JUDIOS EN LA ESPANA MODERNA Y CONTEMPORANEA (TOMO I-III). Madrid: Ediciones Ismo, 1978.

Beltran, A., comp. VISION DE LOS VENCIDOS: RELACIONES INDIGENAS DE LA CONQUISTA. Mexico D.F.: Universidad Nacional Autonoma De Mexico, 1992.

Bravo Ugarte, Jose. HISTORIS SUCINTA DE MICHOACAN. Mexico D.F.: Editorial Jus, 1963.

Castillo Pedro G. & Antonio Rios Bustamante (Traduccion por Ana Rosa Gonzalez Matute). MEXICO EN LOS ANGELES: UNA HISTORIA SOCIAL 6 CULTURAL, 1781-1985. Mexico, D.F.: Alianza Editorial Mexicana, 1989 (Primera edicion en idioma espanol).

Cruz Olivia, Oscar Rene, comp. AVENTURAS Y DESVENTURAS DEL PADRE KINO EN LA PIMERIA ALTA. Mexico, D.F.: Asociacion Nacional de Libreros, 1986.

Del Barco, Miguel. HISTORIA NATURAL Y CRONICA DE LA ANTIGUA

CALIFORNIA., Mexico D.F.: Universidad Nacional Autonoma de Mexico 1988.

Esparza Sanchez, Cuauhtemoc, comp. ZACATECAS ANUARIO DE HISTORIA. Zacatecas, Mexico: Universidad Autonoma de Zacatecas, 1979.

Galaviz de Capdevielle, Maria Elena. REVELIONES INDIGENAS EN EL NORTE DEL REINO DEL LA NUEVA ESPANA: SIGLO XVI-XVII. Mexico, D.F.: Editorial Campesina, 1967.

Gallegos, Jose Ignacio. HISTORIA DE LA IGLESIA EN DURANGO. Mexico D.F.: Editorial Jus, 1969.

Gerhard, Peter. SINTESIS E INDICE DE LOS MANDAMIENTOS VIRREINALES: 1448-1553. Mexico D.F.: Universidad Nacional Autonoma de Mexico, 1992.

-----LA FRONTERA NORTE DE LA NUEVA ESPANA. Mexico D.F.: Universidad Nacional Autonoma de Mexico, 1996.

Grimes, Ronald L., SIMBOLO Y CONQUISTA: RITUALES Y TEATRO EN SANTA FE, NUEVO MEXICO. Mexico D.F.: Fondo de Cultura Economica, 1981.

Guerro Vazquez, Jose. comp. CATALOGO DE DOCUMENTOS DEL SIGLO XVI DEL ARCHIVO GENERAL DEL ESTADO DE TLAXCALA (VOLUMEN 8). Mexico, D.F.: Archivo General de la Nacion, 1988.

Herrera Carrillo, Pablo, comp. FRAY JUNIPERO SERRA: CIVILIZADOR DE LAS CALIFORNIAS. Mexico D.F.: Ediciones Xochitl, 1943.

Icazbalceta Garia, Joaquin, comp. DON TRAY JUAN DE ZUMARRAGA: PRIMER OBISPO Y ARZABISPO DE MEXICO (TOMO I-III). Mexico, D.F.: Editorial Porrúa, 1988.

Icaza, Francisco A. DICCIONARIO AUTOBIOGRAFICO DE CONQUISTADORES Y POBLADORES DE NUEVA ESPANA (TOMO I & II). Madrid, 1923.

Motolinia, Fray, Toribio. HISTORIA DE LOS INDIOS DE LAS NUEVA ESPANA. Mexico D.F.: Editorial Salvador Chavez Hayhoe, 1941.

Munoz Camargo, Diego. HISTORIA DE TLAXCALA. Mexico D.F.: Edicion Chavero, 1892.

Periz-Rocha, Emma. APORTACIONES A LA INVESTIGACION DE ARCHIVOS DEL MEXICO COLONIAL Y A LA BIBLIOHEMEROGRAFIA AFROMEXICANISTA. Mexico D.F.:

Instituto Nacional de Antropologia e Historia, 1992.

Porras Munos, Guillermo. EL GOBIERNO DE LA DIUDAD DE MEXICO EN EL SIGLO XVI. Mexico D.F.: Universidad Nacional Autonoma de Mexico, 1982.

Powell, Philip W. LA GUERRA CHICHIMECA (1550-1600). Mexico D.F.: Fondo de Cultura Economica, 1992.

Rubio Mane, Jose Ignacio, comp. DON LUIS DE VELASCO, EL VIRREY POPULAR. Mexico D.F.: Ediciones Xochitl, 1946.

Saravia, Atansio G. APUNTES PARA LA HISTORIA DE LA NUEVA VIZCAYA (OBRAS I-IV). Mexico D.F.: Universidad Nacional Autonoma de Mexico, 1978.

-----LOS MISIONEROS MUERTO EN EL NOTRE DE NUEVA ESPANA. Mexico D.F.: Ediciones Botas, 1943.

Swadesh, Frances Leon, LOS PRIMEROS POBLADORES: ANTECESORES DE LOS CHICANO EN NUEVA MEXICO. Mexico D.F.: Fondo de Cultura Economica, 1977.

Yanez, Agustin, comp. FRAY BARTOLOME DE LAS CASAS: DOCTRINA. Mexico D.F.: Universidad Nacional Autonoma de Mexico. 1982.

Zavala, Silvio, LOS ESCLAVOS INDIOS EN NUEVA ESPANA. Mexico, D.F.: El Colegio Nacional, 1994.

-----ORDENANZAS DEL TRABAJO, SIGLO VVI Y XVII. Mixico, D.F.: Editorial Elede, 1947.

