

# SPAN-2010: INTERMEDIATE SPANISH LANGUAGE AND CULTURE I

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## Cuyahoga Community College

### Viewing: SPAN-2010 : Intermediate Spanish Language and Culture I

**Board of Trustees:**

January 2023

**Academic Term:**

Fall 2023

**Subject Code**

SPAN - Spanish

**Course Number:**

2010

**Title:**

Intermediate Spanish Language and Culture I

**Catalog Description:**

As the first in a series of two intermediate Spanish courses, 2010 reviews and expands upon introductory level vocabulary, grammar and culture through multiple approaches. Emphasis on further development of interpersonal and presentational spoken and written communication, interpretive listening and reading comprehension, and cultural awareness in functional contexts is designed to build upon established proficiencies at the beginning level.

**Credit Hour(s):**

3

**Lecture Hour(s):**

3

**Lab Hour(s):**

0

**Other Hour(s):**

0

## Requisites

**Prerequisite and Corequisite**

SPAN-1021 Beginning Spanish Language and Cultures II, or two years of high school Spanish, or departmental approval.

## Outcomes

**Course Outcome(s):**

Converse at an intermediate level of proficiency on a variety of topics while using culturally appropriate language and referencing present, past, and future events and activities.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

- a. Pronounce Spanish sounds with an improved degree of accuracy so as to be understood by a native speaker.
- b. Apply basic structure, grammar, and vocabulary while speaking on concrete and some abstract topics.
- c. Initiate and sustain a simple general conversation demonstrating basic linguistic flexibility in circumstances beyond immediate survival needs.
- d. Describe actual and some hypothetical experiences (events, dreams, hopes and ambitions) using some indicative present, past and future tenses, present subjunctive, and some commands.
- e. Briefly give reasons and explanations for opinions and plans.
- f. Interact with an improved degree of proficiency and spontaneity that makes regular interaction with native speakers possible without strain.
- g. Understand and interpret with improved accuracy oral and written information in Spanish.

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**Course Outcome(s):**

Communicate through interpersonal and presentational speaking and writing using new and previously learned grammar and vocabulary in creative ways to accomplish a variety of basic and intermediate communicative tasks and to adapt communicative skills to a variety of social situations.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

**Objective(s):**

- a. Apply basic structure, grammar, and vocabulary while speaking and writing with proficiency.
- b. Speak and write in strings of sentences comprehensible to native speakers.
- c. Effectively utilize elementary and expanded vocabulary and basic syntactic patterns.
- d. Produce clear, simple connected text on a range of familiar concrete and some abstract topics of personal interest giving the advantages and disadvantages of various options.
- e. Communicate in the present, past, and future tenses while narrating or describing with reasonable accuracy in formation, nuances, and registers (formal and informal).
- f. Utilize an expanded list of idioms in the Spanish language to achieve authenticity in communication.
- g. Appraise the cultural patterns of some Spanish-speaking countries by using developing skills, attitudes, and sensibilities.

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**Course Outcome(s):**

Proficiently read, comprehend, and interpret (interpretive reading) longer passages that use vocabulary, structures, and cultural components acquired in this course alongside those previously studied, using authentic materials on cultural and historical topics related to the Spanish-speaking world.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

**Objective(s):**

- a. Demonstrate understanding of the main ideas of texts on familiar concrete and abstract topics.
- b. Interpret simple authentic printed material or edited text within a familiar context and uncomplicated authentic prose on familiar topics.
- c. Demonstrate understanding of the main idea and supporting details, and idiomatic expressions in a variety of authentic simple texts presenting historical and cultural information.
- d. Use contextual (situational) and structural (grammatical) clues for comprehension.
- e. Use recognizable cultural elements from the target language to derive meaning from texts.

- f. Identify important cities and regions of some Spanish-speaking countries and describe some of their geographic features and historical/social circumstances.
- g. Compare and contrast some facets of one's own culture with the cultures of some Spanish-speaking countries from a historical and social point of view.

**Course Outcome(s):**

Analyze aspects of Spanish grammar in interpersonal and presentational speaking, interpretive listening and reading, and presentational writing at the intermediate level.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

- a. Use the present indicative tense to produce simple connected oral and written texts on topics which are familiar or of personal interest with accuracy in usage and tense formation.
- b. Use historical present in oral discourse and written texts about cultural topics.
- c. Use past tenses (preterit and imperfect) in context with reasonable accuracy in formation and nuanced implementation to narrate past conditions, states, and events.
- d. Use future tense and present subjunctive constructions to communicate actual, hypothetical and pending actions.
- e. Use command forms in the appropriate register (formal and informal) to make requests.
- f. Use metacognition to continuously assess and readjust communication in the target language to an appropriate and active linguistic role.

**Course Outcome(s):**

Express opinions and knowledge in speaking and writing (interpersonal and presentational spoken and written communication) on an expanded variety of topics while utilizing present and past tenses, including the subjunctive mood when appropriate, and showing reasonable precision and creativity in the manipulation of the language.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

- a. Write notes, simple letters, articles, summaries, and other appropriate short compositions on familiar concrete and some abstract topics.
- b. Paraphrase in simplified language and interpret the content of read and heard texts.
- c. Write paragraphs about past events or experiences using the preterit and imperfect tenses with reasonable accuracy in formation and comprehensible accuracy in usage.
- d. Write summaries, descriptions, and narration about familiar topics with increased vocabulary appropriate to a range of familiar topics to express present, past, future, and conjecture.

**Course Outcome(s):**

Listen to, reiterate, and interpret basic information on familiar daily topics from a variety of media resources.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

**Objective(s):**

- a. Demonstrate aural understanding of the main idea, as well as some additional details, cognates, idiomatic and formulaic expressions, in a variety of oral texts and media.
  - b. Utilize recognition of keywords and phrases to understand simple oral texts and media on familiar topics, with and without visual support.
  - c. Use contextual (situational) and structural (grammatical) clues for basic comprehension.
  - d. Use student's own cultural background and some easily recognizable elements from the target language cultures to derive meaning.
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**Methods of Evaluation:**

- a. Class participation
- b. Homework assignments
- c. Compositions (presentational writing)
- d. Oral presentations or other oral evaluative measures (presentational speaking)
- e. Oral interpersonal communication (spontaneous speaking)
- f. Exams (interpretive listening, interpretive reading, presentational writing)

**Course Content Outline:**

- a. Communicative goals:
  - i. Describing physical and personality traits
  - ii. Describing physical, emotional, and mental conditions
  - iii. Expressing actions in progress
  - iv. Expressing lack of comprehension
  - v. Asking questions
  - vi. Talking about pastimes, fun activities, and sports
  - vii. Avoiding repetition of nouns
  - viii. Indicating to whom and for whom actions are done
  - ix. Expressing likes and dislikes
  - x. Talking about daily routines
  - xi. Talking about house, chores, and errands
  - xii. Talking about past activities
  - xiii. Describing what life used to be like
  - xiv. Indicating location, purpose, and time
  - xv. Talking about health and wellbeing
  - xvi. Expressing hopes, desires, requests, and doubt
  - xvii. Talking about vacations, travel, and lodging
  - xviii. Expressing judgement, denial and uncertainty
  - xix. Telling others what to do
  - xx. Making comparisons
  - xxi. Denying and contradicting
- b. Grammatical concepts:
  - i. The present indicative of regular, irregular and stem-changing verbs
  - ii. *Ser* and *estar*
  - iii. Present progressive
  - iv. Reflexive verbs
  - v. Question formation
  - vi. *Gustar* and similar verbs
  - vii. Personal *a*
  - viii. Direct object pronouns
  - ix. Indirect object pronouns
  - x. Double object pronouns
  - xi. Preterit of regular, irregular and stem-changing verbs
  - xii. Imperfect tense

- xiii. Verbs that change English meaning in the preterit
  - xiv. Preterit and imperfect in contrast
  - xv. Comparisons of equality and inequality
  - xvi. Superlative
  - xvii. The subjunctive mood: concept and present tense
  - xviii. Present subjunctive in noun clauses
  - xix. Present subjunctive in adjective clauses
  - xx. Formal and informal commands
  - xxi. *Por* and *para*
  - xxii. Negative, affirmative, and indefinite expressions
- c. Cultural topics:
- i. The United States: interpersonal relationships and professional achievement of Hispanics in the United States
  - ii. Mexico: Mexican cinematography, actors, and bullfighting
  - iii. Spain: family life, royal family, shopping, and art
  - iv. Columbia: traditional and modern medicine, and recreation
  - v. Central America: coffee route, Panama Canal, and Mayan route

## Resources

1. Blanco, José A. *Enfoques*. 5th. Vista Higher Learning: Boston, MA., 2020.

Blanco, José A. *Facetas*. 5th. Boston, MA: Vista Higher Learning, 2020.

American Council on the Teaching of Foreign Languages. *National Standards for Foreign Language Learning in the 21st Century*. 3rd. Alexandria, VA: American Council on the Teaching of Foreign Languages, 2012.

American Council on the Teaching of Foreign Languages. *World Readiness Standards for Learning Languages*. 2nd. Alexandria, VA: American Council on the Teaching of Foreign Languages, 2021.

American Council on the Teaching of Foreign Languages. *Performance Descriptors for Language Learners*. 1st. Alexandria, VA: American Council on the Teaching of Foreign Languages, 2015.

## Resources Other

- a. Ohio Transfer Agreement Guidelines Standards for Foreign Language General Education (<http://regents.ohio.gov/transfer/policy/>)
- b. The American Council for the Teaching of Foreign Languages (<http://www.actfl.org/>)
- c. Ohio's Learning Standards for World Languages and Cultures (<https://education.ohio.gov/> ([https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Foreign-Language/WL-Draft-Standards-Grid\\_11x17\\_April-01-2020.pdf.aspx?lang=en-US#:~:text=Ohios%20revised%20Learning%20Standards%20for,effectively%20in%20a%20global%20society.\)\)](https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Foreign-Language/WL-Draft-Standards-Grid_11x17_April-01-2020.pdf.aspx?lang=en-US#:~:text=Ohios%20revised%20Learning%20Standards%20for,effectively%20in%20a%20global%20society.))))

## Instructional Services

### OAN Number:

Transfer Assurance Guide OFL021, OFL024 (course 1 of 2, both must be taken)

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