

# SPAN-2020: INTERMEDIATE SPANISH LANGUAGE AND CULTURES II

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## Cuyahoga Community College

### Viewing: SPAN-2020 : Intermediate Spanish Language and Cultures II

#### Board of Trustees:

January 2023

#### Academic Term:

Fall 2023

#### Subject Code

SPAN - Spanish

#### Course Number:

2020

#### Title:

Intermediate Spanish Language and Cultures II

#### Catalog Description:

Second intermediate course further develops spoken and written communication, listening and reading comprehension, and cultural awareness and competency in functional contexts through multiple approaches geared towards greater fluency.

#### Credit Hour(s):

3

#### Lecture Hour(s):

3

#### Lab Hour(s):

0

#### Other Hour(s):

0

## Requisites

#### Prerequisite and Corequisite

SPAN-2010 Intermediate Spanish Language and Cultures I, or three years of high school Spanish, or departmental approval.

## Outcomes

#### Course Outcome(s):

A. Employ oral and written communication in the target language to produce and interpret information focusing on cultural sensitivity and global awareness by integrating reading, writing, speaking, and listening practice to learn about Hispanic culture throughout the world.

#### Objective(s):

- a. Communicate verbally and comprehend aurally so as to carry out interpersonal communication regarding more complex topics of cultural and personal interest in the target language.
- b. Employ more detailed vocabulary; apply more complex grammar; increase cultural acumen, and refine pronunciation so as to express information, opinions, and hypothetical situations in a presentational format.
- c. Employ listening and visual interpretive strategies so as to handle real-world communicative tasks; manage social transactions with attention to detail; understand directional communication, and navigate complications or misunderstanding in "unscripted" contexts.
- d. Analyze, synthesize and discuss, verbally and in writing, authentic texts in the target language on various topics of cultural and personal significance.
- e. Compose and edit logical texts in the target language with appropriate grammar and efficacious writing style including connector phrases, idiomatic expressions and more detailed vocabulary.

### Methods of Evaluation:

- a. Periodic quizzes: Periodic speaking/functional communication assessments (interview, situation, or short oral presentation and/or written quizzes)
- b. Compositions: One-two typed pages that include application of course topics, vocabulary, structures, and cultural facts
- c. Exams: Depending on length of course tests may be administered after the completion of each lesson or after every two lessons as time allows and at the instructor's discretion. All exams may include oral, listening, writing, culture knowledge, and reading components.
- d. Midterm exam: Midterm may include oral, listening, writing, culture knowledge, and reading components. Midterm oral and written comprehensive examination in lieu of an examination after completion of each lesson during 10, 8, or 5 week intensive courses. A midterm exam will include listening and reading comprehension sections, vocabulary assessment, structures assessment, functional communication and writing assessment, cultural knowledge assessment.
- e. Final oral and written comprehensive examination. A final exam will include listening and reading comprehension sections, vocabulary assessment, structures assessment, functional communication and writing assessment, cultural knowledge assessment.
- f. Individual or group final project with a focus on presentational speaking.

### Course Content Outline:

- a. Concepts
  - i. Present and past perfect tenses (preterit and pluperfect)
  - ii. Subjunctive in adverbial clauses
  - iii. Prepositions (a, hacia, con, de, desde, en, entre, hasta, sin)
  - iv. Verbs that often require prepositions
  - v. Future and conditional
  - vi. Future and conditional perfect
  - vii. Imperfect (past) subjunctive
  - viii. Imperfect subjunctive with conditional sentences
  - ix. If clauses with simple tenses
  - x. Preterit perfect and pluperfect subjunctive
  - xi. Summary and review of subjunctive uses learned
  - xii. Infinitives and their uses
  - xiii. Neuter "lo"
  - xiv. Relative pronouns
  - xv. Passive voice
  - xvi. Constructions with "se"
  - xvii. Diminutives and augmentatives
- b. Skills
  - i. Describing and narrate in the future
  - ii. Describe relationships between people, things, and ideas
  - iii. Express purpose, condition and intent
  - iv. Describe past events and conditions
  - v. Emphasize the size of objects and people
  - vi. Express hypothetical situations and possible future outcomes
  - vii. Propose future activities and express aspirations
  - viii. React to and express opinions about comments, statements, situations, and observations in the past
  - ix. Reference general ideas
  - x. Create longer, more informative sentences
  - xi. Describe actions in the passive voice
  - xii. Make impersonal or generalized statements

### Resources

Higgs, Theodore V., ed "The ACTFL Provisional Proficiency Guidelines". *Teaching for Proficiency, the Organizing Principle*. The ACTFL Foreign Language Education Series. Lincolnwood: National Textbook, 1984.

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Lafayette, Robert C. "Intrepreting the Teaching of Culture into the Foreign Language Classroom.". *Towards a New Interpretation of Language and Culture*. The Northeast Conference on the Teaching of Foreign Languages, 1988.

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Magnan, Sally Sieloff, ed. *Challenges in the 1990's for College Foreign Language Programs*. Boston: Heinle Heinle, 1991 .

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Patrikas, Peter "Language and Culture at the Crossroads.". *Towards a New Interpretation of Language and Culture*. The Northeast Conference on the Teaching of Foreign Languages, 1988.

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Rivers, Wilga M., Milton M. Azevedo, and William H. Heflin, Jr. *Teaching Spanish: A Practical Guide*. 2nd ed. Lincolnwood: National Textbook, 1988.

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Higgs, Theodore V., ed. *Teaching for Proficiency, the Organizing Principle*. The ACTFL Foreign Language Education Series. Lincolnwood: National Textbook, 1984.

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Jarvis, Ana C., Raquel Lebrede, and Francisco Mena. *Adventuras literarias*. 3rd ed. Lexington: D.C. Heath, 1991.

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Jarvis, et al. *Continuemos*. 8th ed. Boston: Heinle, 2013.

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Jarvis, et al. *Nuestro mundo*. 3rd ed. Lexington: D.C. Heath, 1991 .

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Schultz, Renate A. *Challenges in the 1990's for College Foreign Language Programs*. Boston: Heinle Heinle, 1991.

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American Council on the Teaching of Foreign Languages. *National Standards for Foreign Language Learning in the 21st Century*. 3rd ed. Alexandria: ACTFL, 2006.

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Jarvis, Ana C., Raquel Lebrede, and Francisco Mena-Ayllon. *¿Cómo se dice...?*. 9th. Edition Boston: Houghton Mifflin Compnay, 2009.

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Lafayette, Robert C. *Subject-Matter Content: What Every foreign Language*. Lincolnwood: Natl. Textbook, 1993.

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Omaggio-Hadley, Alice B. *Teaching Language in Context*. 2. Boston: Heinle, 1993.

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Sander, Ruth H. *"Focus on Form: Foreign Language Study and Cognitive."*. New York: The Association of Departments of Foreign Languages, 2007.

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Blanco, Jose A. . *Enfoques: Curso Intermedio de Lengua Española*. 5th edition. Vista Higher Learning, 2020.

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**Resources Other**

ACTFL Proficiency Guidelines 2012. <https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/spanish> (<https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/spanish/>)

**Instructional Services**

**OAN Number:**

Transfer Assurance Guide OFL022, OFL024 (course 2 of 2, both must be taken)

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