

JEFFERSON COLLEGE

COURSE SYLLABUS

SPN102

INTERMEDIATE SPANISH

5 Credit Hours

Prepared by:
Sally Borgerson

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by
Nicole Bach

Arts and Science Education
Mindy Selsor, Dean

SPN102 Intermediate Spanish

I. CATALOGUE DESCRIPTION

- A. Prerequisite: SPN 101 or equivalent skills.
- B. 5 Semester Hours Credit
- C. Intermediate Spanish students learn how to express themselves and communicate more effectively in Spanish. Multimedia laboratory work is required. Students who complete this course with a “C” or higher as their first Spanish course at Jefferson College will be eligible to receive five hours retroactive credit for the course bypassed (Beginning Spanish). Students who have completed two to four years of high school Spanish should inquire with the foreign language instructor for further details. Note: Many transfer institutions require three semesters of foreign language. (F,S)

II. EXPECTED LEARNING OUTCOMES / ASSESSMENT MEASURES

Understand conversational Spanish spoken at a moderate rate of speed and dealing with everyday activities.	In class and at home listening assignments; In class role playing; Listening comprehension section of chapter tests
Ask and answer questions in Spanish about typical daily activities with sufficient accuracy in pronunciation to be understood by a native speaker.	In class interviews with classmates and reporting findings to instructor / rest of class
Understand simple Spanish prose and guess intelligently at new vocabulary items.	Reading assignments that involve texts created for native Spanish-speakers
Create dialogues, e-mails and short paragraphs in Spanish with sufficient clarity to be understood by a native speaker.	Writing assignments; Composition section of chapter tests and final exam.
Demonstrate basic knowledge of the diversity of the Spanish-speaking world.	500 word essay (in English) describing a cultural field trip student must take during the course of the semester

III. COURSE OUTLINE WITH UNIT OBJECTIVES

- A. Unit Three: Yesterday and Today
 1. Video: Costa Rica
 2. Vocabulary talking about city life
 3. Expressing generalizations with indefinite words (and review of negative words)
 4. Describing the past with the imperfect tense
 5. Vocabulary for talking about country life
 6. Describing the past with irregular verbs in the imperfect tense

7. Expressing knowledge and familiarity with the verbs “saber” and “conocer”
8. Vocabulary for talking about nature, the environment and conservation
9. Indicating location with demonstrative adjectives and pronouns
10. Talking about the past with verbs that change meaning in the preterite tense

B. Unit Four: Changes and Transitions

1. Video: Cuba
2. Vocabulary to express nostalgia
3. Discussing memories with verbs like “gustar”
4. Expressing generalizations with the neuter article “lo”
5. Vocabulary to plan a move
6. Expressing purpose or reason with “por” and “para”
7. Vocabulary to talk about real estate
8. Referring to the beneficiary of an action using direct object pronouns
9. Talking about the past with the preterite and the imperfect tenses
10. Talking about the immediate past with “acabar de”
11. Video: Venezuela
12. Vocabulary for a job search
13. Referring to people and things with the relative pronouns “que” and “quienes”
14. Referring to past events that continue into the present with the present perfect tense
15. Vocabulary to create a resume
16. Influencing others with formal commands
17. Using pronouns and formal commands
18. Vocabulary to talk about office work
19. Avoid stating who or what is performing an action with the passive “se”
20. Avoiding repetition using double object pronouns

C. Unit Five: Interactions

1. Video: Guatemala
2. Vocabulary for talking about friendship
3. Giving advice with the subjunctive (regular verbs)
4. Giving advice with the subjunctive (irregular verbs)
5. Vocabulary for talking about co-workers and bosses
6. Expressing wishes and requests with the subjunctive
7. Expressing emotions and feelings with the subjunctive
8. Expressing doubt and denial with the subjunctive
9. Talking about hypothetical situations with the subjunctive
10. Video: Uruguay
11. Vocabulary for talking about good health and illness
12. Giving suggestions and instructions (review of formal commands and advice)
13. Giving instructions with informal commands.

14. Vocabulary for urban sports
15. Expressing opinions and emotion (review of the subjunctive)
16. Expressing purpose, stipulation, or future time frame with the subjunctive in adverbial clauses
17. Giving directives and advice (review of formal and informal commands and introduction of “nosotros” commands)
18. Talking about the future with the future tense

D. Unit Six: Expectations

1. Video: Chile
2. Vocabulary for talking about dreams and aspirations
3. Talking about aspirations (review of the future tense)
4. Expressing conjecture and probability with the conditional tense
5. Expressing opinion, emotion, wishes, doubt stipulation, purpose and future time frame with the subjunctive and the infinitive
6. Talking about the past using the imperfect subjunctive (regular verbs)
7. Vocabulary to discuss global challenges and solutions
8. Talking about the past using the imperfect subjunctive (irregular verbs)
9. Expressing condition (“Si” clauses)

IV. METHODS OF INSTRUCTION

- A. Instructor Lectures (in Spanish)
- B. Homework Assignments
- C. Choral drill (such as reciting verb conjugations)
- D. Interactive work with the instructor and classmates in the classroom (paired work and small groups)
- E. Language lab instruction and activities

V. REQUIRED TEXTBOOK(S) WITH PUBLICATION INFORMATION

Temas: Spanish for the Global Community, (2007) 2nd edition, Cubillos and Lamboy. (Chapters Preparatorio-5 are covered in SPN101 and chapters 6-11 are covered in SPN 102.)

VI. REQUIRED MATERIALS (STUDENT)

Textbook

VII. SUPPLEMENTAL REFERENCES

Students are encouraged to invest in a Spanish-English, English-Spanish dictionary; these are also available in the Library and in the Language Lab.

VIII. METHOD OF EVALUATION (STUDENT)

- A. Tests, which include written and listening comprehension parts, 30%
- B. Homework assignments (from the textbook and the online workbook/laboratory manual), 25%
- C. Cultural Fieldtrip Essay, 10%
- D. Mid-term exam, 10%
- E. Final exam, 10%
- F. Attendance and participation, 15%

Grades are assigned on a percentage basis on the following scale:

90-100 = A
80- 89 = B
70- 79 = C
60- 69 = D
Below 60 = F

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-797-3000)

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College Website).