EASTERN ARIZONA COLLEGE
Intermediate Spanish I
Course Design
2018-2019

Course Information
Division: Communicative Arts
Course Number: SPA 201 (SUN# SPA 2201)
Title: Intermediate Spanish I
Credits: 4
Developed by: Bryan McBride
Lecture/Lab Ratio: 4 Lecture/1 Lab
Transfer Status

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<tr>
<th></th>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tbody>
<tr>
<td>SPA 201, Global Awareness (G)</td>
<td>SPA 201; Cultural Understanding [CU]</td>
<td>SPAN 201</td>
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<td>NAU Personalized Learning: SPAN 202; Cultural Understanding [CU]</td>
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Activity Course: No
CIP Code: 16.0905
Assessment Mode: Pre/Post Test (50 Questions/100 Points)
Semester Taught: Fall and Spring
GE Category: GE Options
Separate Lab: No
Awareness Course: Yes (GIH)
Intensive Writing Course: No
Diversity and Inclusion Course: Yes

Prerequisites
ENG 091 with a grade of “C” or higher or reading placement test score as established by District policy

Educational Value
This course is designed for students at the Intermediate Spanish I level who wish to speak, understand, read and write in Spanish. This course also explores multicultural, economic, political and cultural characteristics of Latin American countries. This course fulfills the Global-International-Historical Awareness (GIH) requirement. Meets Diversity and Inclusion (DI) requirement.

Description
Intermediate study of Spanish language, with emphasis on speaking, listening, reading, and writing. Course taught in Spanish. Completion of SPA 102 or four years of high school Spanish or equivalent experience in a Spanish speaking country recommended.
Supplies
None

Competencies and Performance Standards

1. Demonstrate Intermediate I level conversation.

Learning objectives
What you will learn as you master the competency:

a. Respond to unanticipated questions on familiar material.

b. Express opinions about familiar topics.

Performance Standards

Competence will be demonstrated:

○ without the use of notes, textbooks and dictionaries
○ in oral exercises
○ in the completion of assignments and activities
○ in the completion of unit tests

Criteria - Performance will be satisfactory when:
Using a moderate amount of creativity, improvisation and elaboration...

○ learner describes objects, places, people and events

○ learner expresses feelings, opinions, emotional reactions and contingent situations

○ learner narrates a series of events using the past, present or future time frames

○ learner initiates, responds, and contributes to face-to-face conversations with some spontaneity using present and past tenses

○ learner gives instructions or commands

2. Develop listening skills.

Learning objectives
What you will learn as you master the competency:

a. Demonstrate comprehension of main ideas of extended aural discourse of increasingly complex topics.

Performance Standards

Competence will be demonstrated:

○ without the use of notes, textbooks, and dictionaries
○ in the completion of assignments and activities
○ in the completion of unit tests

Criteria - Performance will be satisfactory when:
From a speaker who uses natural pace and articulation...

○ learner aurally comprehends descriptions of objects, places, people, and events on topics containing subjective information

○ learner aurally comprehends beliefs, feelings, opinions, emotional reactions, and situations involving volition, doubt, contingencies

○ learner aurally comprehends narrations of a series of events using the past tenses
3. **Improve reading abilities.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Derive meaning from the written target language from simple connected texts dealing with a variety of basic and social needs.

**Performance Standards**

*Competence will be demonstrated:*

- without the use of notes, textbooks, and dictionaries
- in the completion of assignments and activities
- in the completion of unit tests
- in oral and written exercises

*Criteria - Performance will be satisfactory when:*

Learner demonstrates comprehension of the gist and numerous details of written...

- descriptions of objects, places, people, and events
- passages expressing feelings, opinions, emotional reactions, volition, doubt, and contingent situations
- narrations of a series of events using the past tenses
- authentic passages that are somewhat contextualized and that relate to topics containing subjective information and/or to current events

4. **Improve writing abilities.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Create and connect structurally-simple statements or question in writing within the scope of limited language experience.

b. Follow writing process (i.e., organizing, revising, proofreading) in the target language.

**Performance Standards**

*Competence will be demonstrated:*

- without the use of notes, textbooks and dictionaries
- in the completion of written assignments and activities
- in the completion of unit tests

*Criteria - Performance will be satisfactory when:*

Using an appropriate amount of creativity, improvisation, and elaboration...

- learner describes objects, places, people, and events on topics containing subjective information
- learner expresses feelings, opinions, emotional reactions, and contingent situations
- learner narrates a series of events using the past, present, or future time frames
- learner employs the writing process (e.g., organizing thoughts, composing, revising, proofreading)
5. Increase knowledge and sensitivity to the cultural and historical characteristics of the Spanish-speaking world.

**Learning objectives**
What you will learn as you master the competency:

a. Demonstrate understanding of norms, values, beliefs, and cultural characteristics in areas where the target language is spoken.

b. Recognize key social and cultural traditions.

c. Analyze gender specificity inherent in the Spanish language and examine how the perceived and real gender roles affect diverse groups in the Latin culture.

d. Examine materials written by various authors from multiple diverse Latin cultures.

**Performance Standards**

*Competence will be demonstrated:*

- without the use of textbooks, notes or dictionaries
- in the completion of assignments and activities
- in the completion of unit tests
- in oral and written exercises
- in oral presentations and skits

*Criteria - Performance will be satisfactory when:*

- learner identifies cultural norms, values, beliefs, cultural characteristics, historical events and regional variations within areas where the target language is spoken
- learner recognizes key social and cultural traditions
- learner analyzes gender specificity inherent in the Spanish language and examines how the perceived and real gender roles affect diverse groups in the Latin culture
- learner examines materials written by various authors from multiple diverse Latin cultures

**Types of Instruction**

Classroom Presentation

Language Lab

**Grading Information**

**Grading Rationale**

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class attendance and participation</td>
<td>10%</td>
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<tr>
<td>Assignments and quizzes</td>
<td>25%</td>
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<tr>
<td>Chapter exam (written and oral)</td>
<td>40%</td>
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<tr>
<td>Final oral exam</td>
<td>10%</td>
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<tr>
<td>Final written exam</td>
<td>15%</td>
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**Grading Scale**

- A  90% - 100%
- B  80% - 89%
- C  70% - 79%
- D  60% - 69%
- F  0% - 59%