EASTERN ARIZONA COLLEGE
Intermediate Spanish II
Course Design
2018-2019

Course Information
Division: Communicative Arts
Course Number: SPA 202 (SUN# SPA 2202)
Title: Intermediate Spanish II
Credits: 4
Developed by: Bryan McBride
Lecture/Lab Ratio: 4 Lecture/1 Lab
Transfer Status:

<table>
<thead>
<tr>
<th></th>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 202, Global Awareness (G)</td>
<td>SPA 202; Cultural Understanding [CU]</td>
<td>NAU Personalized Learning: SPAN 203; Cultural Understanding [CU]</td>
<td>SPAN 202</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 II level who wish to speak, understand, and 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
Continuation of SPA 201. Intermediate study of Spanish language, with emphasis on speaking, listening, reading, and writing. Course taught in Spanish. Completion of SPA 201 or equivalent experience in a Spanish speaking country recommended.
Supplies
None

Competencies and Performance Standards
1. Demonstrate Intermediate II level conversation.
   Learning objectives
   What you will learn as you master the competency:
   a. Respond to unanticipated questions on increasingly complex topics with moderate accuracy.
   b. Maintain a conversation on increasingly complex topics with moderate accuracy.
   Performance Standards
   Competence will be demonstrated:
   o without the use of notes, textbooks and dictionaries
   o in oral exercises
   o in the completion of assignments and activities
   o in the completion of unit tests
   Criteria - Performance will be satisfactory when:
   Using an appropriate amount of creativity, improvisation, and elaboration...
   o learner describes objects, places, people, and events
   o learner expresses feelings, opinions, emotional reactions, volition, doubt, and contingent situations
   o learner narrates a series of events in present, past, and future time frames
   o learner initiates, responds, and maintains face-to-face conversations with a moderate amount of spontaneity using present and past tenses
   o 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 lengthy aural discourse of increasingly complex topics.
   Performance Standards
   Competence will be demonstrated:
   o without the use of notes, textbooks, and dictionaries
   o in the completion of assignments and activities
   o in the completion of unit tests
   Criteria - Performance will be satisfactory when:
   From a speaker who uses natural pace and articulation...
   o learner aurally comprehends descriptions of objects, places, people, and events on topics containing subjective information
   o learner aurally comprehends beliefs, feelings, opinions, emotional reactions, and contingent situations
   o learner aurally comprehends narrations of a series of events in present, past, and future time frames
3. Improve reading abilities.

Learning objectives

What you will learn as you master the competency:

a. Derive the meaning from and demonstrate comprehension of the written target language from connected texts and/or complex tasks.

b. Apply critical thinking skills to analyze and evaluate texts which have clear, underlying internal structure.

Performance Standards

Competence will be demonstrated:

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

Criteria - Performance will be satisfactory when:

Learner applies critical thinking skills to analyze and evaluate passages that have a clear, underlying internal structure and demonstrate comprehension of the gist and a number of details of written...

- descriptions of objects, places, people, and events on topics expressing basic needs, factual, and subjective information
- passages expressing feelings, opinions, emotional reactions, volition, doubt, and contingent situations
- narrations of a series of events in present, past, and future time frames

4. Improve writing abilities.

Learning objectives

What you will learn as you master the competency:

a. Create increasingly complex sentences in writing.

b. Describe and narrate in coherent, unified paragraphs.

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

Performance Standards

Competence will be demonstrated:

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

Criteria - Performance will be satisfactory when:

Using an appropriate 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 in present, past, and future time frames
- learner employs the writing process (e.g., organizing thoughts, composing, revising, proofreading) on increasingly-complex topics
- learner gives instructions or commands
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 / Conversation group

**Grading Information**

*Grading Rationale*

Class attendance and participation 10%

Assignments and quizzes 30%

Chapter exam (written and oral) 35%

Final oral exam 10%

Final written exam 15%

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>0% - 59%</td>
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