



COURSE OUTLINE

Course Number SPA151	Course Title Intermediate Spanish I	Credits 3
Hours: 3 Lecture	Co- or Pre-requisite:	Implementation Semester & Year Fall 2022

Catalog description: For students who either completed SPA102 or have otherwise acquired reading and speaking abilities in Spanish at a high beginner level. Reading, writing, listening, and speaking are the means and goal of instruction. Vocabulary and grammar practiced on topics of culture, politics, and history.

General Education
Category:
Goal 6: Humanities

Course coordinator: Daniel D'Arpa, (609) 570-3318,
darpad@mccc.edu

Required texts & Other materials:

- *Libro libre: Beginning Spanish* 2018, Attribution-NonCommercial ShareAlike CCBY-NCSA 4.0
[https://human.libretexts.org/Bookshelves/Languages/Spanish/Libro_Libre_-_Beginning_Spanish_\(Huebener\)](https://human.libretexts.org/Bookshelves/Languages/Spanish/Libro_Libre_-_Beginning_Spanish_(Huebener))
- Title: Mundo 21: español para el siglo 21 4th Edition. Authors: Fabián A. Samaniego et al. Publisher: Heinle Cengage Learning, 2012.

Other learning resources:

Students are encouraged to purchase a Spanish-English dictionary and grammar reference guide or gain access to such tools online.

Spanish tutoring is available in the Learning Center.

Spanish language learning software is available free on the MCCC library website.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Demonstrate reading comprehension of written Spanish on a low to mid-intermediate level. (ILG 6,10; PLO 1)
2. Demonstrate the ability to move a spoken conversation forward in Spanish on various topics, with listening comprehension and speaking skills at a low to mid-intermediate level. (ILG 6,10; PLO 1)
3. Write Spanish at a low to mid intermediate level. (ILG 6, 10; PLO 1)
4. Demonstrate knowledge of the social and political history, culture, and daily lives of the Spanish-speaking peoples of the world; and current and past contributions made by

Spanish-speaking peoples to world literature, art, music, science, and commerce. (ILG 8, 10)

Course-specific Institutional Learning Goals (ILG):

Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work

Program Learning Outcomes for Liberal Arts (PLO)

1. Speak, write, read, and comprehend a world language commensurate with the level of study

Units of study in detail – Unit Student Learning Outcomes:

Chap1 Estados Unidos y Puerto Rico [SLO 1-4]

Students will demonstrate in Spanish that they can:

1. List, compare and analyze the significance of the historical origins on the current reality of each Hispanic country in this unit.
2. Identify and compare important people, historical facts, interesting places, occupations and fine art that relate to the country of focus.
3. Use particular vocabulary and grammatical constructions to effectively communicate personal ideas in context.
4. Summarize, analyze and discuss the significance of historical events of each country.
5. Identify and compare famous Hispanic personalities and their contributions to different fields of knowledge.
6. Recognize, list and apply grammatical structures in meaningful context of the vocabulary and cultural content of the lesson.

Apply basic concepts of literary analysis to various genres such as narratives, poetry, legends, and essays in order to facilitate written expression of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing

Chap2 España y México [SLO 1-4]

Students will demonstrate in Spanish that they can:

1. List, compare and analyze the significance of the historical origins on the current reality of each Hispanic country in this unit.
2. Identify and compare important people, historical facts, interesting places, occupations and fine art that relate to the country of focus.
3. Use particular vocabulary and grammatical constructions to effectively communicate personal ideas in context.
4. Summarize, analyze and discuss the significance of historical events of

each country.

5. Identify and compare famous Hispanic personalities and their contributions to different fields of knowledge.
6. Recognize, list and apply grammatical structures in meaningful context of the vocabulary and cultural content of the lesson.
7. Apply basic concepts of literary analysis to various genres such as narratives, poetry, legends, and essays in order to facilitate written expression of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing

Chap3 Bolivia, Ecuador, y Peru [SLO 1-4]

Students will demonstrate in Spanish that they can:

1. List, compare and analyze the significance of the historical origins on the current reality of each Hispanic country in this unit.
2. Identify and compare important people, historical facts, interesting places, occupations and fine art that relate to the country of focus.
3. Use particular vocabulary and grammatical constructions to effectively communicate personal ideas in context.
4. Summarize, analyze and discuss the significance of historical events of each country.
5. Identify and compare famous Hispanic personalities and their contributions to different fields of knowledge.
6. Recognize, list and apply grammatical structures in meaningful context of the vocabulary and cultural content of the lesson.
7. Apply basic concepts of literary analysis to various genres such as narratives, poetry, legends, and essays in order to facilitate written expression of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing.

Chap4 Chile y Argentina [SLO 1-4]

Students will demonstrate in Spanish that they can:

1. List, compare and analyze the significance of the historical origins on the current reality of each Hispanic country in this unit.
2. Identify and compare important people, historical facts, interesting places, occupations and fine art that relate to the country of focus.
3. Use particular vocabulary and grammatical constructions to effectively communicate personal ideas in context.
4. Summarize, analyze and discuss the significance of historical events of each country.
5. Identify and compare famous Hispanic personalities and their contributions to different fields of knowledge.
6. Recognize, list and apply grammatical structures in meaningful context of the vocabulary and cultural content of the lesson.
7. Apply basic concepts of literary analysis to various genres such as narratives, poetry, legends, and essays in order to facilitate written expression of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing.

Chap5 Paraguay y Uruguay [SLO 1-4]

Students will demonstrate in Spanish that they can:

1. List, compare and analyze the significance of the historical origins on the current reality of each Hispanic country in this unit.
2. Identify and compare important people, historical facts, interesting places, occupations and fine art that relate to the country of focus.
3. Use particular vocabulary and grammatical constructions to effectively communicate personal ideas in context.
4. Summarize, analyze and discuss the significance of historical events of each country.
5. Identify and compare famous Hispanic personalities and their contributions to different fields of knowledge.
6. Recognize, list and apply grammatical structures in meaningful context of the vocabulary and cultural content of the lesson.
7. Apply basic concepts of literary analysis to various genres such as narratives, poetry, legends, and essays in order to facilitate written expression of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing.

Evaluation of student learning:

Homework(flipped class design): reading/written practice activities/ recorded voice activities (20% of final grade)

Required work in preparation for each class includes the pre-reading texts, low-stakes writing communications (discussion boards), and researching vocabulary and grammar structures.

Participation during class meetings in small and large group discussion; guided dialogue (20% of final grade)

In-class course work will be comprised of discussion, dialogue, and debate of readings. The language of instruction and classroom business is in the target language.

Spoken presentations (prerecorded or during class) (15% of final grade)

Spoken communication (speaking and listening) will be assessed by at least two oral presentations.

Short essays (15% of final grade)

Assessment of writing skills will be evaluated by at least three in-class short essay writing.

Written unit tests (20% of final grade)

Students will complete a written test after each unit. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.

Final exam or project (10%)