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<th>Course Number</th>
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<td>SPA 151</td>
<td>Intermediate Spanish I</td>
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**Hours:**
- 3 lecture

**Co- or Pre-requisite:**
- SPA102 or highschool Spanish2, placement by exam or permission of instructor

**Implementation:**
- Fall 2017

**Catalog description:** *(2018-2019 Catalog)*
Prerequisite: SPA 102 with a minimum C- grade, placement by exam, or permission of instructor. Previously learned grammar is reviewed and applied to class discussions and debates of topics in Hispanic culture, politics, and history. Spanish reading, writing, listening and speaking are the means and end goal of instruction.

**Is course New, Revised, or Modified?** Revised

**Required texts/other materials:**

**Revision date:**
Spring 2019

**Course coordinator:**
Daniel D’Arpa, (609) 570-3318, darpad@mccc.edu
Information resources:
Publisher’s support site (login.cengage.com)
Access to the online Student Companion site gives students access to a web-based instructional system that supports the textbook and can includes learning and assessment tools.

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 Competencies/Goals:
Upon successful completion of the course, the student will be able to:

1. Demonstrate reading comprehension of written Spanish on an advanced-plus level. (ILG 6,10) [Methods of assessment: small and large group discussion; individual written assignments; written test]
2. Demonstrate the ability to move a spoken conversation forward in Spanish on various topics, with listening comprehension and speaking skills at an advanced-plus level. (ILG 6,10) [Methods of assessment: small and large group discussion; guided dialogue]
3. Write Spanish at an advanced level. (ILG 6, 10) [Methods of assessment; short essay; written test]
4. Identify all grammatical elements of Spanish sentence structure. (ILG 4, 6, 10) [Methods of assessment: completion of written tasks; tests]
5. 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) [Methods of assessment: small and large group discussion; tests; completion of homework assignments].

ILGs: The course meets the following 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

Units of study in detail.
Chap1 “Cuna de sueños” Estados Unidos y Puerto Rico [SLO 1-5; ILG 4,6,8,10]
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 of point of view, contrast and analogy, direct discourse, expressing and supporting opinions, and hypothesizing.
Chap 2 “Raíces y esperanza” España y México [SLO 1-5; ILG 4,6,8,10]
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.

Chap 3 “Camino de los Incas” Bolivia, Ecuador, y Perú [SLO 1-5; ILG 4,6,8,10]
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.

Chap 4 “Potencias del cono sur” Chile y Argentina [SLO 1-5; ILG 4,6,8,10]
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.

Chap 5 “Aspiraciones y contrastes” Paraguay y Uruguay [SLO 1-5; ILG 4,6,8,10]
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.
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**Evaluation of student learning:**
- Students will complete a written test after each unit studied including a Final examination. The Final will be comprehensive of units 1-5. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.
- Further assessment of writing skills will be evaluated by at least three in-class short essay writing.
- Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of either spontaneous dialogue or a prepared presentation.
- Required work in preparation for some class meetings includes the study of vocabulary lists and grammar explanations. These assignments can be done individually by students and are not necessarily communicative in nature.
- Summary, discussion and debate of short readings will be completed on a daily basis in class among students. Students are expected to pre-read all assignments for comprehension prior to each class.
- Daily in-class course work will be comprised of communicative activities, which develop precisely those skills that the student cannot perform alone at home: that is, speaking with others in Spanish. The language of instruction and classroom business is Spanish.

**Academic Integrity Statement: Academic Integrity Policy:**
The Academic Integrity Policies of Mercer County Community College are based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate academic dishonesty in the college community, and (3) to foster a high sense of integrity and social responsibility on the part of the college community. Students should become familiar with and strictly adhere to MCCC’s Academic Integrity policies. Refer to [http://www.mccc.edu/admissions_policies_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml).