

FLORIDA STATE COLLEGE AT JACKSONVILLE
COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: SPN 2200

COURSE TITLE: Intermediate Spanish I

PREREQUISITE(S): SPN 1121

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 4

CONTACT HOUR BREAKDOWN:

Lecture/Discussion:	3
Laboratory:	1 (unsupervised)
Other _____:	

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS
SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

This course integrates a thorough review of the principles of grammar with compositions and conversations planned to develop a basic active vocabulary and spoken Spanish. The students will study readings in the history and culture of Spain and Hispanic America.

SUGGESTED TEXT (S): Blanco, J. & Donlet, P. R. (2008). VISTAS: Introduction a la lengua Espanola (3rd ed.). Boston: Vista Higher Learning
ISBN: 1-60007-547-9

NOTE: This package contains the Vistas 3/E Student Text, EN LINEA Assembly 2/E and a 3/E Web SAM Pack Assembly.

SUPPLEMENTAL TEXT (S):

- 1) Kendris, Christopher & Kendris, Theodore (2007) 501 Spanish Verbs (6th Ed.) Hauppauge NY: Barrons Educational Series Inc. ISBN: 0764179845
- 2) Kooreman/Kooreman (2008) Breve Cuentos Hispanos (4th ed.) Pearson ISBN: 9780132391641

IMPLEMENTATION DATE: Fall Term, 1966 (19671)
Fall Term 2008 (20091)

REVIEW OR MODIFICATION DATE:

July, 1999 (19993)

Fall Term, 2002 (20031)

Fall Term, 2004 (20051)

Fall 2007 (20081) - Outline Review Process 2007

COURSE TOPICS:

TOPICS MAY BE ARRANGED TO ACCOMMODATE
PROFESSOR'S INDIVIDUAL PREFERENCE AND
TECHNIQUE

A APPROPRIATE NUMBER
OF CONTACT HOURS
PER TOPIC
(TOTAL: 45 CONTACT HOURS)

- | | |
|--|---|
| I. INTRODUCTION AND REVIEW | 6 |
| <ul style="list-style-type: none"> A. Introduction to course requirements, materials, objectives, and foreign language lab. B. Diagnostic assessment (both oral and written) of student's listening, speaking, reading, and writing skills. C. Review Topics from Vistas, Lecciones 1-10, including present tense verbs, ser and estar, object pronouns, preterite and imperfect, adjectives and sentence structure. D. Review pronunciation, including vowels, diphthongs and consonants. | |
| II. INSTRUCTIONAL UNIT 11: LA TECNOLOGIA | 8 |
| <ul style="list-style-type: none"> A. TEMA CULTURAL: ARGENTINA: EL teléfono celular. Los cibersafés. Vocabulary. B. ESTRUCTURAS: familiar commands. Por and para. Reciprocal reflexives. Stressed possessive adjectives and pronouns. C. LECTURA: Inteligencia y memoria: la inteligencia artificial D. COMPOSICION E. EJERCICIOS ORALES | |
| III. INSTRUCTIONAL UNIT 12: LA VIVIENDA | 8 |
| <ul style="list-style-type: none"> A. TEMA CULTURAL: PANAMA: El Patio central. Las islas flotantes del lago Titicaca Vocabulary. B. ESTRUCTURAS: Relative pronouns. Formal commands. The present subjunctive. Subjunctive with verbs of will and influence. C. LECTURA: Bienvendios al Palacio de Las Garzas. D. COMPOSICION E. EJERCICIOS ORALES | |
| IV. INSTRUCTIONAL UNIT 13: LA NATURALEZA | 8 |
| <ul style="list-style-type: none"> A. TEMA CULTURAL: COLUMBIA: ¡Los Andes se mueven! La Sierra Nevada de Santa María. Vocabulary. B. ESTRUCTURAS: The subjunctive with verbs of emotion. The subjunctive with doubt, disbelief, and denial. The subjunctive with conjunctions. C. LECTURA: Dos Fabulas. D. COMPOSICION E. EJERCICIOS ORALES | |

COURSE TOPICS:

TOPICS MAY BE ARRANGED TO ACCOMMODATE
PROFESSOR'S INDIVIDUAL PREFERENCE AND
TECHNIQUE

A APPROPRIATE NUMBER
OF CONTACT HOURS
PER TOPIC
(TOTAL: 45 CONTACT HOURS)

V. INSTRUCTIONAL UNIT 14: EN LA CIUDAD

8

- A. TEMA CULTURAL: VENEZUELA: Paseando en metro. Luis Barragán: arquitectura y emoción. Vocabulary.
- B. ESTRUCTURAS: The subjunctive in adjective clauses. Nosotros/as commands. Past participle used as adjectives.
- C. LECTURA: Nada (fragmento) por Carmen laforet
- D. COMPOSICION
- E. EJERCICIOS ORALES

VI. REVIEW, PROJECTS, AND TESTING

7

This unit should be used for application and consolidation exercises of structures previously studied. It also allows for additional presentations and projects.

Additional activities are at the discretion of the instructor. They may include readings (in the text or from other sources) and other classroom proficiency-oriented activities and/or projects.

There should be periodic reviews and/or examinations of material covered. Weekly quizzes are appropriate. The final review and the final examination should be cumulative.

Supportive language lab exercises should be provided for each topic, to be accomplished by the student on an individual basis in the language lab during the one unsupervised hour required per week.

COLLEGE-LEVEL ACADEMIC SKILLS

1. To continue the development of cultural-oral skills at a high level of proficiency-one that will allow the student a smooth transition to continued development of communicative skills regardless of its context, whether it be continued formal study or actual immersion in a Spanish language environment.
2. To continue the development of reading skills and vocabulary acquisition with emphasis on the comprehension of syntactical difficulties and/or subtleties.
3. To continue the development of writing skills in terms of both academic material and practical everyday contexts.
4. To develop an awareness of translation as an art to be acquired through language proficiency.
5. To continue the development of a mature understanding of Hispanic cultural traditions and artistic contributions.

EVALUATION SCALES ACCORDING TO PROFICIENCY OBJECTIVES

I. SCALE FOR EVALUATING SPEAKING PROFICIENCY

Score	Comprehensibility of message	Appropriateness of content	Accuracy of grammar, pronunciation, and vocabulary
5	Message totally comprehensible	All responses appropriate	Almost perfect grammar, pronunciation, and vocabulary
4	Majority of message comprehensible	Most responses appropriate	Majority of grammar, pronunciation, and vocabulary accurate
3	About half of message comprehensible	About half of responses appropriate	About half of grammar, pronunciation, and vocabulary accurate
2	Less than half of message comprehensible	Less than half of responses appropriate	Less than half of grammar, pronunciation, and vocabulary accurate
1	Message almost totally incomprehensible	Almost none of responses appropriate	Grammar, pronunciation, and vocabulary almost totally inaccurate
0	Message totally incomprehensible or no attempt made to communicate	No appropriate responses or no attempt made to communicate	Grammar, pronunciation, and vocabulary totally inaccurate or no attempt made to communicate
Scoring template			
Comprehensibility: (5 4 3 2 1 0) × 6 points = ____			
Appropriateness: (5 4 3 2 1 0) × 7 points = ____			
Accuracy: (5 4 3 2 1 0) × 7 points = ____			
Total = ____ (maximum = 100 points)			

SCALE FOR EVALUATING COMPOSITIONS

Score	Comprehensibility	Score	Accuracy
50	Message totally comprehensible	50	Almost perfect grammar, spelling, and vocabulary
40	Majority of message comprehensible	40	Majority of grammar, spelling, and vocabulary accurate
30	About half of message comprehensible	30	About half of grammar, spelling, and vocabulary accurate
20	Less than half of message comprehensible	20	Less than half of grammar, spelling, and vocabulary accurate
10	Message almost totally incomprehensible	10	Grammar, spelling, and vocabulary almost totally inaccurate
0	Message totally incomprehensible	0	Grammar, spelling, and vocabulary almost inaccurate

Scoring template

Comprehensibility (effectiveness of organization, communication, content, and vocabulary) = ___ pts.

Accuracy (control of grammar, spelling, and punctuation) = ___ pts.

Total = ___ pts.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	
COURSE PREFIX AND NUMBER: <u>SPN 2200</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>Intermediate Spanish I</u>	

Section 2
TYPE OF COURSE: (Click on the box to check all that apply)
<input checked="" type="checkbox"/> AA Elective <input type="checkbox"/> AS Required Professional Course <input type="checkbox"/> College Prep <input type="checkbox"/> AS Professional Elective <input type="checkbox"/> AAS Required Professional Course <input type="checkbox"/> Technical Certificate <input type="checkbox"/> Other _____ <input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)

Section 3 (If applicable)
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:
<input type="checkbox"/> Communication <input type="checkbox"/> Social & Behavioral Sciences <input type="checkbox"/> Mathematics <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Humanities

Section 4
INTELLECTUAL COMPETENCIES:
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Critical Analysis <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Scientific Method of Inquiry <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Information Literacy <input type="checkbox"/> Ethical Judgment <input type="checkbox"/> Working Collaboratively

Section 5	
LEARNING OUTCOMES	METHOD OF ASSESSMENT
<ul style="list-style-type: none"> I. Be able to speak the Intermediate-High proficiency level (see ACTFL guidelines) in a conversational mode using all the structures learned in the previous levels. Expand students abilities to express their attitudes towards action and conditions Express verbally personal opinions and ideas 	Performance-based assessment: Student's presentations. In class discussions on relevant cultural topics. Individual Oral Interviews by the Instructor in an unstructured conversational mode. Performance in language lab assignments.
<ul style="list-style-type: none"> II. Be able to understand long conversational sentences at the intermediate-High level. Emphasis on scanning techniques to advance comprehension. 	Listening-comprehension assignments (in class and in the language lab) geared toward the measurement of general understanding. Testing this skill
<ul style="list-style-type: none"> III. Be able to read at the Intermediate-High proficiency level short essays, poems, and short stories. Emphasis on skimming and scanning techniques to help understanding 	Check comprehension of reading by appropriate questions (i.e.: main topic, etc) in the reading section of tests.
<ul style="list-style-type: none"> IV. Be able to write letters, short messages, charts with relevant information, compositions at the intermediate-High level (short essays, short stories, or poems should be at the instructor's discretion) 	Progress Portfolio (Types: growth, showcase, evaluation). Section test of this skill.
<ul style="list-style-type: none"> 	Use of Rubrics in evaluating skills
<ul style="list-style-type: none"> 	All of the above methods should be used in addition to testing.

Section 6
Name of Person Completing This Form: <u>Mirta R. Zidovec, Glenna Veiga, Latasha Russell, Claire Reetz, Luz Font, Enrique Barquinero</u>