

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	SPN 2201
COURSE TITLE:	Intermediate Spanish II
PREREQUISITE(S):	SPN 2200 (or equivalent)
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 is a continuation of SPN 2200.
SUGGESTED TEXT(S):	Blanco, J. & Donley, P.R. (2008). VISTAS: Introduction a la lengua Espanola (3 rd 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 (6 th ed.) Hauppauge NY: Barrons Educational Series Inc. ISBN: 0764179845
	2) Kooreman/Kooreman (2008) Breve Cuentos Hispanos (4 th ed.) Pearson ISBN: 9780132391641
IMPLEMENTATION DATE:	Fall Term, 1966 (19671)

REVIEW OR MODIFICATION DATE:

January, 2000

Fall Term, 2002 (20031)

Fall Term, 2004 (20051)

Fall Term, 2007 (20081) - Outline Review Process 2007

COURSE TOPICS:

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

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 SPN 1120-2200 including present tense verbs, "ser" and "estar", object pronouns, preterite and imperfect, adjectives, sentence structure, formal and informal commands, the subjunctive mood. D. Review pronunciation, including vowels, diphthongs, and consonants. | |
| II. INSTRUCTIONAL UNIT 15: EL BIENESTAR | 8 |
| <ul style="list-style-type: none"> A. TEMA CULTURAL : BOLIVIA- Spas naturales, las frutas y la salud. Vocabulary. B. ESTRUCTURAS : The present perfect, the past perfect, the present perfect subjunctive. C. LECTURA : Un día de éstos : Gabriel García Márquez. D. COMPOSICIÓN E. EJERCICIOS ORALES | |
| III. INSTRUCTIONAL UNIT 16: EL MUNDO DEL TRABAJO | 8 |
| <ul style="list-style-type: none"> A. TEMA CULTURAL : NICARAGUA Y LA REPÚBLICA DOMINICANA- Beneficios en los empleos. César Chávez. Vocabulary. B. ESTRUCTURAS : The future, the future perfect, the past subjunctive. C. LECTURA : A Julia de Burgos por Julia de Burgos. D. COMPOSICIÓN E. EJERCICIOS ORALES | |
| IV. INSTRUCTIONAL UNIT 17: UN FESTIVAL DE ARTE | 8 |
| <ul style="list-style-type: none"> A. TEMA CULTURAL: EL SAVADAOR Y HONDURAS : Museo de Arte Contemporáneo de Caracas- Fernando Botero : Un estilo único. Vocabulary. B. ESTRUCTURAS: The conditional, the conditional perfect, the past perfect subjunctive. C. LECTURA : Tres poemas de Federico García Lorca. D. COMPOSICIÓN E. EJERCICIOS ORALES | |

COURSE TOPICS (CONTINUED)

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

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

V. INSTRUCTIONAL UNIT 18: LAS ACTUALIDADES

8

- A. TEMA CULTURAL: PARAGUAY Y URUGUAY : Paseando en metro. Luis Barragán : arquitectura y emoción.
Vocabulary.
- B. ESTRUCTURAS: SI clauses, summary of the uses of the subjunctive.
- C. LECTURA : Don Quijote de la Mancha por Miguel de Cervantes.
- D. COMPOSICIÓN
- 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) x 6 points = ____			
Appropriateness: (5 4 3 2 1 0) x 7 points = ____			
Accuracy: (5 4 3 2 1 0) x 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 2201</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>Intermediate Spanish II</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 an Advanced-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. Testing of this skill.
<ul style="list-style-type: none"> • II. Be able to understand long conversational sentences at the Advanced proficiency level. Emphasis on scanning techniques to advanced comprehension. 	Listening-comprehension assignments (in class and in the language lab) geared toward the measurement of general understanding.
<ul style="list-style-type: none"> • III. Be able to read at the advanced 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. Section test of this skill.
<ul style="list-style-type: none"> • IV. Be able to write letters, short messages, charts with relevant information, compositions at the Advanced level (short essays, short stories, or poems should be left at the instructor's discretion) 	Portfolio (Types: growth, showcase, evaluation)
•	Use of Rubrics in evaluating skills
•	All of the above methods should be used in addition to testing

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