1. **COURSE TITLE\*:** Intermediate Spanish II
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*: FLNG 2208**
3. **PREREQUISITE(S)\*:** FLNG 2207or four (4) years of high school Spanish (within the last four (4) years).

**COREQUISITE(S)\*:**

1. **COURSE TIME/LOCATION/MODALITY: (*Course Syllabus – Individual Instructor Specific*)**
2. **CREDIT HOURS\*: 3 LECTURE HOURS\*: 3**

**LABORATORY HOURS\*: (contact hours) OBSERVATION HOURS\*:**

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

Intermediate Spanish II is the second course in the intermediate sequence.  
  
Students will engage in advanced activities to further develop listening, speaking, reading and writing skills. Students will expand knowledge of Hispanic cultures while investigating intercultural products, practices and perspectives. Students will view and listen to contemporary media sources, read magazine articles, poems, short stories and extended narratives, analyze components of spoken or written texts, narrate about events and experiences through writing and speaking and engage in more advanced levels of interpersonal communication.

Thematic units will include:

Beliefs

Food, Food Security and Agriculture

The Cuban Revolution

Human Rights and Social Justice

Biodiversity and Ecology

Through exploration of unit themes, students´ grasp of acquired grammar structures will

be reinforced by review and active use of the indicative and subjunctive moods, commands, preterite vs imperfect and por vs para. In addition, new grammar structures will include passive voice, prepositions, vosotros commands and relative pronouns.

1. **LEARNING OUTCOMES\*:**
2. **Interpretive intercultural communication**

Students will:

Investigate intercultural products, practices and perspectives

Compare intercultural behaviors

Analyze components of authentic texts that are spoken or write

**2. Interpretive literacy**

Students will:

Infer nuances of texts

Recognize and use organizational features of texts

Apply self-questioning skills

Make text connections

Select, use and cite resources

**3. Interpersonal intercultural communication**

Students will:

Investigate intercultural products, practices and perspectives

Interact with culturally appropriate language and behavior

Exchange information and ideas

Meet personal needs and address situations

Exchange advice and viewpoints

4. **Interpersonal literacy**

Students will:

Communicate, react and show interest

Continue and extend conversations

Increase comprehensibility and clarity of expression

Infer meaning of unfamiliar language

Select, use and cite resources

**5. Presentational intercultural communication**

Students will:

Investigate intercultural products, practices and perspectives

Communicate in culturally appropriate ways

Inform, describe and explain

Narrate about events and experiences

Support viewpoints and arguments

**6. Presentational literacy**

Students will:

Choose relevant, authentic content and concepts

Organize information

Increase comprehensibility and clarity of expression

Maintain and increase audience interest

Select, use and cite resources

1. **ADOPTED TEXT(S)\*:**

Una vez más: Un repaso completo de gramática avanzada

3rd edition, 2009, SAAVAS

Couch, McCann, Rodríguez-Walter, Rubio-Maroto

[ISBN](https://www.savvas.com/index.cfm?locator=PS31No&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=813&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=&PMDbProgramId=54301&elementType=programComponents) - Hardcover - 9780133611250

Softcover - 9780133611267

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.) \*\***
2. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY***  *Total Points* | *% of Grade* |
| Chapter Assignments (10x30) | 300 | 30% |
| Quizzes (10x20) | 200 | 20% |
| Unit Exams (3x100) | 300 | 30% |
| Assignments (5x10) | 50 | 5% |
| Annual Report Project (100) | 100 | 10% |
| Attendance | 50 | 5% |
| Total | 1000 | 100% |

Unless otherwise discussed all assignments are individual. Copying someone else’s work or allowing someone to copy your work is considered cheating.All work presented must be your own. Cheating on any assignment or assessment, including the use of online translators/tools, will result in a zero for the assignment.

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course employs a multimedia approach to language learning. Students infer meaning and navigate topics in the contemporary world through a variety of sources including film, art, literature, podcasts, news articles, and stories.

Classroom activities will be conducted entirely in Spanish, except as needed for explanation and clarification.

New grammatical structures will be presented in context within the thematic units to support acquisition of the target structures. It is suggested that students continue the study of vocabulary and grammar structures by engaging in independent reading and listening activities. Repetition in diverse contexts is a key element of language

acquisition.

**14. COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

***(Insert sample course outline with learning outcomes tied to assignments / topics.)***

|  |  |  |
| --- | --- | --- |
| **Week** | **Topics Covered** | **Learning Outcomes** |
| **1** | * Review of vocabulary and grammatical structures | * 4 |
| **2** | * Introduction to Beliefs unit * Pre-Columbian societies | * 1,2,3,4,5,6 |
| **3** | * Conquest and colonization * Passive voice | * 1,2,3,4,5,6 |
| **4** | * Oscar Romero * Liberation theology * The role of beliefs in society | * 1,2,3,4,5,6 |
| **5** | * Introduction to Food, Food Security and Agriculture unit * Food and cultural identity | * 1,2,3,4,5,6 |
| **6** | * Global agricultural systems * Monoculture vs polyculture: challenges and benefits * Preterite vs. imperfect | * 1,2,3,4,5,6 |
| **7** | * Global food security issues * Por vs para | * 1,2,3,4,5,6 |
| **8** | * Introduction to Cuban Revolution unit * Historical context | * 1,2,3,4,5,6 |
| **9** | * Narratives from the Cuban Revolution and its aftermath * Commands | * 1,2,3,4,5,6 |
| **10** | * Introduction to Human Rights and Social Justice unit * Libraries and other social services as human rights | * 1,2,3,4,5,6 |
| **11** | * César Chavez * Contemporary human rights defenders * Subjunctive mood | * 1,2,3,4,5,6 |
| **12** | * The Dirty War in Argentina * Uses of the subjunctive | * 1,2,3,4,5,6 |
| **13** | * Introduction to Biodiversity and Ecology unit * Climate change | * 1,2,3,4,5,6 |
| **14** | * Rainforest ecology * Prepositions | * 1,2,3,4,5,6 |
| **15** | * A highway through the Amazon: perspectives of stakeholders * Natural phenomena * Relative pronouns | * 1,2,3,4,5,6 |
| **16** | **Final exam** | 1,2,3,4,5,6 |

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**16. FERPA: \***

Students need to understand that their work may be seen by others. Others may see students’ work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that their work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.