



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Course Acronym:</b>	SPAN
<b>Course Number:</b>	4
<b>Descriptive Title:</b>	Intermediate Spanish II
<b>Division:</b>	Humanities
<b>Department:</b>	Foreign Language
<b>Course Disciplines:</b>	Foreign Languages
<b>Catalog Description:</b>	<p>This intermediate course continues the study of Spanish language grammar and composition. Through oral and written practice, students expand their Spanish language vocabulary, review grammatical structures and idiomatic expressions, and practice writing essays in Spanish. Students read materials of representative Spanish and Latin American authors. The cultural heritage and variety of Spanish-speaking countries is explored through literary texts and film. Students also explore Spanish language dialectology (the linguistic variation in the Spanish-speaking world).</p> <p>Note: The prerequisite for this course is comparable to four years of high school Spanish.</p>
<b>Prerequisite:</b>	Spanish 3 or Spanish 52A with a minimum grade of C or equivalent
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	5
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	10
<b>Total Course Hours:</b>	90
<b>Course Units:</b>	5
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	Prior to July 1992
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	
<b>General Education: ECC</b>	Area 3 - Humanities
<b>Term:</b>	

<b>Other:</b>	
<b>CSU GE:</b>	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English
<b>Term:</b>	Fall 1995
<b>Other:</b>	
<b>IGETC:</b>	Area 3B - Humanities
<b>Term:</b>	Fall 2011
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1</b></p> <p>Upon completion of Spanish 4, successful students will converse with some ease and correctness with native Spanish speakers or speakers of Spanish with native-like abilities in daily situations as well as cultural aspects of Hispanic countries such as Latin American and Spanish cinema, transportation and technology, education etc. Students should show the ability to use the preterit and imperfect tenses from the indicative mood correctly as well as the present, imperfect, present perfect and pluperfect tenses of the subjunctive mood when speaking.</p> <p><b>SLO#2</b></p> <p>Upon completion of Spanish 4, successful students will read and demonstrate in Spanish comprehension of authentic texts, including newspapers, printed and electronic articles and letters, and literature.</p> <p><b>SLO#3</b></p> <p>Upon completion of Spanish 4, successful students will write a composition in Spanish with a minimum of three paragraphs about themselves or others recounting their future plans and wishes employing the proper use of vocabulary and a variety of verb tenses in the indicative mood (present, preterit, imperfect, future, conditional, perfect) as well as the present, past and perfect tenses of the subjunctive mood (describing their vision for themselves or other socially relevant current topics).</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Understand and evaluate high intermediate-level conversations, lectures, narratives, or explanations delivered orally and in moderate conversational speed in Spanish.</li> <li>2. Understand and evaluate high intermediate-level written Spanish.</li> <li>3. Use past, present, and future tenses in the indicative and subjunctive moods orally and in written form.</li> <li>4. Use high intermediate-level Spanish language vocabulary and idiomatic expressions.</li> <li>5. Analyze representative nuances of the cultures of Spanish-speaking countries. Compare and contrast them with other cultures.</li> <li>6. Analyze representative literatures of Spanish-speaking countries. Compare and contrast them with other literary traditions.</li> <li>7. Analyze the linguistic variety Spanish-speaking countries. Compare and contrast them with other varieties.</li> <li>8. Compose five-paragraph essays in Spanish, using high intermediate-level Spanish grammar, vocabulary, and idiomatic expressions.</li> </ol>

	<p>9. Use high intermediate-level Spanish language to converse in daily formal and informal situations.</p>
<p><b>Major Topics:</b></p>	<p><b>I. Grammar, vocabulary, and idiomatic expressions review (10 hours, lecture)</b></p> <p>A. General Review of Spanish 1, 2 and 3 Tenses and Moods</p> <ol style="list-style-type: none"> <li>1. Indicative Mood Simple Tenses</li> <li>2. Indicative Mood Compound Tenses</li> <li>3. Subjunctive Mood Simple Tenses</li> <li>4. Subjunctive Mood Compound Tenses</li> </ol> <p>B. General Review of Spanish 1, 2 and 3 Morphology and Grammar</p> <ol style="list-style-type: none"> <li>1. Pronoun Review</li> <li>2. Agreement Review</li> <li>3. Comparisons Review</li> <li>4. Modal, Auxiliary, and Irregular Verb Review</li> </ol> <p>C. Vocabulary and Idiomatic Expressions</p> <ol style="list-style-type: none"> <li>1. Current Events and Politics</li> <li>2. <i>Dichos y refranes</i> and other idiomatic expressions</li> </ol> <p><b>II. Writing Five-Paragraph Essays (40 hours, lecture)</b></p> <p>A. Types of essays (descriptive, narrative, opinion, review, research, etc.)</p> <ol style="list-style-type: none"> <li>1. Topic/Theme</li> <li>2. Thesis Statement</li> <li>3. Introductory Paragraph</li> <li>4. Body</li> <li>5. Concluding Paragraph</li> </ol> <p><b>III. Reading comprehension, written competency, and oral analysis of representative Spanish and Latin American literature and/or film (20 hours, lecture)</b></p> <p>A. Discussing literature and/or film in writing and orally</p>

	<ol style="list-style-type: none"> <li>1. Summarizing a story</li> <li>2. Discussing theme</li> <li>3. Discussing characters</li> </ol> <p>B. Directed activities to help students attain intermediate level reading (according to ACTFL's guidelines for the intermediate mid-sublevel student)</p> <p>C. Directed activities to help students attain intermediate level writing (according to ACTFL's guidelines for the intermediate mid-sublevel student)</p> <p>D. Directed activities to help students attain intermediate level speaking (according to ACTFL's guidelines for the intermediate mid-sublevel student)</p> <p><b>IV. Exploration and discussion of Spanish linguistic variation (20 hours, lecture)</b></p> <p>A. General Overview of Linguistic Variations in the Spanish-Speaking World</p> <ol style="list-style-type: none"> <li>1. Suggested topics: <ol style="list-style-type: none"> <li>A. General observations: sound system</li> <li>B. General observations: morphology</li> <li>C. General observations: morphology</li> <li>D. General observations: lexicon</li> </ol> </li> </ol>
<b>Total Lecture Hours:</b>	90
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	90
<b>Primary Method of Evaluation:</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	<p>Assignment 1: Write a five-paragraph opinion essay that has a thesis statement (in the introductory paragraph), body (three paragraphs), and conclusion (re-stating the thesis statement) based on the idiom "No hay mal que por bien no venga" and the Cuban film "Yuli".</p> <p>Assignment 2: Write a five-paragraph review of the Guatemalan film "Cuando las montañas tiemblan", using the rubric given. Include a thesis statement (in the introductory paragraph), body (three paragraphs), and conclusion (re-stating the thesis statement).</p>
<b>Critical Thinking Assignment 1:</b>	Read the short story "Continuidad de los parques" by Julio Cortázar. Based on the clues given in the story, what is "real" and what is "imagined" in the story? Compare the story with your favorite painting by Frida Kahlo. Write a well developed paragraph in which you discuss how the writer and the artist blur the line between fiction/illusion and reality.
<b>Critical Thinking Assignment 2:</b>	Read a short story in Spanish, and then write a separate list in Spanish for each character, identifying his or her values, goals, obstacles, and opinion about the situation described in the story. Then choose a different character from the story and write a one-page version of the story in Spanish from that character's point of view.
<b>Other Evaluation Methods:</b>	Class performance/ presentation, reading comprehension assignments, oral or written reactions to film or literature, essay exams, papers (essays), journal kept throughout course, multiple choice assignments or quizzes/ exams, reading reports, written homework, individual or group projects.

<b>Instructional Methods:</b>	Lecture, discussion, group activities, assigned readings, assigned films, library research, multimedia presentations, working in the Language Lab.
<b>If other:</b>	
<b>Work Outside of Class:</b>	<ol style="list-style-type: none"> <li>1. Answer questions after reading a short-story or poem, or watching a film</li> <li>2. Journal (done on a continuing basis throughout the semester) entries/ reflection questions</li> <li>3. Required reading</li> <li>4. Skill practice (homework)</li> <li>5. Written assignments: paragraphs and essays</li> <li>6. Group or individual projects</li> </ol>
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	<p>Cañón, <u>Taller de Escritores</u>. 3rd ed. Vista Higher Learning, 2021.</p> <p>Mejía and Davis, <u>Miradas: Contextos para conversar y escribir</u> 3rd ed., Pearson, 2015. (Discipline Standard)</p> <p>Roca, <u>Nuevos Mundos</u>, 3rd edition John Wiley &amp; Sons, Inc., 2017.</p>
<b>Alternative Textbooks:</b>	Blanco, Jose A. and C. Cecelia Tocaimaza-Hatch. <u>Enlaces, Nivel Intermedio/Curso Intensivo</u> . Vista Higher Learning, 2014. (Discipline Standard)
<b>Required Supplementary Readings:</b>	Short stories such as 'La desesperación de las letras' by Ginés Cutillas, 'Chac Mool' by Carlos Fuentes, and 'Axolotl' by Julio Cortazar.
<b>Other Required Materials:</b>	
<b>Requisite:</b>	Prerequisite
<b>Category:</b>	sequential
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	Spanish 3 OR Spanish 52A
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	<p><b>The student should be able to write brief essays in Spanish.</b></p> <p>Spanish 3 OR Spanish 52A -</p> <p>Compose short essays in Spanish.</p> <p><b>The student should be able to analyze, compare and contrast basic, representative nuances of the Spanish and/or Latin-American culture with other cultures.</b></p> <p>Spanish 3 OR Spanish 52A -</p>

	<p>Analyze simple, representative nuances of Spanish-speaking countries. Compare and contrast them with other cultures.</p> <p><b>The student should be able to utilize low intermediate-level Spanish language to discuss popular readings.</b></p> <p>Spanish 3 OR Spanish 52A -</p> <p>Use low intermediate-level Spanish language to discuss popular readings.</p>
<b>Requisite Skill:</b>	Equivalent
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	<p><b>Students need to have a basic understanding of the present tense, the simple past tense and imperfect tense, future ("ir + a + infinitive") constructions, and the subjunctive and imperative moods.</b></p> <p>Read and write simple sentences in Spanish.</p> <p>Comprehend spoken Spanish at an elementary level and converse about everyday topics.</p> <p>Demonstrate the ability to use the present progressive, the present indicative, the preterit, and the imperfect in oral and written Spanish communication.</p> <p>Demonstrate the ability to use gender and number agreement, irregular verbs in present and past tenses, ser vs. estar, direct and indirect objects and pronouns, verbs like gustar, comparatives and superlatives, the imperative, and the subjunctive vs. the indicative mood.</p>
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
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<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Eva Rivas Brady
<b>Date:</b>	08/16/1974
<b>Original Board Approval Date:</b>	

<b>Last Reviewed and/or Revised by:</b>	Andres Moina
<b>Date:</b>	08/27/2020
<b>Last Board Approval Date:</b>	12/19/2022