SOUTH CAROLINA STATE UNIVERSITY
DEPARTMENT OF ENGLISH AND MODERN LANGUAGE
SPANISH 202
INTERMEDIATE SPANISH

TEXTBOOK:
Required Text ¡Hola amigos! 6th ed. by Jarvis, Lebredo and Mena Allyón,

I. COURSE DESCRIPTION

Intermediate Spanish 202 is the second of two intermediate courses in Spanish; the prerequisite is Spanish 201 or placement by examination. The ability to communicate in Spanish will become an increasingly important asset to students in the areas of Education, Business, Technology, and Health professions in the 21st century. In Spanish 202, student activities focus on analysis of texts (cultural, grammatical, etc.) and implementation of abstract thought in relation to communicative skills. Cultural exploration continues and becomes even broader as students prepare oral presentations for their class projects. The course, through its content and activities, prepares the Education major to become the “Professional Educator as Effective, Reflective, and Humanistic Practitioner.”

II. COURSE OBJECTIVES

A. Communication: Communicate successfully in interpersonal, interpretive, and presentational modes using analytical skills and abstract thinking, fluent oral expression and creative writing.
B. Cultures: Know basic geography, basic historical and cultural perspectives of Spain and of the Hispanic world.
C. Connections: Utilize Spanish as an important asset in the study of other disciplines and in international affairs. Vocabulary for Business and Health professions is introduced.
D. Comparisons: Develop a worldview appreciation for and tolerance of social structures, women’s rights, and rights of people of other nations.
E. Communities: Use Spanish for personal enjoyment and enrichment, for enhancing career opportunities, for international business, for teaching preschool children, as a means of becoming an ambassador of Spanish in the community.
III. GOALS AND EXPECTED MEASURABLE OUTCOMES

F. Communication – Develop strategies for self-expression and understanding authentic spoken and written materials in Spanish.

1. Communicate in the *interpersonal mode*: self-expression in speech, body language, and writing; negotiating meaning to check and clarify to achieve accuracy in understanding.

   **Activities:** Analyze and discuss topics in current events, recent films, social issues, etc. In groups, students select issues to debate and prepare arguments.

   **Assessment:** Students must communicate at an intermediate high level (ACTFL) of oral proficiency as determined by the oral final exam.

2. Communicate in the *interpretive mode*: try to understand others, through writing or speaking, without personal contact. Students understand main ideas and details of level-appropriate spoken and recorded materials.

   **Activities:** Listen to formal presentation in Spanish by native Speaker (live, TV, film); read and analyze articles in the Spanish Language, newspapers, and magazines; read and analyze poetry and short stories. Listen to Spanish newscasts and TV programs and write summaries.

3. Communicating in the *presentational mode*: communicate to listeners or speakers with whom they have had no immediate personal contact.

   **Activities:** Students argue their side of an issue (co-ed dorms, capital punishment, lottery, etc.) an engage in a formal debate. Students record a cassette as if they were sending it to a potential employer or to graduate school. Students write and deliver a campaign speech highlighting their concerns about politics, human rights, or the environment.

G. Cultures- Learn the philosophical perspectives, the social practices, and the products of Spain and Hispanic cultures.

1. Students explore practices, beliefs, ideas produced by Spain or a Hispanic culture through interaction with a native speaker or through research gleaned from the Internet or through media.

2. Students, through e-mail, through personal exchanges with native speakers, or through a study-abroad experience, study social practices. They may experience social practices like preparing foods, attending theatrical or musical performances or by participating in sports of target culture.

   **Activities:** The films *Women on the Verge...., Ay, Camila and The Summer of Miss Forbes* are required viewing for Spanish 202 students. Students will prepare a meal from a Spanish-speaking area using Spanish recipes found on the Internet.

   **Assessment:** Students will write a reaction paper on the films, analyzing the perspectives particular to each area and time and summarize a conversation with a native speaker, sharing highlights with class.
H. **Connections-** Enrich the educational sphere by connecting the study of Spanish to other disciplines and by using Spanish as a research tool.

1. Students connect material from Spanish class to topics discussed in other disciplines.

   **Activities:** Students prepare a presentation in Spanish of their discipline as it would be exercised in a Hispanic country (Criminal Justice, Law, Nursing, etc.), including a list of useful vocabulary. Students use Spanish to access Spanish websites, to appreciate films, music, and literature in Spanish. They interview Spanish speakers on campus and in the community to get first-hand information and perspectives on politics, working conditions, health care, and to study cultural differences.

   **Assessment:** Students write to employers in Hispanic countries to get applications, job descriptions, requirements, as if they were applying for a position. They must write formal business letters and find legitimate companies and addresses on the Internet. Students write to congresspersons to argue for better working conditions, wages, and benefits on behalf of Hispanic workers whose voices may not be heard.

I. **Comparisons- Expansion of worldviews and appreciate cultural and linguistic differences.**

1. Students compare linguistic patterns and sounds of Spanish as spoken in various Hispanic areas.

   **Activities:** Students should note regional and national accents and vocabulary particular to certain Hispanic countries. They should become familiar with **faux pas** in speaking and writing common with American students of Spanish, particularly in their chosen disciplines.

2. Students learn gestures particular to Spanish speakers, as expressed in film or directly by native speakers.

   **Activities:** Students should become familiar with cultural **faux pas** that are common with American students of Spanish, particularly in their chosen disciplines (greeting, meal rituals, gift giving, and women alone in public places)

J. **Communities-** Look for opportunities for Spanish speakers beyond the classroom.

1. Students use Spanish in the workplace, the community and their travels. They attend events such as the International Festival, eat in restaurants of Hispanic cultures, view films in Spanish, and speak with travelers from Spanish-speaking places.

2. Students realize their value on the job market with knowledge of Spanish and Hispanic cultures.

   **Activities:** Students offer interpreting services to area clinics, offices, and other services, that have Hispanic clientele in need of minimal help.

K. **Basic Computer Competency-** Students will visit assigned Web sites (or find their own) and retrieve information. Students will learn how to insert diacritical marks to produce authentic-looking text in Spanish. Students will communicate through e-mail with instructor and classmates. Students show evidence of research on the Internet of a Hispanic culture by listing web sites used. They
type an assignment on the computer using proper diacritical marks and e-mail it to the instructor as an attachment.

IV. OUTLINE OF COURSE CONTENT
Week 1  1-18   Lección 12: Subjective to express indefiniteness and non existence

Week 2  1-23   Familiar commands

Week 3  1-30   Verbs and prepositions

Week 4  2-6    Exam Lección; 12; Lección 13: Subjunctive to express doubt, denial, and disbelief

Week 5  2-13   Subjunctive with certain conjunctions

Week 6  2-20   First person plural commands

Week 7  2-27   First person plural commands

Week 8  3-6    MID-TERM

Week 9  3-20   Cultural Presentations: Argentina & Paraguay

Week 10  3-27  Cultural presentations cont’d

Week 11  4-3   Lección 14: Future Tense

Week 12  4-10  Conditional Tense

Week 13  4-17  The Imperfect Subjunctive

Week 14  4-24  If – clauses; Exam Lección 14

Week 15  5-1   Summary of the uses of the Subjunctive;

Week 16  5-8    FINAL EXAMINATION
V. SPECIAL COURSE REQUIREMENTS

A. Each student is required to have the most recent edition of the textbook and an unused Workbook/lab manual. Students must bring textbooks and workbook to each class session.

B. Proficiency and comprehension can only be attained with a minimum of absences. Students assume responsibility for all work missed due to absence. More than three (3) unexcused absences will be reflected in the final grade.

C. No make-up exams are given. In the event of illness, death in the family, university related activities, or other extreme circumstances (written evidence is required), one exam may be excused.

D. Announced and unannounced quizzes will be given. The lowest quiz grade will be dropped.

E. Each student is required to complete a Writing Across The Curriculum (WAC) assignment. This assignment will be determined by the instructor and announced in class.

F. Students are expected to exhibit courtesy and respect toward their instructor, classmates, and classroom visitors.

G. GUM-CHEWING, EATING, AND DRINKING are not allowed in class!

H. Cell phones are not permitted in class.

I. Students’ apparel must be appropriate for an educational setting. The instructor will elaborate more fully at the outset of the class.

V. METHOD OF EVALUATION

A. Announced and unannounced examinations and quizzes will be given. A minimum of one (1) quiz or test will be administered every week when feasible.

B. Failure results when one has not presented major examinations and quizzes, laboratory work, when one has not shown adequate growth in the four (4) basic language skills – listening, speaking, reading, and writing, or from excessive absences.

C. In-class oral evaluation will take place almost every day.

D. Mid-Term and Final Examinations will be given at the appointed date and time. In addition, an oral final examination will be administered. Further details will be provided by the instructor in class.
E. Final grades will be calculated in the following manner:

- Examinations .......................................................... 15%
- Quizzes ................................................................. 10%
- Class Participation/Homework Assignments ..................... 15%
- Cultural Presentations .............................................. 15%
- WAC Assignment ...................................................... 5%
- Oral Evaluation ......................................................... 10%
- Mid-Term Examination ............................................... 10%
- Final Examination … (Oral & Written) .......................... 20%

TOTAL 100%

VII. GRADING SCALE

A = Excellent .................................................. 90-100
B = Good ......................................................... 80-89
C = Fair .......................................................... 70-79
D = Passing ...................................................... 60-69
F – Failing ....................................................... 59 or less

VIII. REFERENCES

The following titles are suggested for further reading and research on Spain and Hispanic world. Some are available from the Whittaker Library, others through the Interlibrary Loan system. Do not limit yourself to this selection, but examine the library holdings for addition material. Some instructors have resource material for your use, and some may be obtained in the language laboratory. The Internet is also a valuable resource tool.

A. Reference Books


**B. INTERNET RESOURCES**

www.red2000.com/spain/

www.welcome.topuertorico.com/org/

www.passagetochile.com/carn.argentineculture.asp

www.thinkk-venezuela.net/culture.htm

www.tourism-costarica.com/

www.mexicanculture.about.com/culture/mexicanculture/mbody.htm

www.pegasus.cc.uc.edu/~jtorres/domrep/domrep.html

**C. VIDEO LIBRARY** – housed in the language lab, accessible to students.