I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**SPAN-103 Spanish 3**

5 Units

**Prerequisite:** Satisfactory completion of SPAN 102.

Continuation of Spanish 102. Includes Spanish grammar, conversation, reading and composition. Also includes reading and discussion in Spanish of selections from literary works of Spanish and Latin American writers. Field trips might be required. Course is applicable to the associate degree. General Education:

CSU-GE - C2
IGETC Category: IGETC - 3B, 6A

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Pronunciation
   B. Aural comprehension
   C. Reading and vocabulary study, including selections from Spanish and Latin American literature
   D. Major idiomatic expressions
   E. Important aspects of Spanish and Hispanic culture
   F. Grammatical structures:
      1. present and past subjunctive
      2. past participle
      3. present perfect indicative and present perfect subjunctive
      4. future
      5. conditional
      6. if clauses

2. **Recommended Content:**

   a. Movies in Spanish
   b. Plays in Spanish
   c. Poetry readings in Spanish
   d. Attend off and on campus cultural events related to Spanish-speaking cultures

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of SPAN 102.

2. **Requisite Skills**
Before entering the course, the student will be able to:

a. Comprehend spoken Spanish within the scope of their vocabulary and knowledge of grammatical structure (demonstrate comprehension through appropriate action or response).

b. Speak understandable Spanish making appropriate responses to questions or statements in class recitation, oral testing, or simulated conversations (in controlled situations within the scope of their vocabulary and knowledge of grammatical structure).

c. Read Spanish texts within the scope of their vocabulary and knowledge of grammatical structure with comprehension (demonstrate comprehension by appropriate response to questions).

d. Write understandable Spanish within the scope of their vocabulary and knowledge of grammatical structure avoiding excessive errors in spelling or grammatical form.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. pronunciation drills and written exercises (classroom and computer lab).
2. oral drill of grammatical structures to be learned or reviewed (classroom and lab).
3. listening comprehension exercises and dictation
4. less-controlled oral communicative activities: e.g.: simulated conversations, role-play improvisations, response to questions, enacting student-written dialogues, directed class discussion.
5. reading Spanish texts appropriate to their vocabulary and knowledge of grammatical structure.
6. written exercises for study and review of grammatical structures and vocabulary.
7. less-controlled written communicative activities: e.g.: written response to reading questions, writing of original dialogues, expression of ideas or information in response to questions or other stimulus.
8. discussion (written or oral) in Spanish of aspects of Spanish and Hispanic culture and contrast with other cultures. Whenever possible, students' understanding of Spanish and Hispanic culture will be fostered through reading and discussions in the Spanish language. Very little, if any, explanation or discussion is done in English at this level.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)

   Students will complete on a daily basis:
   workbook/lab manual/ and textbook exercises such as:
   written cloze exercises
   create dialogues
   simulate conversations
   create original sentences using grammatical structures studied in class
On a biweekly basis:
chapter exams
oral presentations

Per term:
one written final exam
one oral final exam
one written final composition

2. **EVIDENCE OF CRITICAL THINKING**
*Assignments require the appropriate level of critical thinking*
Hand out: Adverbial clauses with the following conjunctions: Tan pronto como, Hasta que, En cuanto, Después de que, Cuando Fill in the blank with the appropriate form of the verb in the present indicative or subjunctive mood.

Written composition: Escriba usted un cuento original que se narra desde un punto de vista desconocido en primera persona siguiendo como modelo el cuento de Agosín (“La silla”) o el de Tripodi (“Cuesta arriba”). Haga una descripción detallada en su narración. Utilice operaciones descriptivas y narrativas similares a las empleadas (usadas) por estos autores.

Oral presentation: Escoja un artículo de algún periódico en la Red (internet) que trate con algún tema actual del mundo hispano o latinoamericano. El artículo debe ser interesante e informativo. El tema es libre y puede escoger un artículo que trate con: un evento o persona famosa de algún país que hemos estudiado en Panorama Cultural, el turismo, la política, la cultura, la economía, temas polémicos (controversial), los deportes en Latinoamérica, etc. Debe escribir un resumen de los puntos claves del artículo que ha elegido y también debe incluir su opinión respeto al tema.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


2. **Manual**: Blanco et. al.. *Vistas Student Activity Manual*. Vista Higher Learning

III. **DESIRRED LEARNING**

A. **COURSE GOAL**
*As a result of satisfactory completion of this course, the student should be prepared to:*

Demonstrate competency in listening, speaking, and writing at the intermediate level as shown by written, oral, and aural exams. Read, discuss and research various topics relating to history, culture, and literature of the target language, as well as write compositions in response to questions about readings of literature.

B. **STUDENT LEARNING GOALS**
*Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**
*Upon satisfactory completion of this course, the student will be able to:*

   a. identify the meanings of Spanish words, phrases, and idioms encountered in course exercises (demonstrate recognition by appropriate use of lexical item or appropriate action response)

   b. name and use with correct spelling regular and irregular verbs in the past and present tense in
the subjunctive mood

c. identify names of major landmarks and regions in Spanish-speaking nations, names of persons and events of historical or cultural importance.

d. identify spoken Spanish within the scope of their vocabulary and knowledge of grammatical structure. Students will comprehend brief lectures or remarks made by the instructor in Spanish regarding the readings and the comments in Spanish of other students in class discussions of the reading. (Demonstrate comprehension through appropriate action or response in Spanish.)

e. speak understandable Spanish making appropriate responses to questions or statements in class recitation, oral testing, simulated conversations or class discussion (in controlled situations within the scope of their vocabulary and knowledge of grammatical structure).

f. read Spanish texts (including literary works) within the scope of their vocabulary and knowledge of grammatical structure with comprehension. Students will be able to read with increased comprehension selections from Spanish and Latin American literature. (Demonstrate comprehension by appropriate response to questions in Spanish).

g. in class discussion, express generalizations and inferences about reading and justify or explain their ideas by appropriate reference to the text.

h. write understandable Spanish within the scope of their vocabulary and knowledge of grammatical structure avoiding excessive errors in spelling or grammatical form. In response to questions about readings of literature, students will be able to draw and state inferences or other generalizations and defend them orally or in written Spanish by appropriate reference to the text.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. essay questions (written in Spanish or English) requiring expression of insight into Spanish language and Spanish and Hispanic culture.

2. oral quizzes and examinations of their command of grammatical structures, vocabulary, and pronunciation.

3. proficiency demonstrated by students in written homework or class exercises.

4. proficiency in communication as observed by the instructor in the course of class recitation and other exercises.

5. quizzes testing aural comprehension of spoken Spanish.

6. written quizzes and examinations of their command of grammatical structures, vocabulary, and spelling.

B. SUMMARY ASSESSMENT

1. Oral final presentation

2. Written final composition

3. Written final exam