



North Central Michigan College

Master Course Syllabus

PART 1:

Course Name: Intermediate Spanish I

Course Number: SPAN 211

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs.) x 17.6)

Course Description:

Expands student proficiency in listening, speaking, reading, and writing, such that students may communicate spontaneously and accurately through increasingly complex vocabulary and grammatical structures. This course also provides students a wider, and more detailed exploration of Hispanic culture through the study of Spanish language literary and cultural texts.

Prerequisite (s): SPAN 112. If two years of high school Spanish were successfully completed, contact instructor for permission to enroll.

Co-requisite (s): None

Course Objectives:

Students will be able to:

- Demonstrate facility with more complex Spanish grammatical structures through written and oral examples; such structures may include the subjunctive, reflexive verbs, future tense, and relative clauses.
- Communicate in Spanish both verbally and in writing their personal viewpoints on such issues as policy, politics, the economy, science and technology, and world issues.
- Analyze (as opposed to describe) with detail and rationale historical and current events, as well as broader social issues across different Hispanic cultures.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Lumina DQP outcomes and linked course objectives

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.

- Demonstrate facility with more complex Spanish grammatical structures through written and oral examples; such structures may include the subjunctive, reflexive verbs, future tense, and relative clauses.

Lumina DQP Outcome 3: Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

- Demonstrate facility with more complex Spanish grammatical structures through written and oral examples; such structures may include the subjunctive, reflexive verbs, future tense, and relative clauses.

Lumina DQP Outcome 12: Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

- Communicate in Spanish both verbally and in writing their personal viewpoints on such issues as policy, politics, the economy, science and technology, and world issues.
- Analyze (as opposed to describe) with detail and rationale historical and current events, as well as broader social issues across different Hispanic cultures.

Lumina DQP Outcome 17: Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.

- Communicate in Spanish both verbally and in writing their personal viewpoints on such issues as policy, politics, the economy, science and technology, and world issues.

Lumina DQP Outcome 18: Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.

- Communicate in Spanish both verbally and in writing their personal viewpoints on such issues as policy, politics, the economy, science and technology, and world issues.



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Suggested Methods of Instruction:

Spanish spoken as much as possible. Teaching reading and listening using interactive approach and authentic material. Integrating speaking with oral and written texts. Teaching meaningful writing as a process and product.

Suggested Methods of Assessment and Evaluation:

Listening comprehension exercises with teacher or tapes. Speaking proficiency/pronunciation – class interaction, dialogues and responses. Reading comprehension – contextual material from textbook or handouts. Writing proficiency – reviews, essays, letters or compositions.

Adopted Text at Time of Course Adoption/Revision:

Arriba, Comunicación y Cultura – Third Edition
Arriba, Workbook
Arriba, Lab Manual

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- Week 1: Expressing doubt, denial and uncertainty, persuading others, the subjunctive to express doubt or denial, and the subjunctive with impersonal expressions
- Week 2: Discussing what has happened, describing your job, want ads, writing a brief business letter, interviewing for a job, the past participle and the present perfect indicative, and the present perfect subjunctive. Argentina and Uruguay
- Week 3: Review
- Week 4: Discussing technology and the future and future perfect tenses.
- Week 5: Talking about the environment, the subjunctive and indicative with adverbial conjunctions and Hispanics in U.S.A
- Week 6: Review
- Week 7: Communication: Newspapers, television and radio, the imperfect subjunctive, and possessive adjectives and pronouns (long forms).
- Week 8: Discussing movies and entertainment, the conditional and conditional of probability, “Si” clauses and Spain: Culture, different languages and dialects, independent communities
- Week 9: Review



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- Week 10: Expressing how long ago something has been going on or how long ago it was completed, “Hacer” in time expressions and pluperfect indicative.
- Week 11: Giving advice and making suggestions, the pluperfect subjunctive and the conditional perfect, indirect commands, and Hispanic modern art.
- Week 12: Review
- Week 13: Describing types of government, expressing political points of view, the subjunctive with indefinite and nonexistent antecedents, and relative pronouns “que, quien, lo que.”
- Week 14: Current political topics, “Se” for unplanned occurrences, the passive voice, Pero vs. Sino
Indigenous cultures
- Week 15: Review
- Week 16: Final

Part 1 & Part 2 approved by CRDAP on: 11/21/14

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:



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PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012