

SPAN 201: SPANISH III

Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2024
Credits:	5
Total Contact Hours:	90
Lecture Hours :	90
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	180
Total Student Learning Hours:	270
Prerequisite:	SPAN 102 or fluency in Spanish.
Strongly Recommended:	ENGL 101.
District General Education:	C2. Humanities
Transferable to CSU:	Yes
Transferable to UC:	Yes - Approved
Grading Method:	Standard Letter, Pass/No Pass

Catalog Course Description

This intermediate level course was created with both native Spanish speakers and students studying Spanish as a second language in mind. Current social themes and vocabulary support a comprehensive review of Spanish grammar. The discussion of contemporary cultural topics, the reading of authentic texts, and the development of writing skills are all features of this class that help all intermediate Spanish students to refine and enjoy using their language skills. Class is conducted primarily in Spanish. Note that Spanish III and IV do not need to be taken in order. 90 lecture hours.

Course Objectives

- Improve Oral Communication
- handle everyday situations and transactions as encountered in travel, professional, and social contexts by watching Spanish language travelogues, professional instructional programs (i.e. programs dealing with job interviews or the requirements of various professions), and by watching culturally/sociologically focused programs dealing with inter-familial, employment, and other socially interactive relationships
- comprehend verbal instructions, routine commands and basic survival information delivered at moderate speed by responding to in-class discussions and student interaction dialogs designed and moderated by the instructor
- accurately complete lab manual exercises by following instructions and cues provided in the audio program
- correctly respond to true/false, multiple choice or short answer questions after listening to a dialog or narration read aloud (appropriate to level in length and speed) by a speaker accustomed to dealing with learners
- Improve Reading comprehension
- read independently and/or in groups to acquire information needed for discussion with other students (as well as for written responses) by analyzing and summarizing textual and other materials assigned by the instructor
- handle everyday situations and transactions encountered in travel, professional, and social contexts by reading articles that deal with these topics, and, further, by reading culturally/sociologically focused articles dealing with inter-familial, employment, and other socially interactive relationships
- construct one-sentence summaries that demonstrates knowledge of topic, main idea, and supporting details by responding to and analyzing particular paragraphs selected by the instructor
- demonstrate comprehension in reading of various textual patterns and formats by in-class questions and answer sessions designed to test student understanding of assigned reading materials
- comprehend stated and implied meaning in textual assignments by drawing conclusions, detecting cause and effect, highlighting comparisons and contrasts, and judging soundness of ideas by in-class analysis of selected reading materials
- formulate oral questions and answers on familiar topics by in-class responses to discussion topics/questions posed by the instructor and/or fellow students
- manipulate and interpret vocabulary in a variety of forms by the in-class reading and analysis of textual and other materials chosen by the instructor
- value reading as an active learning strategy by marking text and using notation methods as a means of encouraging students to maximize their understanding of text materials
- display time management and study habits that demonstrate ability to complete assignments efficiently by meeting designated deadlines as established by the instructor in the Course Syllabus
- Writing
- produce effectively written sentences as replies to inquiries derived from various textual materials (using appropriate vocabulary) in response to questions posed by the instructor dealing with everyday situations
- compose basic topic outlines by responding to and summarizing, in outline form, particularly assigned readings selected by the instructor
- articulate the main ideas presented in textual assignments by analyzing, through short written summaries, reading selections provided by the instructor
- write a composition on a familiar topic using appropriate tenses: present, past, future, and the present perfect, by utilizing in-class exercises and discussions designed to help students: analyze both textual and outside readings/articles; and, formulate his/her original thoughts and opinions in their own words
- discuss current events and topics of personal interest by having students respond in writing to various topical videos and selected articles presented by the instructor
- Culture
- communicate with sufficient clarity to a listener who is accustomed to dealing with learners by participating in in-class questions and answer sessions
- understand and appreciate Hispanic culture by the use of selected written and video materials that deal with the social, political, educational, and economic aspects of the culture
- understand common rules of etiquette and other cultural practices of the Hispanic Community and, further, to apply this knowledge to the context of travel, work, or study in a Spanish speaking country through the use of Spanish language videos and/or language dealing with such topics

- improve reading, listening, and oral skills by direct emersion in the music, art, literature and food of the Hispanic culture
- prepare word processed compositions by use of this technology in the completion of classroom assignments
- visit sites such as the Spanish media, advertisements and Spanish chatrooms by utilizing the internet as an immediate and long-term resource
- learn how to use the sites such as MLA to aid in research for assigned papers by attending lectures and workshops as provided by various library resource personnel
- utilize the Power-Point program to aid in oral presentations and reports
- utilize the digital audio program in the Language Lab to correctly complete assignments in the lab manual
- verbally respond in the present, past, future and present perfect tenses to questions posed orally by the instructor or by peers while participating in collaborative partner or group activities
- articulate implied main ideas presented in textual reading selections through in-class discussions, dialogs, and question and answer sessions led by the instructor
- demonstrate the understanding and correct use of both Verbal Systems Modes: Indicative and Subjunctive forms, by question answer sessions designed to express facts, opinions, and emotions about topics raised in class discussions
- discuss current events and topics of personal interest by having students respond orally to various topical videos and selected articles presented by the instructor
- Auditory Comprehension
- follow oral instructions given in class by the instructor with an appropriate verbal or non-verbal response

Major Course Content

Grammatical structures:

The present tense
 Ser and estar
 Progressive forms
 Object pronouns
 Gustar and similar verbs
 Reflexive verbs
 The preterite
 The imperfect
 The present subjunctive in noun, adjective and adverbial clauses
 Commands
 Por and para
 Comparatives and superlatives
 Negative, affirmative, and indefinite expressions
 The future
 Prepositions

Thematic content:

Personal relationships
 Pastimes: music, theatre, recreation and sports
 Daily life
 Health and well-being
 Travel and lodging and Nature and the environment
 Nature and the environment

Literature:

Representative genres from different historical periods and a variety of Spanish-speaking countries.

Film and Video Program:

Short and full-feature films by Hispanic filmmakers
 Comic, dramatic, and/or cultural video series

Music

Traditional and contemporary genres of music representing the Spanish-speaking regions of Spain, Latin American and the United States.

Culture:

Points of interest of various Spanish-speaking regions.

Suggested Reading Other Than Required Textbook

Textbook

Examples of Required Writing Assignments

Required written assignments:

One Research paper on a level appropriate novel to be completed using library and also on the Web resources.

Examples of Outside Assignments

Watch and/or listen to news broadcasts, special reports, etc. and give an oral summary to the class.

Students will access the lab manual software on line and complete a series of oral and listening comprehension exercises.

Instruction Type(s)

Lecture, Online Education Lecture

IGETC Area 3: Arts and Humanities

3B. Humanities

IGETC Area 6: Languages other than English

Yes