

# SPAN 210: INTERMEDIATE SPANISH FOR SPANISH SPEAKERS I

## Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2025
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:	Oral fluency in Spanish.
Strongly Recommended:	ENGL C1000.
District General Education:	C2. Humanities
Transferable to CSU:	Yes
Transferable to UC:	Yes - Approved
Grading Method:	Standard Letter, Pass/No Pass

## Catalog Course Description

A course designed to help students who are fluent in spoken, informal Spanish, but who need to improve writing, reading and grammar skills. Emphasis on acquiring formal oral Spanish skills and a knowledge of Spanish and Latin American literature and culture. 90 lecture hours.

## Course Objectives

- Oral Communication
- distinguish literary aspects of a given text in Spanish by answering written and/or oral questions about them
- Reading
- demonstrate comprehension of cultural and/or literary articles, essays and short stories in Spanish on topics that are unfamiliar to students by answering written and/or oral questions in Spanish about them during class
- discuss the plot and the main ideas of a novel in Spanish by participating in oral debates in class
- distinguish literary aspects of a given text in Spanish in answering written and/or oral questions about them
- Writing
- demonstrate an accurate understanding of the grammar points set forth in the course outline by producing paragraphs, short essays and stories that contain such grammar points during class
- express and support opinions in writing by responding to questions given by the instructor
- write a clear and concise summary by writing short summaries in Spanish of stories read during the course
- demonstrate an accurate understanding of how to prepare and write an outline by creating different outline models during class

- use formal Spanish in the classroom without any English interference by participating in class discussions and answering to oral questions from the instructor
- write a multiple paragraph deductive essay by responding to reading material with the following components: clear thinking, focus, unity, coherence and organization
- summarize, synthesize and analyze cultural, literary and/or grammatical reading material (articles, books, poems and short stories) by responding to written questions about such texts
- Culture
- identify aspects of the cultural heritage Spanish-speakers inside the United States by reading essays and articles and answering oral and/or written questions during class
- contrast between the cultures of Spanish heritage speakers inside and outside the United States by reading textbook and newspaper articles and discussing them during class
- learn about the most relevant cultural and historical aspects of Spain and Latin American by reading textbook articles, viewing documentaries and answering to oral and/or written questions during class discussions
- Technology
- prepare word processed compositions by use of this technology in the completion of classroom assignments
- visit web sites and Spanish chat rooms by assigning students homework with this components
- visit the web site of the Royal Academy of the Spanish language to consult Spanish grammar by asking students to answer questions about the topics consulted
- research, develop and produce a 15 minute oral presentation in class in Spanish on a cultural topic related to Spain or Latin America
- make use of PowerPoint by asking students to use it during their oral presentations in class
- debate in Spanish topics of cultural and/or socio-linguistic relevance to the course as a response to a literary or cultural text read for the course
- orally analyze literary texts read during the course by answering to oral and/or written questions given by the instructor
- express and support opinions orally by responding to articles, texts, documentaries or lectures in Spanish given during the course
- Auditory Comprehension
- demonstrate comprehension of cultural and/or literary articles, essays and short stories in Spanish on topics that are unfamiliar to students by answering written and/or oral questions in Spanish about them during class
- discuss the plot and the main ideas of a novel in Spanish by participating in oral debates and discussions in class

## Major Course Content

1. Vocabulary Development
  - a. Enrichment of vocabulary by learning and memorizing a variety of formal literary, cultural, grammatical and political terminology in Spanish
  - b. Correct use of idiomatic expressions
2. Grammar
  - a. Interrogative and exclamatory adjectives
  - b. Demonstrate and exclamatory adjectives
  - c. Nouns: gender and number

- d. Comparisons
  - e. Diminutives
  - f. Aumentatives
  - g. Demonstrative, possible, and descriptive adjectives
  - h. Adverbs of place, mode, time, affirmation, doubt, and negation
  - i. Superlatives
3. Culture
- a. Students will learn about:
    - i. General geography of Spain and Latin America
    - ii. Political, historical, and literary figures of the Spanish speaking world that will include – but will not be limited to:
      - 1. Frida Kahlo
      - 2. Fray Junípero Serra
      - 3. Isabel de Castilla
      - 4. Eva Perón
      - 5. Emilia Pardo Bazán
      - 6. Juana la loca of Castile
      - 7. Benito Pérez Galdós
      - 8. History of the Spanish language
      - 9. Current sociolinguistic issues of Hispanics in the United States
      - 10. Major holidays of the Spanish speaking world
      - 11. Aztec civilization
      - 12. Maya civilization
      - 13. Jewish, Moslem and Christian civilizations in Medieval Spain
4. Reading
- a. Students will read articles on the following topics:
    - i. Spanish speakers in the United States
    - ii. History of the Spanish language
    - iii. Frida Kahlo
    - iv. Fray Junípero Serra
    - v. Queen Isabel de Castilla
    - vi. Eva Perón
    - vii. The Chicano movement
    - viii. The Royal Academy of the Spanish language
    - ix. The first colonizers of California
    - x. 'Juana la loca' of Castile
    - xi. Mothers of the 'Plaza de Mayo' in Argentina
    - xii. The Naturalist literary movement
      - 1. Students will also read the novel "Los Pazos de Ulloa" by Emilia Pardo Bazán
5. Writing Skills
- a. The 'Diéresis'
  - b. Rules of accenting
  - c. Use of capital letters in Spanish
  - d. Use of "e" when it means "and"
  - e. Use of "u" when it means "or"
  - f. The contractions "al" and "del"
  - g. Use of the letter "h" in Spanish
  - h. Short essays on a variety of rhetorical techniques such as description and conflict-and-resolution essays, essays of comparison and contrast and summary essays
  - i. Autobiographies

- j. Short definitions
  - k. Descriptions
  - l. Journals
  - m. Poetry
6. Listening
- a. Cultural, literary and biographic videos
  - b. PowerPoint guided presentations
  - c. Instructor's lectures
  - d. Oral presentations by students
7. Oral Communication
- a. Pronunciation
  - b. Correct use of oral Spanish without any English interference
  - c. Debates
  - d. Discussions of literary, cultural, and historical issues
  - e. Oral analysis of literary texts
  - f. Formal as distinct from informal expressions
  - g. Correct use of idiomatic expressions
  - h. Oral presentations by students

## Suggested Reading Other Than Required Textbook

"Los Pazos de Ulloa" (Emilia Pardo Bazan) "Marianela" (Benito Perez Galdos)

## Examples of Required Writing Assignments

Students will also be given a research topic related to Spain or Latin America, write an essay and give an oral presentation about that topic.

## Examples of Outside Assignments

Students will read the Novel 'Los Pazos de Ulloa' by Emilia Pardo Bazan and write a critical essay examining how the book fits within the parameters of the Naturalist literary movement.

## Instruction Type(s)

Lecture, Online Education Lecture

## IGETC Area 3: Arts and Humanities

3B. Humanities

## IGETC Area 6: Languages other than English

Yes