



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Course Acronym:</b>	SPAN
<b>Course Number:</b>	3
<b>Descriptive Title:</b>	Intermediate Spanish I
<b>Division:</b>	Humanities
<b>Department:</b>	Foreign Language
<b>Course Disciplines:</b>	Foreign Languages
<b>Catalog Description:</b>	<p>This intermediate course continues the study of Spanish language grammar. Through oral and written practice, students expand their Spanish language vocabulary, learn new grammatical structures and idiomatic expressions, and practice writing paragraphs and short compositions. Students read materials of representative Spanish and Latin American authors. The cultural heritage and variety of Spanish-speaking countries is also explored.</p> <p>Note: The prerequisite for this course is comparable to three years of high school Spanish.</p>
<b>Prerequisite:</b>	Spanish 2 with a minimum grade of C or equivalent
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	5
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	10
<b>Total Course Hours:</b>	90
<b>Course Units:</b>	5
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	Prior to July 1992
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	
<b>General Education:</b>	Area 3 - Humanities
<b>ECC</b>	
<b>Term:</b>	
<b>Other:</b>	

<b>CSU GE:</b>	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English
<b>Term:</b>	Fall 1995
<b>Other:</b>	
<b>IGETC:</b>	Area 3B - Humanities
<b>Term:</b>	Fall 2011
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1</b></p> <p>Upon completion of Spanish 3, successful students will converse in and comprehend Spanish with an increasing awareness and control of grammatical tenses and modes about personal topics such as personal preferences and opinions, accomplishments, future plans and making requests.</p> <p><b>SLO #2</b></p> <p>Upon completion of Spanish 3, successful students will read and comprehend short articles and stories in Spanish from authentic texts on topics related to Hispanic culture such as identity and social issues, music, art, literature, history and politics.</p> <p><b>SLO #3</b></p> <p>Upon completion of Spanish 3, successful students will write a 3-4 paragraph story in the past using the preterit and imperfect tenses, the subjunctive and indicative modes and the correct use of accent marks.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Understand and evaluate low intermediate-level conversations, lectures, narratives, or explanations delivered orally and in moderate conversational speed in Spanish.</li> <li>2. Understand and evaluate low intermediate-level written Spanish.</li> <li>3. Use past, present, and future tenses in the indicative and subjunctive moods orally and in written form.</li> <li>4. Use low intermediate-level Spanish language vocabulary.</li> <li>5. Analyze representative nuances of the cultures of Spanish-speaking countries. Compare and contrast them with other cultures.</li> <li>6. Compose short essays in Spanish.</li> <li>7. Use low intermediate-level Spanish language to discuss literary and cultural content produced in Spanish.</li> <li>8. Use low intermediate-level Spanish language to converse in daily formal and informal situations.</li> <li>9. Use low intermediate-level Spanish language to make brief individual and/or group presentations.</li> </ol>
<b>Major Topics:</b>	<ol style="list-style-type: none"> <li>I. <b>Grammar Review and Expansion (35 hours, lecture)</b> <ol style="list-style-type: none"> <li>A. General Review of Spanish 1 and 2 Tenses and Moods <ol style="list-style-type: none"> <li>1. Indicative Mood <ol style="list-style-type: none"> <li>A. Present</li> <li>B. Preterite</li> <li>C. Imperfect</li> </ol> </li> </ol> </li> </ol> </li> </ol>

- D. Future (Ir + a)
- 2. Subjunctive Mood
  - A. Present
- 3. Imperative Mood
- B. Introduction to New Tenses and Moods
  - 1. Indicative Mood Simple Tenses
    - A. Present
    - B. Preterite
    - C. Imperfect
    - D. Future (simple future)
    - E. Conditional
  - 2. Indicative Mood Compound Tenses
    - A. Present Perfect
    - B. Preterite Perfect
    - C. Past Perfect
    - D. Conditional Perfect
    - E. Future Perfect
  - 3. Subjunctive Mood Simple Tenses
    - A. Present
    - B. Imperfect 1 (*example: comprara*)
    - C. Imperfect 2 (*example: comprase*)
    - D. Future
  - 4. Subjunctive Mood Compound Tenses
    - A. Present Perfect
    - B. Past Perfect 1 (*example: hubiera comprado*)
    - C. Past Perfect 2 (*example: hubiese comprado*)
    - D. Future Perfect
- C. Pronoun Review
  - 1. Subject
  - 2. Direct Object
  - 3. Indirect Object
  - 4. Reflexive
  - 5. Reciprocal
  - 6. Unplanned Events
  - 7. Impersonal
  - 8. Prepositional (Object of a preposition)
- D. Agreement Review
  - 1. Verbal
  - 2. Grammatical Gender
  - 3. Number
- E. Comparisons Review
  - 1. Equality
  - 2. Inequality
  - 3. Superlative
- F. Modal, Auxiliary, and Irregular Verb Review
  - 1. Ser
  - 2. Estar
  - 3. Haber
  - 4. Hacer
  - 5. Tener

**II. Vocabulary Review and Expansion (10 hours, lecture)**

	<p>A. Brief Review of Spanish 1 and 2 Vocabulary</p> <ol style="list-style-type: none"> <li>1. Family</li> <li>2. Hobbies</li> <li>3. Routines</li> </ol> <p>B. New Vocabulary</p> <ol style="list-style-type: none"> <li>1. Nature and the Environment</li> <li>2. City Life</li> <li>3. Health and Well-being</li> <li>4. Professions and Occupations</li> <li>5. The Arts</li> <li>6. Current Events and Politics</li> </ol> <p><b>III. Reading of representative Spanish and Latin American authors (22.5 hours, lecture)</b></p> <p>A. Reading and analyzing of selected short stories and poems</p> <p>B. Directed activities to analyze literary production of Spanish-speaking cultures</p> <p>C. Directed activities to learn elements of poetry such as meter, rhyme, and theme</p> <p>D. Reading strategies to improve comprehension, expand vocabulary, and increase reading speed</p> <p><b>IV. Written and oral analysis of representative Spanish and Latin American authors (22.5 hours, lecture)</b></p> <p>A. Discussing literature in writing and orally</p> <p>B. Summarizing a story</p> <ol style="list-style-type: none"> <li>1. Discussing theme</li> <li>2. Discussing characters</li> </ol> <p>C. Directed activities to help students attain intermediate level writing (according to ACTFL's guidelines for the intermediate mid-sublevel student)</p> <p>D. Directed activities to help students attain intermediate level speaking (according to ACTFL's guidelines for the intermediate mid-sublevel student)</p>
<b>Total Lecture Hours:</b>	90
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	90
<b>Primary Method of Evaluation:</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Read a short story (in Spanish) and answer questions about the story orally or in written form.
<b>Critical Thinking Assignment 1:</b>	Read the short story 'Axolotl' by Julio Cortazar. Write a paragraph in which you explain what the story is about and how this author uses figurative language to explore the main theme of the story.
<b>Critical Thinking Assignment 2:</b>	Analyze the use of formal and casual language in a selected song or poem. Utilize the terminology learned in class such as "register", "dialect", "archaic language", "slang", "orthography", etc. and any of the grammatical tenses or moods learned in class.

<b>Other Evaluation Methods:</b>	Class performance/ presentation, homework assignments, essay exams, journal kept throughout course, multiple choice activities or exams, oral exams, short paragraphs written in class or as homework, term paper/ project.
<b>Instructional Methods:</b>	Lecture, class discussion, group activities, attendance of cultural event, multimedia presentations, assigned reading, assigned homework, analysis of film or literature.
<b>If other:</b>	
<b>Work Outside of Class:</b>	Homework and other independent work assigned in order to complete the following: <ol style="list-style-type: none"> <li>1. answer assigned questions or journal entries</li> <li>2. required reading</li> <li>3. skills practice</li> <li>4. vocabulary and idiomatic expressions building</li> <li>5. grammar review and learning of new grammatical structures</li> <li>6. assigned written work (essays, compositions, reports, reserach)</li> <li>7. assigned oral presentation/ performance</li> </ol>
<b>If Other:</b>	Online component (textbook and/or CANVAS)
<b>Up-To-Date Representative Textbooks:</b>	Blanco and Donley <i>Vistas: Introducción a la Lengua Espanola</i> Vol. 3. (Chapters 13-18), 6th ed. Vista Higher Learning, 2020  Samaniego, Rojas, Rodríguez Nogales, de Alarcón <i>El mundo 21 hispano</i>  3rd ed. Cengage, 2020
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	Computer with Internet access: this class requires technology access for the textbook, assignments and/or quizzes, and objective-type exams.
<b>Requisite:</b>	Prerequisite
<b>Category:</b>	sequential
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	Spanish 2 or 52A
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding</b>	<b>Student should be able to comprehend spoken Spanish and converse about everyday topics.</b>

<p><b>course objective under each skill(s).</b></p>	<p>SPAN 2 and 52A- Compose and respond to elementary questions and statements in Spanish.</p> <p><b>Student should be able to discuss and write short discourses about self, family, school, and outside everyday activities.</b></p> <p>SPAN 2 and 52A -Use elementary Spanish language to discuss and write about topics such as school activities, work activities, hobbies, and biographical information.</p> <p><b>Students should be able to utilize simple intermediate-level Spanish that reflects culturally appropriate language structure and usage.</b></p> <p>SPAN 2 and 52 A -Compare and contrast the linguistic and cultural diversity in Spanish-speaking countries (greetings, leave-takings, purchasing items, asking directions, telling time, introducing people, etc.)</p>
<p><b>Requisite Skill:</b></p>	<p>Equivalent</p>
<p><b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b></p>	<p><b>Students need to have a basic understanding of the present tense, the simple past tense and imperfect tense, future ("ir + a + infinitive") constructions, and the subjunctive and imperative moods.</b></p> <p>Read and write simple sentences in Spanish.</p> <p>Comprehend spoken Spanish at an elementary level and converse about everyday topics.</p> <p>Demonstrate the ability to use the present progressive, the present indicative, the preterit, and the imperfect in oral and written Spanish communication.</p> <p>Demonstrate the ability to use gender and number agreement, irregular verbs in present and past tenses, ser vs. estar, direct and indirect objects and pronouns, verbs like gustar, comparatives and superlatives, the imperative, and the subjunctive vs. the indicative mood.</p>
<p><b>Requisite course:</b></p>	
<p><b>Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).</b></p>	
<p><b>Requisite Skill:</b></p>	
<p><b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable</b></p>	
<p><b>Enrollment Limitations and Category:</b></p>	
<p><b>Enrollment Limitations Impact:</b></p>	

<b>Course Created by:</b>	Eva Rivas Brady
<b>Date:</b>	08/16/1974
<b>Original Board Approval Date:</b>	
<b>Last Reviewed and/or Revised by:</b>	Carmen Sotolongo
<b>Date:</b>	08/27/2020
<b>Last Board Approval Date:</b>	12/19/2022