

Course Outline for: SPAN 2100 Intermediate Spanish 1**A. Course Description:**

1. Number of credits: 5
2. Lecture hours per week: 5
3. Prerequisites: None
4. Corequisites: None
5. MnTC Goals: Goal 6 Humanities and the Fine Arts
Goal 8 Global Perspective

Students review and extend their competency in speaking, listening, reading, and writing. Students analyze cultural products and practices of the Spanish-speaking world and identify the values that underlie them. Students investigate the art, music, history, literature, and lived experience of Spanish-speaking peoples. This builds intercultural competency and increases global awareness. Major grammatical focus includes a review of the preterite and imperfect, formation and uses of the present subjunctive, and introduction to the compound tenses. This course is intended for students who have successfully completed SPAN 1200 or the equivalent.

B. Date last reviewed/updated: March 2024**C. Outline of Major Content Areas:**

1. Listening: Students interpret and reframe aural material such as newscasts, podcasts, film, and authentic conversations about contemporary issues, as a means of furthering development of listening comprehension. Students begin to draw inferences and make connections with less context.
2. Speaking: Students discuss and present a variety of topics with the ability to integrate a broader range of vocabulary and various verb tenses. Students are able to share their own lived experience, as well as describe social and political issues, film, art, etc., from the Spanish-speaking world.
3. Reading: Students interpret and analyze primary texts such as short stories, poems, media articles, and song lyrics from a textual, historical, and social perspective. Students begin to draw inferences and make connections with less context.
4. Writing: Students write original essays, compositions, presentations, and journals, integrating a broader range of vocabulary and verb tenses with an awareness of cultural context.
5. Grammar: Topics include review of the forms and uses of preterite and imperfect, expressing unplanned or unexpected events, *por vs. para*, expressing 'ago' with *hace* + time, informal commands, formation and uses of the present subjunctive, ordinal numbers, past participles as adjectives, and present perfect indicative and subjunctive.
6. Vocabulary: Topics include pressures of student life, housing and quality of life, the arts, and nature and the environment.

7. Culture: Students explore cultural products and practices of the target culture and identify the underlying values and beliefs that shape that world view. Topics include expressions and exclamations, housing, bullfighting, and environmental programs.

D. Course Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Discuss a range of personal, societal, and cultural topics at an intermediate mid level of proficiency. (Goal 2b)
2. Write compositions on a wide variety of topics in both the present and past tenses.
3. Interpret and respond to contemporary and traditional works of literature, film, and visual arts in the target language with an awareness of social, political, and historical context. (Goal 2d, 6a, 6c, 6e)
4. Examine the history, politics, art, and music of the target culture with an emphasis on the context of cultural behavior, ideas, and values. (Goal 2a, 6a, 6b)
5. Analyze specific issues in a global context, focusing on alternative ways of considering problems and proposing solutions. (Goal 2b, 8c)
6. Compare and contrast the target culture with the student's own culture in the target language to explore the way culture informs individual identity and to develop insight into the global implications of cultural practices. (Goal 2b, 2d, 8a)
7. Investigate the artistic and philosophical contributions of individuals in the target culture in the context of their impact on collective human imagination and thought. (Goal 6b)
8. Create and present original written and artistic works in the target language. (Goal 6d)
9. Use the language beyond the school setting for lifelong learning and for participating in the global community. (Goal 8d)

E. Methods for Assessing Student Learning

Methods for assessment may include, but are not limited to, the following:

1. Written and oral tests and quizzes
2. Class participation
3. Homework
4. Compositions
5. Final exam

F. Special Information:

None