PELLISSIPPI STATE COMMUNITY COLLEGE  
MASTER SYLLABUS  

INTERMEDIATE SPANISH II  
SPAN 2020  

Class Hours: 3.0  
Credit Hours: 3.0  
Laboratory Hours: 0.0  
Date Revised: Spring 2011  

Catalog Course Description:  
Continuation of SPAN 2010  

Entry Level Standards:  
Completion of developmental English and reading courses  

Prerequisites:  
SPAN 2010 or equivalent  

Corequisites:  
None  

Textbook(s) and Other Course Materials:  

I. Week/Unit/Topic Basis:  

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Cap. 4: Cultural readings related to health: “De abuelos y chamanes”: healing arts passed down from elders and faith healers; indigenous healing plants. “Comunidad de Chocó”: role of healing and magic in the faith system of the Chocó community. “La salud y el bienestar públicos”: health practices in Latin America. Usage of the expressions “por” and “para”. Short film: “Éramos pocos”.</td>
</tr>
<tr>
<td>5</td>
<td>Cap. 4: Review of the chapter and chapter exam.</td>
</tr>
</tbody>
</table>
Cap. 5: Introduction of travel vocabulary with various vocabulary exercises. Study of the comparative and superlative forms.

6 Cap. 5: “Fotonovela, cap. 5” - soap opera with correlated exercises. Comparative forms and the subjunctive in adjective clauses. Cultural readings: “La Ruta del café” – the history of coffee and the development of coffee routes in Central America; “El Canal de Panamá” – the construction of the Panama Canal and its importance; “De América al mundo” – the introduction of various Latin American crops to the Old World. Negative and positive expressions. The short movie “El anillo”.


8 Cap. 5: chapter review and exam.
Cap. 6: Introduction of vocabulary (nature and the environment) with various written and oral vocabulary activities. Introduction of the future tense.

9 Cap. 6: “Fotonovela, 6” – soap opera with correlated exercises. The subjunctive in adverbial clauses.

10 Cap. 6: Practice with subjunctive in adverbial clauses. Enfoques y ritmos: cultural readings including “Los bosques del mar” (the importance and fragility of coral reefs); “Parque Nacional Submarino La Caleta (artificial “reef” and its importance); etc. Prepositions: a, hacia and con.

11 Cap. 6: Two online texts from the Facetas site: “Un Bosque tropical” and “El Condor de los Andes” (appreciation of nature and conservation in the Hispanic world). Work on skits incorporating vocabulary from Cap. 6.

12 Cap. 6: Review of cap. 6 and chapter exam.

13 Cap. 6: Presentation of skit (counts 4 quiz grades). Review for the final exam.

14 Oral presentations in class and final exam review.

15 Final exam period

II. Course Goals*:

The course will:

A. **Build** listening comprehension: understand progressively more challenging conversations and more complicated monologues. I.1

B. **Develop** speaking skills: participate in more challenging conversations, modify the memorized
material to use in new situations, use a variety of tenses, speak about a variety of subjects. I.4, I.5

C. **Improve** reading comprehension: read and appreciate short literary pieces. I.6

D. **Develop** writing skills: use simple and complex sentences, accuracy of expression, variety in written style. I.3, I.5.

E. **Expand understanding** of cultural sensitivity: react appropriately in common social situations, be aware of the cross-cultural differences, increase knowledge of the Hispanic contributions to art, literature, and music. III.2, IV.3, IV.5

*Roman numerals after course objectives reference TBR’s General Education Goals. (Career Program Goals and General Education Goals are listed [http://www.pstcc.edu/departments/curriculum_and_instruction/syllabi/](http://www.pstcc.edu/departments/curriculum_and_instruction/syllabi/))

### III. Expected Student Learning Outcomes*

Students will be able to:

1. **React** and **respond** appropriately to intermediate level oral conversation in Spanish. Students will role play predetermined situations and respond to questions and comments of other role players. Students will listen to responses by other students and comment on the appropriateness of those responses for the situation. A, B

2. **Pronounce** correctly Spanish text. B, C

3. **Use** intermediate level oral Spanish in a conversation with native speakers answering correctly questions of moderate difficulty. A, B

4. **Use** correct declarative and interrogative intonation in Spanish. B

5. **Use** Spanish vocabulary to obtain goods and services. B

6. **Read** and translate articles of moderate difficulty from Spanish to English. C

7. **Write** compositions of moderate difficulty using sentences and questions in the present tense and the present subjunctive. D

8. **Fill** out basic business and travel forms in Spanish. D

9. **Demonstrate** understanding of the difference in structure between English and Spanish. D

10. **Describe** Hispanic holidays, foods, family life and the patterns of daily living that make any group of people unique. B, D, E

11. **Discuss** some of the contributions of Hispanics in art, literature and music. E

12. **Exhibit** respect for the cultural and linguistic differences of various people. E
* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

**IV. Evaluation:**

A. Testing Procedures: 75% of grade

- 4 Exams (3 best grades): 50%
- Quizzes: 25%

*final skit counts as 4 quiz grades*

B. Laboratory Expectations: 15% of grade

Homework (including electronic lab work): 15%

You are expected to do listening comprehension activities on your own time using online site with the book code that you purchased. The listening comprehension portion of the exams will reflect these listening comprehension activities. If you practice these activities, you should do well on this portion of your exams.

C. Field Work:

When feasible, some assignments may require attendance at a performance or special program in Spanish or about Spain or Latin America.

D. Other Evaluation Methods: 10% of grade

Class participation and attendance: 10%

**E. Grading Scale:**

- A  90 -100
- B+  87-89
- B  80-86
- C+  77-79
- C  70-76
- D  60-69
- F Below 60

**V. Policies:** *Policies (e.g., attendance, academic and classroom misconduct) should be consistent with policies stated in the current College catalog.*

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of the Learning Division, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of the Learning Division.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:
• Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
• Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
• Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
• Taking an exam for another student.
• Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
• Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at www.pstcc.edu/departments/swd/.

D. Other Policies:

Quizzes:
Short quizzes will be given throughout the semester. There will be no make-up quizzes for any reason. Up to two quizzes may be dropped at the discrepancy of the instructor at the end of the semester.

Chapter exams:
Three chapter exams and a comprehensive final exam will be given. Students who take the three chapter exams and are satisfied with their scores will not be required to take the final exam. However any student may take the final exam. The lowest exam score of the four exams (3 chapter exams plus the final) will be dropped. If a student misses a chapter exam for any reason, that is the exam score which will be dropped.

Workbook:
The online workbook is an essential part of this course. You are expected to complete the assignments on your own, using the online component of the course package.

Class participation:
The class participation grade will reflect not only how much you participate in class but also the degree to which you are prepared for class, the involvement in class activities and your attendance.