

LSC Use Only
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CURRICULUM PROPOSAL COVER SHEET
 University-Wide Undergraduate Curriculum Committee



I. Title/Author of Change

Course/Program Title: SP 201 Intermediate Spanish
 Suggested 20 Character Course Title: Intermediate Spanish
 Department: Spanish and Classical Languages
 Contact Person: Dr. Sally Thornton

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

 _____ Department Curriculum Committee	 _____ Department Chairperson
_____ College Curriculum Committee	_____ College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

COURSE SYLLABUS

I. CATALOG DESCRIPTION

SP 201 Intermediate Spanish

4c-11-4sh

Prerequisite: SP 102 or equivalent

A continuation of previous work on listening, speaking, reading and writing skills. Students will learn to function in every day situations, expressing opinions and doubts, and narrating and describing in present, past and future time. Exposure to cultural concepts through literary readings. Liberal studies credit is given.

II. COURSE OBJECTIVES

Listening: Students will be able to understand connected discourse on a number of topics beyond immediate needs: instructions and directions, interviews, short lectures, news items, reports. Students will understand description and narration in different time frames or aspects, such as present, habitual, and imperfective, and will become aware of cohesive devices.

Speaking: Students will be able to handle successfully most uncomplicated communicative tasks and social situations. They will be able to initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics. Students will begin to use connected discourse with simple narration and description, and will be able to ask and answer questions.

Reading: Students will be able to understand main ideas and facts from texts featuring description and narration. In addition to news items, bibliographical information, social notices, and letters, students will read, discuss and analyze short literary selections by Hispanic authors.

Writing: Students will be able to meet most practical writing needs and limited social demands. They will be able to take notes in some detail on familiar topics and respond in writing to personal questions, write personal letters, synopses, paraphrases, summaries of biographical data, work and school experience. They will begin to gain skill in narrating and describing in the past.

Culture: Students will gain understanding of family relationships, education, traditions, history, economy, mealtime habits, communication, religion, Hispanic identity, etc.

III. COURSE OUTLINE

Approximately seven to eight class hours will be devoted to the

presentation and instruction of each of the following units. Time will be allotted within the framework for four one-half hour quizzes and two written exams.

A. TOPICS: Discussing travel plans; expressing preferences.

GRAMMAR: The present perfect: comparisons of equality; commands with usted and ustedes.

SKILLS PRACTICE: Linking words; comparing and contrasting ideas; reading: Christopher Columbus, Diario and Sor Juana, "Hombres necios que acusais."

B. TOPICS: Explaining simple dental problems; making bank transactions; ordering and discussing breakfast

GRAMMAR: Commands with tu; nominalization; long forms of possessive adjectives and pronouns.

SKILL PRACTICE: Recognizing false cognates; reading: Ricardo Palma, "El alacran de Fray Gomez"; journal writing.

C. TOPICS: Discussing animals, the environment and ecology; describing personality traits.

GRAMMAR: The subjunctive in adverbial clauses; the past perfect; the relative pronouns.

SKILL PRACTICE: Mindmapping; reading: Jose Marti, "Yo soy un hombre sincero"; Rosario Castellanos "Memorial de Tlatelolco".

D. TOPICS: Inflation; international debt; a former trip; looking for a job.

GRAMMAR: The future tense; the conditional; the subjunctive in adverbial clauses.

SKILLS PRACTICE: Understanding the writer's purpose; writing a summary; reading: Horacio Quiroga, "Tres cartas y un pie."

E. TOPICS: Discussing and giving opinions about art; expressing ideas on love and romance.

GRAMMAR: The imperfect subjunctive; the imperfect subjunctive and the conditional.

SKILLS PRACTICE: Reading: Jorge Luis Borges, "Los dos reyes y los dos laberintos."

F. TOPICS: Discussing politics; freedom of expression and choice; religion; economics.

GRAMMAR: Review of previous grammar points and general review

practice.

SKILLS PRACTICE: freewriting; comparing; reading: Luisa Valenzuela, "La droga."

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 30% Two written exams (mid-term and final) consisting of a listening component, multiple choice, short answer, reading segment and essay questions.
- 30% four scheduled quizzes given after presentation of topics A, B, D and E.
- 15% Class participation
- 15% Oral exam (to be scheduled individually with the instructor)
- 10% Homework assignments

V. REQUIRED TEXTS

Caycedo Garner, Lucia, Debbie Rusch, and Marcela Dominquez; Claro que si!, Houghton Mifflin Company, Boston, 1990.

Caycedo Garner, et al., Claro que si! Workbook/Lab Manual. Houghton Mifflin Company, Boston, 1990.

Tapes to accompany the Workbook/Lab Manual

Edward J. Mullen, David H. Darst; Sendas literarias: Hispanoamerica, Random House, New York, 1988.

OR

David H. Darst; Sendas literarias: Espana, Random House, New York, 1988.

VI. SPECIAL RESOURCE REQUIREMENTS

Language Laboratory.

VII. BIBLIOGRAPHY

Asher, James J. Learning Another Language Through Actions. Los Gatos, CA: Sky Oaks Productions, 1982.

Gaudiani, CClare. Teaching Writing in the Foreign Language Curriculum. Washington, D.C.: Center for Applied Linguistics, 1981.

Grellet, Francoise. Developing Reading Skills. New York: Cambridge University Press, 1981.

Krashen, Stephen D. and Tracy D. Terrell. The Natural Approach. Hayward, CA: The Alemany Press, 1983.

Omaggio, Alice C. Teaching Language in Context. Boston: Heinle and Heinle, Inc., 1986.

Rivers, Wilga, Milton Azevedo, and William Heflin, Jr. Teaching Spanish: A Practical Guide. Skokie, Ill.: National Textbook Company, 1988.

Seelye, H. Ned. Teaching Culture. Skokie, Ill.: National Textbook Company, 1981.

COURSE ANALYSIS QUESTIONNAIRE: SP 201

Section A: Details of the Course

- A1 This course is the intermediate level Spanish course. It may be used to fulfill the foreign language requirement in the Colleges of Humanities & Social Sciences and Natural Sciences & Mathematics, and it may be used in partial fulfillment of the language requirement in HRIM. This course or its equivalent is required of all majors and minors. The course is open to all students who have successfully completed SP 102 or equivalent. This course is proposed for inclusion as a Liberal Studies elective in substitution for the currently approved SP 252.
- A2 Yes, see attached course descriptions and program requirement.
- A3 Yes.
- A4 No.
- A5 No.
- A6 No.
- A7 Yes. The Pennsylvania State University.
- A8 No.

Section B: Interdisciplinary Implications

- B1 Yes, the course will be taught by one instructor.
- B2 Yes, see attached course descriptions and program requirement.
- B3 No other department offers courses in Spanish. In discussions with the French Department, they agreed that this change would not affect their program.
- B4 Yes.

Section C: Implementation

- C1. No new resources are needed.
- C2 No.
- C3 Every semester.
- C4 Approximately ten.
- C5 25. No.
- C6 Yes. "As professionals of foreign language instruction, we deem the optimum class size to be 12 for adequate results in classes where all four skills are equally stressed. In any case, maximum class size should not exceed 20." Association of Departments of Foreign Languages, 1987.

C7 This course, or its equivalent, is required of all majors and minors. It will not affect the number of free electives available to majors. It will not affect the 124-hour requirement of students in the department.

Section D: Miscellaneous

SP 201 Intermediate Spanish

The Pennsylvania State University

003. INTERMEDIATE SPANISH (4:3:2) Audio-lingual review of structure: writing; reading. Prerequisite: SPAN