Course Syllabus

Department: Humanities

Date: November 2013

I. Course Prefix and Number: SPN 201

   Course Name: Spanish III

   Credit Hours and Contact Hours: 3 credit hours and 3 contact hours

Catalog Description including pre- and co-requisites: SPN201 expands on the vocabulary and grammatical structures introduced in the first two semesters of study. Emphasis is on the continued development of Spanish language skills through the study and discussion of authentic readings in Hispanic literature and culture. Students will learn strategies to improve reading comprehension and fundamental composition writing skills. Students at this level will also continue to develop deeper insights into Hispanic culture and to draw comparisons with their own culture.

Prerequisites: Successful completion of SPN102 or an equivalent skill level in the language as recommended by the Modern Languages @ FLCC Language Placement Guide.

Relationship to Academic Programs and Curriculum: This course is considered a humanities / liberal arts elective. It is an intermediate level course, and previous knowledge of the language (SPN102 OR two to three years of high school Spanish) is required. It fulfills the SUNY Gen. Ed. requirement for foreign language for students transferring to four-year schools.

II. Course Outcomes and Objectives

By the end of this course:

- Students will demonstrate comprehension through contextual inferences in short communications on familiar topics with native speakers used to interacting with non-natives
- Students will demonstrate understanding of the main idea and some discrete information in television, radio, or live presentations
- Students will demonstrate speaking ability by selecting vocabulary appropriate to a range of topics, employing simple and complex sentences in present, past, and future timeframes, and expressing details and nuances by using appropriate modifiers
- Students will exhibit some spontaneity in oral interactions, particularly when the topic is familiar, often relying on familiar utterances
- Students will use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation
• Students will read simple materials independently, will demonstrate understanding of essential points and some details of expository writing when dealing with areas of special interest, and will demonstrate the ability to guess meaning from context
• Students will write brief analyses of more complex content when given the opportunity for organization and advance preparation
• Students will produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language
• Students will exhibit understanding of cultures as systems of values that evolve with time and will also demonstrate understanding that certain values are associated with certain behavior patterns in his/her own culture as well as in Hispanic culture
• Students will demonstrate recognition of the existence of important linguistic and cultural variations among groups that speak Spanish
• On the basis of previous experience with Hispanic culture, students will effectively utilize different critical lenses to distinguish some culturally authentic patterns of behavior from idiosyncratic behaviors
• Students will utilize web technologies to communicate and collaborate outside of class and in preparing digital media for assignments and projects
• Students will effectively employ different types of information sources, both physical and digital, to interpret various reading and culture assignments, as well as for various speaking tasks. Students will properly cite their sources using MLA format.

College Learning Outcomes Addressed by the Course:

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<th>X writing</th>
<th>X computer literacy</th>
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<td>X oral communications</td>
<td>X ethics/values</td>
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<td>X reading</td>
<td>X citizenship</td>
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<td>□ mathematics</td>
<td>X global concerns</td>
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<td>X critical thinking</td>
<td>X information resources</td>
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III. Assessment Measures (Summarize how the college and student learning outcomes will be assessed): For each identified outcome checked, please provide the specific assessment measure.

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<thead>
<tr>
<th>List identified College Learning Outcomes(s)</th>
<th>Specific assessment measure(s)</th>
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<tr>
<td>Writing</td>
<td>Students will write short assignments throughout the course, as well as a final research project</td>
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<tr>
<td>Oral Communications</td>
<td>Students will demonstrate their aural/oral abilities by means of conversations and oral presentations on assigned topics, and will also orally present the final research project</td>
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<td>Reading</td>
<td>Students will demonstrate reading comprehension of level-appropriate text by answering both objective and subjective questions in the target language.</td>
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<td>Critical Thinking</td>
<td>Students will participate in discussions which require them to compare and contrast different cultural viewpoints</td>
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<td>Computer Literacy</td>
<td>Students will complete assignments using an online Learning Management System. Students will utilize additional web technologies to complete a final research project</td>
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<tr>
<td>Ethics/Values</td>
<td>Students will write short reactions to readings which examine the ethics and values of non-American cultures</td>
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<td>Citizenship</td>
<td>Students will write short assignments contrasting their own rights as American citizens to the political systems and civil rights of other countries</td>
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<tr>
<td>Global Concerns</td>
<td>Students will write short assignments which require them to compare and contrast cultures different from their own. These assignments will also require students to evaluate and explain the importance of global thinking in their future career/life choices.</td>
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<td>Information Resources</td>
<td>Students will complete written assignments and a final research project using both physical and digital information sources, including properly cited sources (using MLA format)</td>
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IV. Instructional Materials and Methods

Types of Course Materials:

- textbook
- workbook
- reliable internet access
- a computer capable of running Adobe Flash and Adobe Acrobat Reader
- a stable internet browser (Mozilla Firefox recommended)
- a word processor that allows for accent marks (Microsoft Work, iWork Pages, Google Docs, etc.)
- login and password to the College’s learning management system
Methods of Instruction (e.g. Lecture, Lab, Seminar ...):

- lecture (both live and digital)
- language lab work
- skills-building exercises in pairs and small groups
- collaborative learning
- student presentations

V. General Outline of Topics Covered:

- Irregular verbs in preterite tense
- “Por” vs. “Para”
- Direct and indirect object pronouns
- Impersonal “se”
- Imperfect tense
- Preterite tense vs. imperfect tense
- Introduction to subjunctive mood