

University of Houston-Downtown

Course Prefix, Number, and Title: **SPAN 2301:** Intermediate Spanish I

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: Component Area Option-Learning Frameworks Course

Prerequisites: Completion of SPAN 1402 or equivalent second semester course, or placement by UHD examination

Co-requisites: None

Course Description: This course is the third part of a sequential course of study (4 semesters) that will increase your ability to communicate (i.e., express, interpret and negotiate meaning) in Spanish. This course includes a variety of readings and videos that illustrate a variety of cultural perspectives in communities in which Spanish is the lingua franca.

Demonstration of Core Objectives within the Course:

Assigned Core Objective	Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome	Method by which students' mastery of this outcome will be evaluated
Critical Thinking Communication Social Responsibility	Describe how ideas, values, beliefs and other aspects of culture express and affect human experience.	Students in SPAN 2301 study cultural readings and aural interviews with a variety of native speakers (men, women, various social class and educational levels, sexual orientation, etc.) of Spanish about Hispanic cultures and literature; topics include the changing family in modern society, religious and societal values, and gender and sexual orientation in Hispanic cultures	At least 10% of each course exam tests students' ability to describe how ideas, values, beliefs and other aspects of culture express and affect human experience.
Critical Thinking Communication Social Responsibility	Analyze fundamental ideas that foster intellectual and aesthetic creation across human cultures.	Students in SPAN 2301 analyze and discuss literary readings and examples of visual culture (paintings, photography, sculpture, etc.) from the Hispanic world in order to gain a deeper understanding of Hispanic culture	Students discuss their reactions and share their analyses of creative works in class and in writing; in addition, students identify creative and intellectual expressions on course exams
Critical Thinking Communication	Evaluate assumptions, concepts, and language to develop defensible	The cultural readings and aural interviews in SPAN 2301 allow students to compare and	Students write short essays (for minimum total of 10 pages in Spanish

	conclusions based on analysis and interpretation of information relevant to course content.	contrast their understandings of cultural topics with those expressed by native informants from a variety of Hispanic socioeconomic strata; possible topics include concepts like personal identification and individual change, the definition of family and community	during the semester) summarizing and analyzing unit topics, using content and ideas from class discussion to support or refute specific theses about the topics
Critical Thinking Communication	Synthesize and deliver well-constructed analyses and arguments about course content using multiple modalities (including written, oral, and visual formats).	Students receive instruction on constructing logical analyses of course content, including how to construct an analytical thesis statement for an essay, how to create an outline of an argument, and how to use appropriate rhetorical phrases in Spanish to help structure a coherent analysis. Genre-specific instruction on how to analyze course materials (including painting, literary texts, journalistic articles, oral interviews, music, etc.) will be provided to students. Students are required to express orally their analyses of course content using appropriate vocabulary and grammatical structures in Spanish in small group activities and class discussions, as well as in the final oral examination.	At least two of the four required essays will be analyses of cultural topics, and one of these two will be on a literary text while another is on an example of music or visual art (paintings, sculpture, architecture, etc.) from the Hispanic world; at least 15% of the final oral examination will be scored on the student's ability to construct an analytical argument about a literary, musical or artistic topic we have studied during the semester.
Social Responsibility Personal Responsibility	Identify ethical dimensions of behavior and language use in different cultural contexts.	Students hear and distinguish native speaker viewpoints representing a broad variety of socioeconomic strata in aural interviews; readings also address the same ethical issues	Students debate ethical positions in class discussions; in the short essays, students are asked to engage the topic by defending their thesis about an ethical question and relating it to their personal experience or beliefs
Social Responsibility Personal Responsibility	Connect choices, actions, and consequences to ethical decision-making through the analysis of ethical dilemmas explored through literature,	Literary and cultural readings focus on contemporary ethical issues (possible topics of these texts include transnational families, Hispanic definitions of	Students demonstrate comprehension of ethical topics in readings through testing and in written essays

	philosophical, or intercultural texts.	family units, and the definitions of gender roles in the Hispanic world)	
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Please note: two additional learning outcomes are related to specifically linguistic/ language goals (conversational Spanish and formal mastery of specific verb tenses and grammar points), and are listed in the course syllabus (Appendix B), following the six general core LO's outlined above.

Additional Course Outcomes:

Upon successful completion of this course, you will be able to meet the following core and course outcomes:

1. **Core Outcome #1: Describe how ideas, values, beliefs and other aspects of culture express and affect human experience by comprehending and studying course readings and the opinions of native speakers of Spanish** (from filmed interviews) expressed as they talk about a number of current topics (e.g., self-identity, definitions of the family, current trends in matrimony) in order to demonstrate your comprehension of spoken Spanish.
2. **Core Outcome #2: Analyze fundamental ideas that foster intellectual and aesthetic creation across human cultures.** In this course we will discuss and analyze ideas about self-identity, family and gender that have fostered intellectual and aesthetic creation across Hispanic cultures.
3. **Core Outcome #3: Evaluate assumptions, concepts, and language to develop defensible conclusions based on analysis and interpretation of information relevant to course content.** In this course we will evaluate assumptions, concepts, and language to develop defensible conclusions based on analysis and interpretation of information relevant to Hispanic culture as presented in taped interviews with native speakers of Spanish from Mexico and in course cultural readings.
4. **Core Outcome #4: Synthesize and deliver well-constructed analyses and arguments about course content using multiple modalities (including written, oral, and visual formats). Identify ethical dimensions of behavior and language use in different cultural contexts.** In this course we will synthesize and deliver well-constructed analyses and arguments about Hispanic culture using multiple modalities (including written and oral formats in Spanish).
5. **Core Outcome # 5: Identity ethical dimensions of behavior and language use in different cultural contexts.** In this course, we will connect choices, actions, and consequences to ethical decision-making through the analysis of ethical dilemmas explored through course readings and filmed interviews with native speakers expressing their opinions about ethical decisions in their lives.

6. **Core Outcome #6: Connect choices, actions, and consequences to ethical decision-making through the analysis of ethical dilemmas explored through literature, philosophical, or intercultural texts.**
7. **Express yourself and understand others when conversing in Spanish about everyday situations** (such as asking questions, expressing likes and dislikes, talking about the near future and plans, asking for things and giving commands, etc.).
8. **Identify** and show your knowledge of the following verb tenses: the present and present progressive indicative, the imperfect and preterit, the future and conditional, the perfect tenses and the present subjunctive mode.

Course Outline:

List of major course topics to be presented:

- Review of the present indicative tense, ser and estar and the gender of nouns.
- Review of reflexive verbs.
- Relative pronouns.
- Gerunds and infinitives.
- Direct object pronouns.
- Review of the present perfect tense.
- Review of the preterite and imperfect.
- Introduction of the present subjunctive.
- Certain uses of the present subjunctive (after impersonal expressions, in adverbial clauses, after expressions of doubt or negation, etc.).
- Comparisons.
- More uses of the present subjunctive (to express subjective opinion, after verbs of volition, and after conditional conjunctions).
- Cultural readings: 'El caracter de los hispanos' and 'Nuevos modelos de familia'.
- Literary readings: 'El frio que no llega' and 'No se habló más'.

List of major cultural topics to be presented:

- Definitions of a good and moral person, of the family, and of marriage according to evolving Hispanic cultural norms, as reflected in various cultural expressions and primary sources (including the Latin American soap opera, literary texts like *Don Quixote* and Ángeles Mastretta's "No se habló más," non-fiction essays like Tununa Mercado's "El frío que no llega," paintings like Francisco de Goya's *Saturn Devouring his Children* and Carmen Lomas Garza's *Tamalada*, and various videotaped interviews with Mexican informants)
- Catholicism and the role of religion in the Hispanic world, including religious syncretism in Latin America
- Definitions of the family and family norms in the Hispanic world, along with the effects of modernization, migration and globalization on the traditional Hispanic concepts of the extended and the nuclear family

- Religious and societal values related to the family, to self-identity issues and to marriage, civil unions, and divorce in 21st century Hispanic cultures

Grading/Course Content which Demonstrates Student Achievement of Core Objectives:

Grading Scale: 90-100 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F

Summary of Course Exams, Quizzes, Assignments and Final	
Participation/preparation	10%
<i>Manual de Actividades</i> Exercises:	10%
Compositions (3 best of 4)	20%
Oral Exam (1)	15%
Exams (4 best out of 5)	20%
Final Exam	25%