

## University of Houston-Downtown

Course Prefix, Number, and Title: SPAN 2302: Intermediate Spanish II

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

**Foundational Component Area:** Component Area Option-Learning Frameworks Course

**Prerequisites:** Completion of SPAN 2301 or equivalent third semester course, or placement by UHD examination.

**Co-requisites:** None

**Course Description:** Develops greater fluency in aural comprehension, speech, reading and writing Spanish; increases knowledge about Hispanic cultures through readings and interviews.

### 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 <b>SPAN 2302</b> 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 domestic violence, the role of women in Hispanic cultures, religious expressions in the Hispanic world and the relationship between politics and religion, economic security in Latin America and Latin American immigration within Latin America and to Spain or the US	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 2302 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.

<p>Critical Thinking Communication</p>	<p>Evaluate assumptions, concepts, and language to develop defensible conclusions based on analysis and interpretation of information relevant to course content.</p>	<p>The cultural readings and aural interviews in SPAN 2302 allow students to compare and contrast their understandings of cultural topics with those expressed by native informants from a variety of Hispanic socioeconomic strata; possible topics include concepts like domestic violence, the role of women in Hispanic cultures, religious expressions in the Hispanic world and the relationship between politics and religion, economic security in Latin America and Latin American immigration within Latin America and to Spain or the US</p>	<p>Students write short essays (for minimum total of 10 pages in Spanish during the semester) summarizing and analyzing unit topics, using content and ideas from class discussion to support or refute specific theses about the topics</p>
<p>Critical Thinking Communication</p>	<p>Synthesize and deliver well-constructed analyses and arguments about course content using multiple modalities (including written, oral, and visual formats).</p>	<p>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.</p>	<p>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.</p>
<p>Social Responsibility Personal Responsibility</p>	<p>Identify ethical dimensions of behavior and language use in different cultural contexts.</p>	<p>Students hear and distinguish native speaker viewpoints representing a broad variety of socioeconomic strata in aural interviews; readings also address the same ethical issues</p>	<p>Students debate ethical positions in class discussions; in the short essays, students are asked to engage the topic by</p>

			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, philosophical, or intercultural texts.	Literary and cultural readings focus on contemporary ethical issues (possible topics of these texts include domestic violence, the role of women in Hispanic cultures, religious expressions in the Hispanic world and the relationship between politics and religion, economic security in Latin America and Latin American immigration within Latin America and to Spain or the US)	Students demonstrate comprehension of ethical topics in readings through testing and in written essays

**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, students will be able to:*

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., gender roles in Hispanic cultures, feminist movements in Hispanic cultures, religious practices and beliefs in Hispanic cultures, social and political manifestations of religion in Hispanic cultures) 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 gender identity and inequalities and religion 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.** In this course we will consider ethical decision-making and dilemmas in taped interviews, literary texts, and journalistic articles on a variety of topics.
7. **Express** yourself and understand others when conversing in Spanish about everyday situations (such as expressing hypothetical situations, expressing opinions about things that have happened in the past, comparing things and people, giving commands, etc.).
8. **Identify** and show your knowledge of the following verb tenses: the present perfect subjunctive, the present subjunctive, the conditional, the imperfect and preterit, the past subjunctive, the imperfect subjunctive and the pluperfect subjunctive.

#### **Course Outline:**

##### **List of major course topics:**

- Introduction
- The imperfect subjunctive
- The present perfect and past perfect subjunctive
- The subjunctive in noun clauses
- Sequence of tenses
- The subjunctive after impersonal expressions
- Affirmative and negative expressions
- The subjunctive in adjective clauses
- Subjunctive versus indicative after indefinite expressions
- Prepositions
- Use of por and para
- Prepositional pronouns
- The subjunctive in adverbial clauses
- Demonstrative adjectives and pronouns
- The reciprocal constructions
- The reflexive in unplanned occurrences
- Adverbs
- Comparison of adjectives and adverbs
- Irregular comparatives and superlatives
- The absolute superlative

- Exclamations
- If Clauses
- Verbs followed by a preposition
- Diminutives and augmentatives
- The Passive Voice
- Substitutes for the Passive
- Nominalization
- The conjunctions pero, sin, and sino que
- Review of the definite article and the indefinite article
- Expressions with tener, haber and deber

**List of major cultural topics:**

- Definitions of gender identity and the roles of women and men in the Hispanic world, as reflected in various cultural expressions and primary sources (including paintings like Diego Velázquez's *La coronación de la Virgen*, images of women in popular music and film, selections from literary works like Federico García Lorca's *La casa de Bernarda Alba*, Miguel de Unamuno's essay "Mi religión" and Rigoberta Menchú and Elisabeth Burgos-Debray's 'testimonio', *Me llamo Rigoberta Menchú y así me nació la conciencia*, and various videotaped interviews with Mexican informants)
- Causes and effects of domestic violence in the Hispanic world and societal responses to it
- Definitions and social realities of religious expression in the Hispanic world, including *santería* in the Hispanic Caribbean and the importance of the Virgin of Guadalupe in Mexico
- Interactions between religion, politics and other social mores in the Hispanic world, with readings on Archbishop Romero of El Salvador and on the National Catholicism of Franco's dictatorship in Spain
- The difficult social conditions faced by Indigenous peoples, the poor and other marginalized groups in the Hispanic world, as well as possible solutions and responses to such social problems (free health care and other social welfare programs, strengthening and expansion of political rights, sex education, etc.)

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

**Course Grade                      A: 90-100                      B: 80-89                      C: 70-79                      D: 60-69                      F: 0-59**

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