

**DEREE COLLEGE SYLLABUS FOR:**  
**SN 2202 SPANISH III**  
(Updated Spring 2016)

3/0/3

**PREREQUISITES:** SN 1000 Spanish I  
SN 1101 Spanish II **or** equivalent

**CATALOG DESCRIPTION:** The four language skills (Listening, speaking, reading and writing) are further developed to handle the language with a certain degree of confidence and independence using a wider range of vocabulary in every day, social, working and academic context. Issues of culture, history and daily life in Spain and Latin America. (CEFR-B1)

**RATIONALE:** This is the third course in a four-part series that leads to improve the oral and written usage of modern colloquial Spanish. Emphasis is on communicative competence. They will be able to write letters and essays. They will also learn to identify current and past contributions made by Spanish-speaking peoples to world literature, art, music, science and commerce.

**LEARNING OUTCOMES:** As a result of completing this course, a student will be able to:

1. Demonstrate understanding of the main points of short clear standard speech on familiar matters, provided the speech is slowly articulated.
2. Demonstrate understanding of short texts, which consist of frequently used everyday vocabulary.
3. Take part in everyday predictable interaction on familiar topics, relating to personal interest and experience.
4. Compose short, linear, coherent texts on a range of familiar subjects
5. Demonstrate understanding of cultural similarities and differences

**METHODS OF TEACHING AND LEARNING :** In congruence with the teaching and learning strategy of the college, the following tools are used:  
Classes encompass all four skills of language learning (i.e. reading and writing, listening and speaking).  
Work in class concentrates on oral communication in Spanish, reading and writing assignments are done mostly as homework.  
Extensive Partner and group work reinforce the communicative aspect. Classes consist of interactive learning and the instructor is a guide, a source of information, and a facilitator in the learning process and during the class activities.  
Students collaborate mainly in groups of two or three

**Activities**

- Classes consist of interactive learning
- Students work mainly in groups of two or three
- Activities with audio/video input
- Activities with smart class equipment
- oral presentations on brief research projects about Spain and Latin America and their culture, read authentic texts, and write compositions in Spanish. Students will be guided to visit addresses

on the internet which will allow them to improve their language learning.

-Reading, writing, listening activities, grammar, lexical activities with the homework book and exercises/interactive exercises created on Blackboard

**ASSESSMENT:**

<b>Summative Portfolio</b> <ul style="list-style-type: none"> <li>• Assignments (25%)</li> <li>• Written project on a topic related to the target culture (5%)</li> </ul>	<b>30%</b>
<b>In-class participation</b>	<b>5%</b>
<b>Midterm exam</b>	<b>20%</b>
<b>Final exam</b> <ul style="list-style-type: none"> <li>• Written exam (30%)</li> <li>• Oral exam (15%)</li> </ul>	<b>45%</b>
<b>Formative coursework</b> Diagnostic tests as well as listening, reading, speaking and writing tasks.	<b>0%</b>

The formative coursework prepares students for successful completion of the summative coursework.

The portfolio tests learning outcomes 4 and 5.

The class participations tests learning outcomes 3, 4.

The Midterm exam tests learning outcomes 1,2,4.

The final written examination tests learning outcomes 1, 2, 4,and 5.

The final oral exam tests learning outcome 3.

**Spanish Language Portfolio** includes written assignments such as descriptions, short narrations, biographies of famous people, interviews, resumes, short film/book reviews, songs and projects on topics related to Spanish and Latin-American culture, online activities and Blackboard activities.

**INDICATIVE READING:**

**REQUIRED READING:**

**“Español en marcha 3 (B1)”** SGEL

Francisca Castro, Pilar Díaz, Ignacio Rodero, Carmen Sardinero

**Student’s book: ISBN/EAN: 978-84-9778-240-1**

**RECOMMENDED READING:**

none

**INDICATIVE**

**REQUIRED MATERIAL:**

none

**MATERIAL:****RECOMMENDED MATERIAL:**

Collins English – Spanish dictionary  
 Kupferschmid, Gene S, Al tanto Catorce cuentos contemporáneos, H  
 Iglesias, María Estrella, Temas Invitación a la literatura hispánica, H  
 Magazine, Americas, General Secretariat Organization of  
 American States (in the library)

**COMMUNICATION REQUIREMENTS:**

All communication is done in the target language. Exercises include small paragraphs and letters, discussions in class with partners and/or group work. At least one oral presentation using appropriate language and presentation skills.

**SOFTWARE REQUIREMENTS:**

Word and Power Point

**WWW RESOURCES:**

<http://www.mepsyd.es/exterior/uk/es/tecla/tecla.shtml>: Tecla online magazine  
<http://cvc.cervantes.es>  
<http://www.mld.ursinus.edu/~jarana> grammar exercises.  
[www.colby.edu/~bknelson](http://www.colby.edu/~bknelson) grammar exercises, culture  
<http://www.indiana.edu/~call/>: grammar, exercise, culture  
<http://www.trinity.edu/mstroud/grammar/index.html>: grammar exercises  
<http://es.celebrities.yahoo.com/>  
<http://www.ideal.es>

**INDICATIVE CONTENT:****Unit 1.- Gente**

Functions/Context: Talking about daily activities and free time.  
Cultural Topics: El voseo  
Grammar: Revision of the present and past tenses.

**Unit 2.- Lugares**

Functions/Context: Talking about transport.  
 Talking about the house and work house.  
Cultural Topics: Cartagena de Indias.  
Grammar: The pluperfect, prepositions of place.

**Unit 3.- Amigos**

Functions/Context: Talking about people. Asking and giving advices.  
Cultural topics: Vivir con los padres  
Grammar: Relative sentences + Indicative or Subjunctive, The Conditional

**Unit 4.- El tiempo pasa**

Functions/Context: Talking about the past  
Cultural Topics: Sobre España y los españoles  
Grammar: Verbal periphrasis: Dejar de..., acabar de..., llevar + gerund. Estuve/estaba/he estado + gerund. The preterite imperfect

**Unit 5.- Salud y enfermedades**

Functions/Context: Talking about health and different medicines.  
Cultural Topics: Journeys to Spanish and Latin American places.  
Grammar: para + infinitive / para que + subjunctive, Imperative.

**Unit 6. -**  
**Nuestro mundo**

Functions/Context: Talking about ecology.  
Cultural Topics: Las maravillas del mundo moderno.  
Grammar: expressions of feelings, obligations + subjunctive, comparatives and superlatives.

**Unit 7. –**  
**Trabajo y profesiones**

Functions/Context: Talking about working conditions.  
Cultural Topics: Refranes  
Grammar: Cuando + Subjunctive/ Indicative, conditional sentences.

**Unit 8.-**  
**Tiempo de ocio**

Functions/Context: Talking about our preferences.  
Cultural Topics: Música, cine y arte en España y Latinoamérica  
Grammar: Reported speech