

ARIZONA WESTERN COLLEGE
SYLLABUS

SPA 203 INTERMEDIATE SPANISH FOR NATIVE SPEAKERS 1

Credit Hours: 4 Lec 6

General Education Course: C (Ethnic/Race/Gender Awareness)

PREREQUISITE: Native or near-native fluency in Spanish. SPA 102 or a first-year Spanish course where emphasis was placed on conversational skills, vocabulary development, formal reading, and writing.

COURSE DESCRIPTION

Meets the needs of native speakers of Spanish. Students are exposed to the culture and traditions of Spanish-speaking countries. Speaking and writing problems particular to the Spanish-speaking student are continuously treated as an integral part of the course. Fulfills the third semester foreign language requirement at some four-year institutions.

1. COURSE GOALS

- 1.1 To continue building on listening and speaking.
- 1.2 To continue developing reading comprehension and improve writing skills.
- 1.3 To present modern-day topics and everyday activities for discussion.
- 1.4 To present activities, cultures, and traditions of the Spanish-speaking world.
- 1.5 To awaken in the student an interest to continue the study of Spanish.
- 1.6 To instill in the student an interest in his own culture and traditions.
- 1.7 To develop ethnic, race, and gender awareness.

2. OUTCOMES

Upon satisfactory completion of this course, students will be able to:

- 2.1 demonstrate oral and reading comprehension appropriate to level.
- 2.2 discuss selected oral and written topics.
- 2.3 create and connect structurally simple statements or questions.
- 2.4 describe universally held norms, values and beliefs of areas where Spanish is spoken.
- 2.5 respond to unanticipated questions on familiar material.
- 2.6 demonstrate comprehension of main ideas of paragraph-length discourse of increasingly complex topics.
- 2.7 demonstrate correct use of targeted grammatical structures.
- 2.8 derive meaning of written Spanish from simple, connected texts dealing with a variety of basic and social needs.
- 2.9 write a 500 word literary response paper.

3. AWC GENERAL EDUCATION (GE) OUTCOMES3.1 DIGITAL LITERACY

- Determine the extent of information needed
- Comprehend the basic components of a networked computer system
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Create content in a digital environment

3.2 COMMUNICATION

- Utilize proper citations, evaluate critically, and use effectively relevant information for problem-solving and presentation of ideas, issues, and arguments
- Speak effectively to a purpose before an audience
- Demonstrate effective listening skills
- Demonstrate skill in using electronic media generally appropriate to contemporary academic and professional workplaces
- Produce scholarly or creative works that effectively employ the communication conventions and means of the major field
- Provide writing that presents a clear, specific thesis and awareness of audience
- Written discourse is embedded into the requirements of the GE course through multiple written assignments.
- Part of the written discourse emphasizes critical inquiry which includes the gathering, interpretation, and evaluation of evidence.
- Instructor evaluates the assignments in written discourse to guide improvement through revision for each assignment.
- Instructor evaluates written discourse for form, which includes overall organization, analysis, grammar, mechanics, punctuation, and style.
- Some assignments are completed in class and some are completed out of class.
- Assignments within each course are arranged in a sequence of increasing complexity/skill, where applicable.

3.3 CIVIC DISCOURSE

- Describe historical, cultural, and political issues relevant in contemporary local, national, and global communities
- Analyze how such issues affect various local, national, and global regions, communities, and individuals
- Include contemporary subject matter.
- Study that is concerned with an examination of culture-specific elements of a region, country or culture group. (The area studied must be non-U.S. and contributes to understanding contemporary society)
- Cross-cultural study with an emphasis on one or more foreign areas, including courses on such subjects as comparative religions, politics and international relationships.
- Study of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
- Offer views of humanity from a multitude of perspectives.
- Engender an awareness of the universal aspects of humanity.
- Explore causes of prejudice and discrimination.
- Analyze traditional and evolving views of women, race, and ethnicity.
- Foster a cooperative atmosphere in which inclusive cultural relations may be improved.
- Include study of the social, economic, political, and/or psychological dimension of relations between and among ethnic, racial, and gender groups.

4. METHODS OF INSTRUCTION

- 4.1 Total Physical Response (TPR), along with the audio-lingual and natural approach
- 4.2 Oral reading to correct pronunciation
- 4.3 Group drill exercises based on common errors from written assignments of each student
- 4.4 Use of films and readings to expose students to traditions and customs of Latin American countries
- 4.5 Any supplementary or unique method used by instructor can be used as long as the major objectives are met
- 4.6 Comparison of Spanish and English grammar (to help ESL students)

5. LEARNING ACTIVITIES

- 5.1 View multi-media on Latin-American culture
- 5.2 Work in groups
- 5.3 Homework assigned
- 5.4 Quizzes and Exams
- 5.5 Written assignment

6. EVALUATION

- 6.1 Students are evaluated through written papers, reports, quizzes, and examinations
- 6.2 Class participation

7. STUDENT RESPONSIBILITIES

- 7.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
- 7.2 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.
- 7.3 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.
- 7.4 Academic Integrity: Any student participating in acts of academic dishonesty—including, but not limited to, copying the work of other students, using unauthorized “crib notes”, plagiarism, stealing tests, or forging an instructor’s signature—will be subject to the procedures and consequences outlined in AWC’s Student Code of Conduct.
- 7.5 Texts and Notebooks: Students are required to obtain the class materials for the course.
- 7.6 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for “No Show” reporting during the first 10 days of each semester.
Students who have enrolled but have never attended class may be issued a “No Show” (NS) grade by the professor or instructor and receive a final grade of “NS” on their official academic record. An NS grade may result in a student losing their federal financial aid.
For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):
 - Submitting an academic assignment
 - Taking an exam, an interactive tutorial or computer-assisted instruction
 - Attending a study group that is assigned by the school
 - Participating in an online discussion about academic matters
 - Initiating contact with a faculty member to ask a question about the academic subject studied in the course