Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: SPAN 202 **Year: 2025-2026**
Course Title: Intermediate Spanish II **Credit Hours: 3**

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This is a continuation of Intermediate Spanish I. Major emphasis is placed on helping students to improve their oral communication skills and reading comprehension. Students continue to explore different aspects of the cultures, history, and current events of the Spanish speaking world. Outside preparation using CD-ROMs, the internet, or other audio-visual materials may be required. Students are expected to be able to communicate in the present, past, and future tenses in Spanish and should be able to use indicative, subjunctive and imperative moods. The class is conducted exclusively in Spanish. SPAN 202 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: SPAN 201; prior completion or concurrent enrollment in ENGL 100 or ESL 120, 121, and 122 (or prior completion of ESL 103). 3 Cr. (3 Lec.) Occasionally.

Course Context/Audience

This course meets a liberal arts humanities elective. It is also appropriate for anyone wishing to fulfill the language requirement for the New York state teacher certification or who hopes to travel to a Spanish speaking country or communicate with members of the Spanish speaking community in the United States.

Basic Skills/Entry Level Expectations

Writing:	WC	College level writing skills are required. See course co-requisites or pre-requisites.
Math:	M0	Course requires very little or no math.
Reading:	R4	Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

1) Students will refine their understanding of Spanish grammar and expand their vocabulary.

2) Students will be able to express themselves orally and in writing so as to express their opinions about such topics as: the environment, health and exercise, careers, the city and running errands.

3) Students will write four one-page compositions incorporating the vocabulary and grammar being studied.

4) Students will be able to read Spanish language articles, short cultural readings or short stories, summarize them in their own words and express their personal opinions.

5) Students will be able to give 3-7 minute oral presentations with few grammatical mistakes.

6) Students will be able to follow instructions given totally in Spanish, ask any questions they may have and answer questions asked of them in Spanish.

Course Objectives/Topics

Objective/Topic	# Hours/% of Course
Students will review the following tenses and moods: (present and past subjunctive in noun, adjective and adverbial clauses, formal imperative, the future and past, present, and future perfect tenses as well as the present perfect subjunctive, and the conditional and will be able to converse and write in these tenses with relatively few errors.	15-25 Hours
Students will be able to speak about their opinions about current events, their daily activities, cultural differences.	15-25 Hours
Students will be able to read Spanish language articles, cultural readings or short stories and summarize these articles and express their personal opinions.	5-10 Hours
Students will learn vocabulary associated with city life, errands, money, banking and the post office and be able to describe cities and discuss activities done in different locations in the city.	1/2-2 Hours
Students will be able to talk about health and well- being, exercise and physical well-being and nutrition.	
Students will be able to talk about the environment, recycling and conservation.	
Students will be able to talk about the workplace, professions and occupations and the process of searching for a job.	
MUST ADD TO 45 HOURS – or may revise as %	

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to ➢ develop meaningful questions to address problems or issues. ➢ gather, interpret, and evaluate relevant sources of information. ➢ reach informed conclusions and solutions. ➢ consider analytically the viewpoints of self and others.	Through reading about Hispanic culture in Spanish-speaking countries and viewing videos about these topics, students will learn about important issues such as immigration, self-identity, politics, education, economic inequality, etc. They will analyze what they learn about other countries with their own experiences in the U.S. By learning about life in other countries, students will be able to make connections about the events and people in other countries. Students will make cross-cultural comparisons between the Hispanic Culture and the United States' culture. Students will make cross-cultural comparisons between the Hispanic Culture and the United States' culture.
SOCIAL/GLOBAL AWARENESS OUTCOMES	**HOW DOES THE COURSE ADDRESS THE OUTCOMES** (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
➢ Students will begin to understand how their lives are shaped by the complex world in which they live. ➢ Students will understand that their actions have social, economic and environmental consequences.	Students will see how Hispanic culture and the Spanish language exists in the United States culture. Students will consider different ways to achieve sustainability and to help the environment.

Instructional Methods
Assignments should require a balanced mix of reading, writing, listening and speaking. Short lectures about the grammar should be enhanced by class and small group discussions, and cooperative learning exercises and other communicative activities. Internet vocabulary drills are recommended. If possible, try to bring in guest speakers or show video clips from Spanish speaking countries. Additionally, students could benefit greatly by maintaining journals in which students read Spanish language articles about current events in Latin America and summarize these articles in their own words and write their opinions about them. The goal of all learning activities should be meaningful and authentic communication. Students should be encouraged to use resource materials available at TC3 and utilize tutors in the Baker Center for Learning. Every effort should be made to provide authentic language use to the students. Spanish should be the only language used in the class.

Methods of Assessment/Evaluation

Method	% Course Grade
Papers	5-10%
Final exam-(cumulative)	10-20%
Written tests and quizzes	30-50%
Preparation and participation	10-15%
Written homework and listening comprehension exercises	10-15%
Oral presentations, skits and/or oral exams	10-20%

Written tests should test students listening and reading comprehension as well as their written skills. The tests must require students to use the language in a meaningful context (i.e. no multi-choice bubble sheet tests nor tests requiring strictly conjugating isolated verbs that do not require the student to know the meaning of what is written.) Tests could include questions requiring the student to select the correct verb from several options and then conjugate it, thereby showing that the student understands the content. Students should be required to write 4 one-page compositions covering the vocabulary and grammar from chapters13-16.

Text(s)

Vistas, 4th Edition: Introducción a la lengua española, Blanco/Donley, © 2011 Vista Higher Learning; 4 Pck Har/ edition

Bibliography

No print resources specified.

Other Learning Resources

Audiovisual; No resources specified
Electronic: www.bbc.co.uk/education/languages/spanish/news/index.shtml http://www.weston.gor/conjuguemos/ http://www.merlot.org (search under humanities/world languages/Spanish to find a large assortment of web sites.)
Other No resources specified