

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**Spanish 220 – Spanish III**

5 hours lecture, 5 units

**Catalog Description**

Continuation of SPAN 121. Continues to develop oral, listening, reading and writing skills in order to acquire proficiency in Spanish.

**Prerequisite**

“C” grade or higher or “Pass” in SPAN 121 or three years of high school Spanish or equivalent

**Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Speak, read, write and understand Spanish sentences in the preterit and imperfect past tense.
- 2) Recognize and use idiomatic expressions with *hacer/tener*.
- 3) Correctly follow narration in the past with both preterit and imperfect tenses.

**Course Content**

- 1) Listening and speaking tasks organized around increasingly varied situations dealing with opinions, feelings, agreement and disagreement
- 2) Discussion of cultural differences between the Spanish speaking world and the students’ own cultures
- 3) Presentation of grammar explanations to facilitate the acquisition and oral production of the language
- 4) Development of writing skills to enable students to produce in writing what they can communicate orally
- 5) Presentation of authentic reading material through library resources and Internet research as the basis for discussions and presentations

**Course Objectives**

Students will be able to:

- 1) Use language and cultural materials presented in class to evaluate specific examples of daily life situations, and describe how these situations would be addressed in Hispanic cultures.
- 2) Use language and vocabulary skills developed in class to analyze and interpret authentic literary works.
- 3) Use language and cultural materials presented in class to compare and contrast Hispanic cultures to their own culture as it relates to nature, city life, health and well being, professions and occupations, the arts, current events and politics.
- 4) Continue to interpret and apply the Spanish sound system in order to improve proper pronunciation and oral comprehension.
- 5) Utilize more complex vocabulary and grammatical structures as identified in class to communicate in the present, past and future; use commands and discuss hypothetical situations dealing with nature, city life, health and well being, professions and occupations, the arts, current events and politics.

**Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements of evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Written and oral exams that require students to demonstrate the ability to listen, read, write and speak Spanish in the present, past, future tenses, and use other complex grammatical structures.
- 2) Written assignments in which students must use appropriate vocabulary and grammar to write brief essays, summaries dealing with nature, city life, health and well being, professions and occupations, the arts, current events and politics.
- 3) Oral presentations in which students demonstrate the ability to communicate in present, past and future.
- 4) Comprehensive oral and written final exam that measures students' ability to utilize appropriate vocabulary and grammatical structures as identified in class to communicate daily routine in the present, past and future as related to nature, city life, health and well being, professions and occupations, the arts, current events and politics.

**Special Materials Required of Student**

None

**Minimum Instructional Facilities**

- 1) Smart classroom with maps, bulletin board, overhead projector
- 2) Audiovisual: cassette recorder, CD player, document camera, video camera

**Method of Instruction**

- 1) Lecture and presentation of communicative activities and supporting target language structures
- 2) Discussion of cultural content
- 3) Multimedia presentations

**Out-of-Class Assignments**

- 1) Preparation for oral presentations
- 2) Reading assignments
- 3) Written assignments

**Texts and References**

- 1) Required (representative example): Blanco & Donley. *VISTAS*. 6th edition. Vista Higher Learning, 2020.
- 2) Supplemental: Bilingual dictionary, *501 Conjugated Verbs*.

**Exit Skills**

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) Go beyond expressing "survival" needs in the immediate environment; express in greater detail areas such as money matters, professions and occupation, health, social and recreational activities, and general feelings.
- 2) Ask and give directions, use culturally appropriate greetings, introductions, accepting and refusing invitations with an expanded repertoire of courtesy formulas; talk about self, personal preferences and activities in more detail, provide descriptions and participate more in conversations at a greater comfort level.
- 3) Speak, understand, read and write in the past and present subjunctive, present and past perfect tenses, future and conditional tenses and if clauses.
- 4) Express feelings and emotions, uncertainty, doubt, denial and contrary to fact situations; talk about the future and pending actions; express what they would do in hypothetical situations.

- 5) Apply vocabulary and discuss art and culture, the environment, cars, social life, relationships, stages in one's life, professions and jobs, news of the day, government and civic responsibilities, travel abroad and where to stay.
- 6) Recognize and discuss differences/similarities between U.S. and Hispanic cultures in art, the environment, social life and relationships, professions and jobs, current events and government, and travel abroad.
- 7) Develop an increased awareness of cultural norms, values and culturally relevant and appropriate customs and events.

**Student Learning Outcomes**

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

- 1) Demonstrate understanding and use of the indicative, imperative and subjunctive moods to reading, writing, speaking and listening activities.
- 2) Compare and contrast theme-specific aspects of Hispanic and Latino/a/x culture to their own.