

WLSP 202
Intermediate Spanish II
3 credit hours

Community College of Baltimore County
Common Course Outline

Description

WLSP 202 – Intermediate Spanish II: develops cross-cultural communication and global citizenship through the acquisition of reading, writing, listening, and speaking skills in Spanish at an intermediate-high level. It provides connections to other disciplines and cultures through the study of Spanish and develops an awareness of the cultural contributions and socio-political contexts of diverse, often underrepresented groups throughout the Spanish-speaking world. Topics related to local and global diversity provide the context through which language skills are taught and learned. Communicative competence at an intermediate-high level is emphasized, and learning is supported by instructional technologies.

Pre-requisites: Completion of WLSP 201 with a C or better, or contact the coordinator for placement.

Co-requisites: none

Overall Course Objectives

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

1. apply intermediate-high level grammatical structures in Spanish;
2. recognize simple sentence-length speech relating to familiar and personal social situations in spoken Spanish;
3. use intermediate-high level vocabulary to perform routine tasks in a variety of straightforward social situations;
4. comprehend a range of short written texts that convey information about personal and social topics and contexts;
5. write statements, questions and short compositions that accurately use intermediate-high level grammatical structures based on familiar material;
6. communicate orally with accuracy to handle uncomplicated tasks related to straightforward situations in Spanish;
7. engage in ongoing conversations in class to obtain information, complete transactions, and express personal interests and preferences;
8. deliver a short oral presentation on a culture-related topic using multimedia technology in Spanish at an intermediate-high level;
9. identify the major countries where Spanish is spoken, both by dominant and underrepresented groups, as a result of conquest, colonization and immigration;
10. analyze the histories, traditions, practices, and perspectives of diverse, often underrepresented Spanish-speaking groups throughout the world;

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11. evaluate the experiences of diverse Spanish-speaking groups, including immigrants and indigenous groups, who have faced discrimination both in historical and contemporary contexts;
12. analyze social and ethical issues related to cultural differences in Spanish-speaking contexts;
13. interpret other disciplines through the study of the Spanish language and the cultures and diverse experiences of its speakers;
14. demonstrate proficiency in the use of instructional technology for the study of the Spanish language at an intermediate-high level, and the study of the cultures of Spanish-speaking groups; and
15. locate, evaluate, use and cite research sources when completing written assignments.

Major Topics

- I. Listening
- II. Speaking
- III. Pronunciation including sound system
- IV. Reading
- V. Vocabulary
 - a. Descriptions of various environments
 - b. Personal preferences and interests
 - c. Interactions and exchanges
- VI. Grammar
 - a. Present, past and future tenses
 - b. Subjunctive mood
- VII. Writing and information literacy
- VIII. Language as a fundamental category of diversity
 - a. Language variation
 - b. Language and ethnicity
 - c. Spanish as a dominant and minority language
- IX. Immigration
 - a. Stereotypes and discrimination faced by immigrants
 - b. The role of immigration in multicultural societies where Spanish is spoken.
- X. Relationships between language and culture
 - a. Cultural sensitivity, awareness of one's own culture in the process of studying another culture, and cultural relativism
- XI. Identities, values, traditions and experiences of diverse Spanish-speaking groups in multiple geographic cultural, political, and historical contexts
 - a. The Spanish-speaking diaspora
 - b. Conquest and colonization in the Spanish-speaking world
- XII. Significant elements of the societies and cultures of Spanish-speaking groups (to include the arts, histories, politics, religions and other achievements)
 - a. Multi-disciplinary contributions

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

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- **Assessments:** All faculty members will administer a minimum of four assessments, which could include a midterm and a final assessment. These assessments will include reading, writing, listening, speaking and awareness of topics related to culture and diversity.
- **Oral Communication:** Oral proficiency in Spanish will be developed daily through communicative activities. Students will be required to develop and deliver at least one oral presentation on a cultural-diversity related topic using multimedia technology in Spanish at an intermediate-high level.
- **Writing:** At least two specific writing assignments related to culture and diversity are required. The approved GREATs project, which must assess at least 5 of the 7 general education outcomes, is worth at least 10% of the total course grade. This writing assignment is a research project that emphasizes culture and diversity as they relate to the experiences of underrepresented groups in Spanish-speaking contexts. It will be written in English, and it must be 4 pages. At least one other writing assignment must be written in Spanish, using vocabulary and grammar at an intermediate-high level on a topic related to culture and diversity, and must be 1-2 pages. This writing assignment must demonstrate clear communication at an intermediate-high level in Spanish.
- **Language Learning Software:** This course is technologically enhanced by language learning software.

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Other Course Information

This course is an approved 3–credit General Education course in the Arts and Humanities. One or more assignments will infuse CCBC General Education Program outcomes and will account for a minimum of 10% of the total course grade. The assignment(s) will allow students to demonstrate at least 5 of the 7 General Education program outcomes. This course is approved for General Education Diversity and Global Education programs.

World Language Common Course Outlines are developed with guidance from the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines:

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

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