# 7/27/2020

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 2 September 2020

Term and Year of Implementation: Fall 2020

**Course Title:** Intermediate Spanish I

**BRCC Course Rubric:** SPAN 2013

**Previous Course Rubric**: SPAN 201

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:** CSPN 2013

**CIP Code:** 16.0905

**Course Description:** Completes the review of the basic grammatical structure of the Spanish language and continues developing appreciation for Hispanic culture through the reading of diverse cultural texts. The course includes additional emphasis on reading and writing.

**Prerequisites:**  SPAN 1023 (or SPAN 102) or equivalent

**Co-requisites:** None

**Suggested Enrollment Cap:** 18

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Apply fundamental skills such as speaking, reading, writing, and listening in Spanish.

2. Construct own ideas and solutions based on social problems of the Hispanic world.

3. Write standard Spanish free from major lapses in usage, mechanics, and spelling.

**General Education Learning Outcome(s):** This course supports the development of competency in the following area(s). Students will:

Interpret others’ ideas in written and spoken form. (General Education Competency: Communication)

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. Departmentally-designed mid-term and final exams.

2. Instructor-designed quizzes and oral interviews

3. Written and oral exercises from workbook and textbook

4. Oral in-class presentation

5. Witten in-class assignments

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. Talk about human relationships and the stages of life, express wishes and requests, and express emotional reactions to other people’s actions

A. Identify stages in a romantic relationship

B. Identify the stages in life

C. Identify and use reciprocal constructions: llamarse, amarse, casarse

D. use the subjunctive mood in present tense to express a reaction to actions of others

E. Use the subjunctive with expressions of influence and emotion

F. Talk about cultural artifacts in Panama and the use of cybercafés in Latin America

II. Talk about outdoor activities and environment, express likes, dislikes and interests; express destination, purpose and motive, and react to recent events

A. Give formal and informal commands

B. Prepare an ad using formal and informal commands

C. Give commands using reciprocal verbs

D. Name and identify professions and occupations

E. Describe working conditions

F. Prepare a job description for the classifieds section of a newspaper

III. Carry out travel transactions, state recommendations emotional reactions, and doubts through impersonal expressions; refer to unspecified or nonexistent persons or things, and talk about the future

A. Use the verb gustar and similar to express different degrees of likes

B. Reinforce the use of por and para (for)

C. Use the subjunctive mood with expressions of doubt or negation

D. Use the simple perfect of subjunctive

E. Talk about actions in the future

IV. Discuss car, train and bus travel, make suggestions, express condition and purpose, and talk about activities with a general or unknown subject

A. Use the nosotros (we) commands

B. Express condition or purpose using the subjunctive

C. Use the imperfect of subjunctive to react to past actions or events

D. Talk about activities with a general or unknown subject: use the impersonal se

V. Talk about issues in today’s global society, pending actions, what might happen, hypothesize, and express hopes and wishes

A. Use the subjunctive with time expressions

B. Use the conditional tense

C. Identify and use the si (if) clauses

D. Express wishes with the imperfect of subjunctive and ojalá (Iwish)