

**SPA 212**  
**INTERMEDIATE SPANISH II**

**COURSE DESCRIPTION:**

Prerequisites: ENG 080 and RED 080 or satisfactory score on placement test and SPA 211

Corequisites: ENG 090 or satisfactory score on placement test

This course provides a continuation of SPA 211. Emphasis is on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. Listening comprehension is reinforced with audiotapes outside of class. *This course has been approved to satisfy the Comprehensive Articulation Agreement for the general education core requirement in humanities/fine arts.* Course Hours Per Week: Class, 3. Semester Hours Credit, 3.

**LEARNING OUTCOMES:**

Upon completion of this course, the student will be able to:

- a. Understand oral communication in a variety of different situations in both the present and past tenses with a focus on the subjunctive mood.
- b. Respond with proficiency to challenging statements and questions in present and past tense that focus on the subjunctive.
- c. Compose increasingly complex compositions in Spanish that incorporate new grammar structures and vocabulary.
- d. Read the works of well-known Spanish writers which contain a variety of grammatical structures.
- e. Read and understand short stories by well-known Hispanic authors.
- f. Demonstrate a broad understanding of "Spanish" as the composite of language and culture.

**OUTLINE OF INSTRUCTION:**

- I. A cultural context of Bolivia, Ecuador, and Peru and the thematic focus of going shopping in the Hispanic world
  - A. Articles of clothing terminology
  - B. Expressing Actions in Progress: Progressive Tenses
  - C. Making Comparisons
  - D. Uses of the Definite Article
  - E. Indefinite and Negative Expressions
  - F. Double Object Pronouns
  - G. Reading about "*La guayabera*:" a traditional Hispanic shirt
- II. With a cultural focus of Hispanic city life and historical references to Hispanic cities
  - A. Vocabulary of buildings and how to ask for directions
  - B. Formal Commands and *Nosotros* Commands
  - C. Passive *se* and Third-Person Plural Passive
  - D. Uses of the Indefinite Article
  - E. Future Tense
- III. The Hispanic community in the United States with a focus on employment agencies
  - A. Employment Agencies in the Hispanic world and how to look for a job
  - B. Conditional Tense
  - C. Adverb Formation

- D. Adjectives of Quantity
- E. Subjunctive in Adjective Clauses

IV. Discussing Business Careers and certain Hispanic Business leaders in the U.S.

- A. Present Perfect Tense
- B. Reciprocal *nos* and *se*
- C. Bank vocabulary and how to perform transactions in a bank
- D. Past Perfect Tense
- E. *Hacer* and *llevar* in Time Expressions
- F. Expressing Quantity: Using Numbers
- G. Hispanic communities in the United States
- H. Hispanic architecture in the United States

V. Aspects of life in Chile, going on trips, and transportation systems in Latin America

- A. Airport terminology: parts of airport and how to buy a ticket and board a plane
- B. Describing past wants, advice, doubts, and making polite requests: Imperfect Subjunctive
- C. Discussing contrary-to-fact situations: If-clauses with the Imperfect
- D. Subjunctive and the Conditional
- E. Making Hotel Reservations and background information on popular hotels in Chile
- F. Subjunctive in Adverbial Clauses
- G. Future Perfect Tense
- H. Summary of transportation system in the Hispanic World
- I. Different tourist attractions in Chile and transportation systems of that country

VI. Discussing Sports in Latin America with a focus on Argentina

- A. Different Sports and Equipment Terminology
- B. Conditional Perfect Tense
- C. Past Perfect Subjunctive
- D. If-clauses with Conditional Perfect and Past Perfect Subjunctive

VII. Various aspects of life in Argentina: pharmacies, art, and architecture

- A. Medical terminology and the pharmacies in Argentina and Latin America in general
- B. Reflexive for unplanned occurrences
- C. Relative Pronouns *que* and *quien(-es)*
- D. Forms of *el que*, *el cual*, and *cuyo*
- E. Discussion of the art and architecture in the capital of Argentina: Buenos Aires.

**REQUIRED TEXTBOOK AND MATERIALS:**

Textbooks will be chosen by instructor and listed on the syllabus. Textbook titles will be available in the college's bookstore.

**STATEMENT FOR STUDENTS WITH DISABILITIES:**

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.