

SPAN 103Z : FIRST-YEAR SPANISH III

Transcript title

First-year Spanish III

Required materials

Please see course syllabus.

Credits

4

Grading mode

Standard letter grades

Total contact hours

40

Lecture hours

40

Recommended preparation

SPAN 102Z or two years of high school Spanish.

Course Description

Builds on foundational skills of SPAN 102Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate communicative skills such as listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed two terms of college-level Spanish (or equivalent) as the third of three in the sequence of First-year Spanish courses (SPAN 101Z, SPAN 102Z, and SPAN 103Z). Students who successfully complete Spanish 103Z are ready to take the sequence of Second-year Spanish courses (Intermediate). If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level.

Course learning outcomes

1. Interpret common cultural cues with respect to everyday interactions and situations. (Intercultural Competence)
2. Participate in interactions on familiar topics combining and recombining learned words and phrases. (Interpersonal communication - Speaking and Writing)
3. Provide information about familiar topics with greater specificity and detail. (Presentational Speaking and Writing)
4. Identify the main ideas in short spoken messages, presentations, interactions, and a variety of media. (Interpretive Listening and Reading)

Content outline

Continues the development of reading, writing, listening and speaking skills. Focuses on the concepts of: professions, verbs with changes in the first person (*yo*), *saber/conocer*, body parts, reflexive verbs, adverbs of time and frequency, sports and outdoor activities, the preterite tense (including regular, stem-changing, and irregular verbs), food vocabulary, *por/para*, vocabulary related to meals and table settings, and direct object pronouns.