Course Modification: SPAN 103 - College Spanish III

Discipline: Foreign Language(Spanish)

Department: Communication and Language

Term Effective: Fall 2026

Requisites

Prerequisite: SPAN 102

Entrance Skill

A. Requisite Skills:
None

B. Recommended Skills:
None

Units and Hours

Semester Units: 5.000

Semester Hours:

Instructional Categories	Units	Contact Hours	Out of Class Hours
Lecture	5	80 - 90	160 - 180
Independent Study	0	0	0
Lab/Field	0	0	0
Activity	0	0	0
Total	5	80 - 90	160 - 180
Total Student Learning Hours	240 - 270		

Recommended Course Enrollment: 25

Need for the Course

1. Spanish is the most popular foreign language among college students.

2. Although not necessarily required, Spanish can be extremely useful to students who plan to prepare for professions in business, public service, marketing, education, public relations, medical/health services, psychology, law and law enforcement, government, politics, religion, food service, and international relations.
3. Spanish is becoming even more vital and important as Hispanics become the largest minority population in the United States.
4. Spanish prepares students to be more competitive in the job market, as there is a large demand now for bilingual employees.
5. For future teachers in the American Southwest, Spanish is essential in preparing them to be more effective educators, especially at the primary and middle school levels.
6. Spanish provides students with a broader educational experience as well as exposure to a second language and a different culture.
7. By learning Spanish, students will be able to enjoy a wider range of vacation and retirement opportunities.
8. SPAN 103 enables students to appreciate Spanish and Latin American literature as well as Hispanic literature of the United States.
9. SPAN 103 is necessary for students wishing to transfer to a four-year institution and major or minor in Spanish.
10. SPAN 103 is associate degree applicable, fulfills the associate degree general education requirement for humanities general education requirement for humanities and diversity and multiculturalism and is a requirement for the AA in Spanish. This course transfers to UC and CSU, satisfies the UC language proficiency requirement and fulfills CalGETC requirements.

Goals for the Course

1. To allow students the opportunity to develop proficiency in Spanish; in this course, students are expected to learn to use Spanish for communication in real, meaningful situations, and to develop understanding of basic grammatical concepts and an appreciation for Hispanic culture.
2. To immerse students in Spanish as much as possible during classroom interaction; in this course, students can expect to hear and speak Spanish at least 90% of the time during class sessions.

Catalog Description

A continuation of SPAN 102. Further development of the student's listening, speaking, reading, and writing skills in Spanish. Further study of Spanish vocabulary, idioms, more complex grammatical structures and the Hispanic culture, as it is reflected in cultural and literary readings.

Schedule Description

A continuation of SPAN 102. Further development of the student's listening, speaking, reading, and writing skills in Spanish.

Student Learning Outcomes:

Upon satisfactory completion of the course, students will be able to:
1. Demonstrate language proficiency by writing Spanish at a beginning to intermediate level.

2. Demonstrate language proficiency by speaking Spanish at a beginning to intermediate level.
3. Interpret written messages in Spanish at a beginning to intermediate level
4. Interpret spoken messages in Spanish at a beginning to intermediate level
5. Demonstrate appropriate knowledge of the Spanish-speaking world regarding social interactions, beliefs, values, arts, literature, music, and geography

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate accurate Spanish pronunciation.
2. Demonstrate competence in using the four language skills: listening, speaking, reading, and writing.
3. Describe the proper use of the present subjunctive in nominal, adjectival, and adverbial clauses.
4. Demonstrate the ability to ask and answer questions using the perfect tenses, the future tense, and the conditional tense.
5. Translate sentences from English to Spanish and Spanish to English using the future, conditional, and perfect tenses of the indicative.
6. Demonstrate the ability to ask and answer questions using the present, past, and perfect tenses of the subjunctive in nominal, adjectival, and adverbial clauses.
7. Translate sentences from English to Spanish and Spanish to English using the present, past, and perfect tenses of the subjunctive.
8. Accurately choose the correct tense and mood for verbs in both the main clause and the subordinate clause.
9. Demonstrate the ability to write clear compositions in Spanish.
10. Demonstrate an awareness and understanding of the Hispanic cultures as presented in the cultural readings of the text and input from the instructor.

Course Content

Lecture Outline

A. Review of major grammatical concepts covered in SPAN 102
B. The present subjunctive mood compared to the indicative mood
C. The subjunctive with verbs of emotion
D. The subjunctive to express doubt, disbelief and denial
E. Expressions that take the subjunctive (impersonal expressions)
F. The use of the subjunctive or indicative in adverbial clauses
G. The subjunctive in nominal, adverbial, and adjectival clauses
H. Nosotros/as commands
I. Past participles used as adjectives
J. The present perfect indicative
K. The past perfect indicative
L. The present perfect subjunctive
M. The future tense
N. The future perfect
O. The past subjunctive
P. The conditional tense

Q. The conditional perfect
R. The past perfect subjunctive
S. The past and past perfect subjunctive in "if" Clauses
T. Vocabulary related to nature, city, well-being, workplace, the arts, and current events
U. Hispanic Culture

Representative Texts and Instructional Materials

Textbooks: Imagina, Blanco, J., Vista Higher Learning, 2023
Vistas, Blanco; Donley, Vista Higher Learning, 2024
Panorama, Blanco; Donle, Vista Higher Learning, 2025

Methods of Instruction

- **Audio Visual Presentations**

  Videos on YouTube Films.

- **Class Activities**

  Photo description. Role-playing. Pair and Group work.

- **Class Discussions**

  Lecture and practice.

- **Collaborative Group Work**

  Work in groups on class assignments. Role-playing.

- **Computer-aided Instruction**

  Input from the Internet via YouTube and other sources.

- **Lecture**

  Short lectures reviewing the grammar points and vocabulary followed by pair and group work.

- **Other (Specify)**

  Reports, review and sharing of reading assignments, narrative essays.

Emergency Remote Instruction Yes

In emergency circumstances that require campus closure, remote instruction may be incorporated. Courses offered remotely will achieve or adapt stated learning outcomes for the remote environment. Instruction will maintain regular effective contact through conferencing and LMS applications. Instructional materials will be adapted to meet ADA compliance. Instructors will be supported through available campus resources including Alternative Media and Assistive Technology Specialist, DSPS Office, PD Lead, DE Lead, and other available resources to help ensure that instructional materials are accessible to persons with disabilities.

Assignments and Methods of Evaluation

Reading Assignments
Read articles, poems, or short stories from Spain and Latin America.

Writing Assignments

Compositions.

Narrative essays.

Analysis of short readings.

Other Assignments

Homework from the Spanish textbook.

Role-playing.

Photo description.

Oral presentations.

Cultural videos on YouTube.

1. Active Participation 0-10%
2. Homework 10-20%
3. Oral presentations/written compositions 5-15%
4. Quizzes 10-20%
5. Written and oral examinations 40-50%

Diversity, Equity, Inclusion, Accessibility and Antiracism (DEIAA)

To facilitate committee DEIA review, please select which COR components incorporate Diversity, Equity, Inclusion, and Accessibility (DEIA) principles/strategies (select all that apply):

- Class Assignments
- Content
- Course Learning Outcomes
- Methods of Instruction (Equity-minded instruction, active-learning, and personalized learning strategies were selected)
- Objectives

Last Revision

2025-11-10

Board Approval

2020-03-09