

## **INTERMEDIATE SPANISH I**

**Professor:**

**Telephone:**

**e-mail:**

**Office:**

**Office hours:**

Welcome to Intermediate Spanish I. What follows is the course syllabus with basic information about the course. **Please read it thoroughly, and if you have any questions, do not hesitate to ask me.**

### **COURSE DESCRIPTION:**

**MLSP 201 (01)**

**Intermediate Spanish I**

**3 credits**

Grammar and syntax are reviewed and expanded, and there is greater emphasis on oral work. Students engage in class discussion and conversation, and students also complete reading assignments and compositions. The Modern Language Department recommends this course to students with **two to three years of previous study of Spanish at the high school level or two semesters at the college level.**

**COURSE PREREQUISITE:** *Beginning Spanish II or departmental approval.* If you are not certain that this is the course that you should take, please speak to me as soon as you can.

**TEXT:** *Interacciones.* (enhanced), 7<sup>th</sup> ed. **Spinelli, Emily; Carmen García and Carol E. Galvin Flood.** (THIS TEXT WILL ALSO BE USED FOR INTERMEDIATE SPANISH II.)

**COURSE OBJECTIVES:** The main goal of Intermediate Spanish I is to build upon what you have learned in Beginning Spanish I and II (or their equivalents). The course *will introduce new topics, as well as cover more in-depth topics learned previously. Students will also enlarge their vocabulary.*

For example, students will be able to:

- Use the **present** tense with more facility
- Use the **preterite** tense with more facility
- Use the **imperfect** tense with more facility
- understand the **differences** between the **preterite** and the **imperfect**
- use **adjectives, direct object pronouns,** and **indirect object pronouns** with more facility
- gain familiarity the **subjunctive/imperative (formal commands)moods**

**COURSE OUTCOMES:** By the end of the semester, **students should gain a greater facility with different verb tenses.** Students **will also expand upon the vocabulary that they have learned previously,** as well as **improve their use of some other grammatical topics.** In addition to the grammar, students can expect to continue to master the following.

- **Communication:** Students will

-continue to develop oral proficiency while **learning (increasing) Spanish vocabulary that relates to *sequence and frequency of actions*** with respect to ***pastimes/hobbies/leisure***

-learn to function in “practical” situations such as **how to *initiate* and *close a conversation, introduce oneself* and *make an introduction, ask someone for clarification while speaking, answer the telephone* and *leave a message,* and *extend, accept,* and *decline an invitation***

- **Culture:** Students will

-**read and appreciate selections** that include information about **geography, climate,** and the **government in certain Spanish-speaking countries**

-learn more about **certain holidays** and **important historical dates in certain Spanish-speaking countries**

- **Comparisons:** Students will

-**reinforce and increase their knowledge of other disciplines** such as **sociology, political science** and **literature** through the study of Spanish

- **Connections:** Students will

-**use the language to discuss how the concept of time and daily routines vary** from U.S. culture to that of certain Spanish-speaking countries

## **COURSE STRUCTURE/TEACHING PROCEDURE:**

Further acquisition of the language **will be accomplished through reading, writing, speaking and listening activities.** These activities may be completed in class, or you may be asked to complete them on your own time.

**You will engage in dialogues and role-playing activities with classmates and with the instructor. We will mainly cover Capítulos 1-4, and we will attempt to cover certain topics in Capítulo 5, *time permitting.***

## **GRADING:**

- **Tests/quizzes:** **30%**

(Usually *are given three to four times over the course of the semester* and *vary in length/point value.* These *must be completed in-class.*)

- **Homework/other assignments:** **40%**

(These *out-of-class assignments could include take-home tests, and/or smaller exercises* that you complete on your own time. These also *vary in length/point value.*)

- **Class participation (*explained below*):** **15%**

- **Final exam (*is mandatory regardless of a student's average*):** **15%**

## **GRADING SYSTEM:**

<b>A</b> (94-100)	<b>A-</b> (90-93)	<b>B+</b> (87-89)
<b>B</b> (84-86)	<b>B-</b> (80-83)	<b>C+</b> (77-79)
<b>C</b> (74-76)	<b>C-</b> (70-73)	<b>D+</b> (67-69)
<b>D</b> (65-66)	<b>F</b> (64 or below)	

**ATTENDANCE POLICY:** After the 1st absence, and for every subsequent absence, your participation grade will reflect that you have missed class and this will influence the final outcome of your grade. **Each day that you are absent you miss information, so it is to your advantage to attend every class session.**

It is **NOT mandatory** that **students contact me if they are only going to miss once class (*except on days of tests—please read further*)**. However, you are very welcome to do so. If you believe that ***you are going to miss more than two consecutive classes, please contact me.*** It might be a good idea to exchange contact information with a classmate as well.

## ***PARTICIPATION:***

Participation is an important component of your final grade. **If you miss class, no participation points can be awarded for that day. Therefore, you will receive a zero. *You cannot make up class participation.***

**Daily participation is scored in the following manner.**

**Full credit:**

- Student **arrived on time** and **attended entire class period**
- Student **was prepared for class** and **participated in activities**

**Partial credit**

- Student **arrived late** or **left class early**
- Student **was not prepared for class** and/or **did not participate in activities**

**No credit**

- Student was **absent or disruptive** (talked to others, did homework for other classes, kept checking messages on cell phone, slept, etc.)

**Students will get the most out of the course if they read the lesson and have completed the assigned activities BEFORE coming to class.**

Also, **students are more likely to be successful in the course if they participate actively and ask questions. Daily practice is crucial to language learning.**

**PLAN ON SPENDING TIME OUTSIDE OF CLASS as well. It is your responsibility to seek clarification and raise your hand, and/or contact your instructor if you don't understand something.**

Please shut off your cellular phone, pagers, ipods, and other electronic devices when you enter the classroom. **If you are reading or sending text messages or checking your voicemail during class, it will be reflected in your participation grade.**

## **ADDITIONAL NOTES TO STUDENTS:**

- **If you are absent the class period before a scheduled quiz or test, it does not excuse you from taking it.** The scheduled quiz or test date will appear on the syllabus, and I also will have announced the date two classes in advance.
- If you cannot take a quiz or test as scheduled, please tell me **in advance**, so that we can make other arrangements. **If you do not contact me in advance, you will not be able to take a make-up. If you are not able to notify me personally** that you cannot take a quiz or test, **please contact me** by **voice mail at** \_\_\_\_\_ or by **e-mail at** \_\_\_\_\_.
- **I cannot allow people to re-take a test because they are unhappy with the grade that they have received.** If you have a lot of other exams one particular week and you would like to reschedule any exam for this class, I would be willing to make arrangements. ***However, please be advised that the make-up will have to be held at a time that is convenient for me as well as for you, and that the setting for a make-up test is often less than ideal. QUIZZES OR TESTS MUST BE MADE UP WITHIN ONE WEEK OF THEIR ORIGINALLY SCHEDULED DATE.***
- **I will also collect homework *periodically*.** “Other assignments” (see “**GRADING**,” above) refer to projects (long or short) that I may have you do over the course of the semester. If you are missing too many homework and/or “other” assignments, this may affect your overall grade.
- **Late work may be accepted with a grade reduction.** However, ***late work must be completed prior to ending the chapter*** that includes that particular construction.

- I do not anticipate having a problem in this area, but I must mention that **any students who behave in a way that is disruptive to the class will be asked to leave.**
- If you have not done so already, please purchase your textbook by the end of the first week of class. **It is to your advantage to have your own copy of the textbook and not to rely upon photocopies, since I may not always follow the text in sequential order.**

### **STUDENTS WITH DISABILITIES OR WHO NEED SPECIAL CONSIDERATION**

**ACCOMMODATIONS STATEMENT:** Students with disabilities who believe that they may need accommodations in the classroom are encouraged to contact a Disability Counselor: Andrea Henry at extension 1805, Julie McNeil-Kenerson at extension 1424, or Cathy Brogna at extension 1425.

**TENTATIVE SCHEDULE:** Below is a **tentative schedule** for this semester. We made need to move more slowly (or more quickly) than what is indicated here. ***I reserve the right to change anything, and students are responsible for any changes announced in class—particularly dates of tests/quizzes.***

***Keep in mind that I may not always follow the text in sequential order.***

**Semana 1:**

-Begin **Unidad 1-*Bienvenidos a España/Capítulo 1-La vida de todos los días***-  
**Review** of **present indicative tense** (*regular/irregular/irregular in the first person/stem-changing verbs*)/**Reflexive verbs/Question formation**

**Semana 2:**

-Continue with Capítulo 1

**Semana 3:**

-Continue with Capítulo 1

**Semana 4:**

-Begin **Capítulo 2—*De vacaciones***—**Review** of **regular preterite tense/Review**  
of **irregular preterite tense/Stem-changing preterite tense/Personal**  
**"a"/Direct object pronouns**

-Continue with Capítulo 2

***Semana 5:***

-Continue with Capitulo 2

**Semana 6:**

-Continue with Capítulo 2

**Semana 7:**

-Continue with Capítulo 2

**Semana 8:**

-Begin ***Unidad 2: Bienvenidos a México/Capítulo 3: En familia***/The imperfect tense/Formation and Agreement of Adjectives/Diminutives/Uses of ***ser/estar/haber***/Possessive adjectives and pronouns

**Semana 9:**

-Continue Capítulo 3

**Semana 10:**

-Continue Capítulo 3

**Semana 11:**

Begin **Capítulo 4: En el restaurante: Indirect object pronouns/ *Gustar* and verbs similar to *gustar*/Verbs that change meaning in the preterite/Imperfect versus the Preterite/Ordinal numbers/Introduction to Present Subjunctive in Capítulo 5**

**Semana 12:**

-Continue Capítulo 4 y 5

**Semana 13:**

-Informes orales

-Continue with Capítulo 4 y 5

**Semana 14—**

-Informes orales

-Continue with Capítulo 4 y 5

**Semana 15—lunes, el 14 de diciembre; miércoles, el 16 de diciembre; viernes, el 18 de diciembre**

-Informes orales

-Repaso general