

INTERMEDIATE SPANISH II

Professor:

Welcome to Intermediate Spanish II. 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 202 (01) | Intermediate Spanish II | 3 credits |
|----------------------|--------------------------------|------------------|

Intermediate Spanish II is a continuation of Intermediate Spanish I. Grammar and syntax are reviewed upon, with a greater emphasis on oral work. Students engage in class discussion and conversation. They also complete reading and writing assignments. 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 three or more semesters at the college level.

COURSE PREREQUISITE: Intermediate Spanish I or departmental approval.

If you are not certain that this is the course that you should take, please speak to me as soon as possible.

TEXT: *Interacciones*. (enhanced), 7th ed. Spinelli, Emily; Carmen Garcia and Carol E. Galvin Flood. (IF YOU TOOK INTERMEDIATE SPANISH I IN FALL 2015, THIS IS THE SAME TEXT THAT WE USED.

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

For example, students will be able to

- gain familiarity with a ***variety of grammatical topics***, such as **comparatives, superlatives**, and use of **the indefinite article**
- use ***previously learned verb tenses and moods***, including the **present subjunctive** and **command forms** with more facility
- use the **past participle forms** with more facility
- gain familiarity with the **present perfect, past perfect, future, and conditional tenses**
- gain familiarity with the **imperfect subjunctive mood**

- gain familiarity with **reciprocal verbs**

COURSE OUTCOMES: By the end of the semester, student should gain a greater facility with certain 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 Spanish vocabulary** that relates to topics such as **university life, household chores, news/media, shopping, work, and money/finance**

-learn to function in "practical" situations, such as **discussing weather, requesting favors or help, expressing sympathy and good wishes, complaining (nicely), giving and understanding directions, "redirecting" conversations, checking comprehension, making telephone conversations, banking, traveling, exercising, and going to the doctor**

- **Culture:** Students will

-read and appreciate **lists, charts, diagrams, dialogues, and longer selections (either fiction or non-fiction)**

- **Comparisons:** Students will

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

- **Connections:** Students will use the language to discuss current topics

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 present/review certain topics from Capítulos 5-12 (and any preceding capítulos, if necessary).**

GRADING:

- **Tests/quizzes:** (35%)
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, smaller exercises that I have you complete on your own time, and an oral presentation. They also vary in length/point value.
- **Class participation** (15%)

(explained further in this document)

- Final exam (10%):

(is mandatory regardless of a student's average)

GRADING SYSTEM:

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

ATTENDANCE POLICY: After the first absence, and for every subsequent absence, your participation grade will reflect that you have missed class and this will influence your final 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 one 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 and an asset to your learning. **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 before class, have completed the assigned activities BEFORE coming to class, and 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 any and all electronic devices when you enter the classroom. If you are reading, sending text messages, or checking your voicemail during class, it will be reflected in your participation grade, which in turn could affect your overall 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 and also on Canvas.**
- **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 or by e-mail.

- **I cannot allow people to re-take a test because they are unhappy with the grade that they 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 that I may have you do over the course of the semester, **including one oral presentation.** 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.
- **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 final grade.

- 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 may 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. However, I am going to try to adhere to the dates of the “pruebas.”

Semana 1:

-*Unequal and Equal comparisons (Capítulos 5 y 6)/El Participio Pasado (past participle) (Capítulo 10)*

-*El Pretérito Perfecto (present perfect)/El Pluscuamperfecto (past perfect) (Capítulo 10)*

Semana 2:

-*Selected thematic topics, which may include gender and number of nouns (Capítulo 6) and/or demonstrative adjectives and pronouns (Capítulo 6)*

-Selected cultural topics

Semana 3:

-Continuation of above-mentioned topics

Semana 4:

-PRUEBA 1

Semana 5:

- El Superlativo (Capítulo 7) y El Superlativo Absoluto (Capítulo 9)*
- El Futuro (y el futuro de probabilidad) (Capítulo 8) y El Condicional (Capítulo 9)*
- Selected **thematic topics**, which may *include uses of the definite and indefinite article (Capítulos 7 y 8), adjectives of quantity and adverbs (Capítulo 9)*
- Selected cultural topics

Semana 6:

- Continue with above-mentioned topics

Semana 7:

- Continue with above-mentioned topics

Semana 8:

- Passive se and Third-Person Plural Passive (Capítulo 8) and Passive Voice from outside sources*
- Reflexive pronouns for accidental occurrences (Capítulo 12)*
- *Reciprocal verbs (nos/se) (Capítulo 10)*

-El Futuro Perfecto y El Condicional Perfecto (Capítulos 11 y 12)

Semana 9:

-Selected thematic topics, which MAY include *definite and negative expressions (Capítulo 7)* and *hacer y desde* in time expressions (*Capítulo 10*)

-Selected cultural topics

Semana 10:

-Continue with above-mentioned topics

Semana 11:

-PRUEBA 3

-Review of *Presente del Subjuntivo (Capítulo 5)*

Semana 12:

-*Present Subjunctive* after *expressions of emotion, judgment, and doubt*(*Capítulo 6*)

-*Formal (Capítulo 8)* and *Informal Commands (Capítulo 6)*

-Selected *thematic topics*, which may include *pronombres relativos (relative pronouns) (Capítulo 12)*

-Selected cultural topics

Semana 13:

-*Present subjunctive* in *adjective (Capítulo 8)* and *adverbial (Capítulo 11)* clauses

-*Formal commands* and *nosotros commands* (Capítulos 7 y 8)

-Informes orales

Semana 14:

-*Familiar commands (Capítulo 6)*

-Informes orales

Semana 15:

-*Imperfecto del Subjuntivo* and *use of the Imperfect Subjunctive with the Condicional (Capítulo 11)*

-Informes orales

EXAMEN FINAL: