

SYLLABUS FOR “INTERMEDIATE SPANISH II”

Professor: Mindy Berkner

Semester: Fall 2017

Course Code: SPA 201

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Course Description: The objective of this class is to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning. This is a Spanish intensive intermediate course where the cultivation of intercultural awareness will play a key role among the topics and activities covered by each lesson. Students are expected to provide substantial information in their essays regarding multicultural topics and a good development of ideas with supporting details or evidence. Rich use of vocabulary with frequent attempts at elaboration is also expected to succeed in this course.

Required Texts: **Imagina**

Curso intermedio de la lengua española

By Jose A Blanco / C. Cecilia Tocaimaza. Hatch

ISBN: Imagina 3e SE + SS 978-1-62680-101-1

Learning Outcomes:

- Develop ability to apply principles and generalizations already learned in Spanish 101 and 102 to new problems and situations.
- Using Spanish in all verbal tenses, both indicative and subjunctive, participate in complex direct conversations on topics related to political, cultural and social issues.
- Develop ability to work productively with others in the target language.
- Create with the language and communicate personal meaning to sympathetic interlocutors by combining language elements in complex sentences and strings of sentences.
- Improve ability to follow directions, instructions and plans in Spanish.
- Analyze the target language culture and describe daily interactions from more than one point of view.
- Develop capacity and skills to study and think for yourself. Improve self-confidence in your learning skills.
- Demonstrate analytic, interpretative and critical thinking skills with respect to visual arts from Latin America, Spain and the United States and other countries in which there is a production of visual arts in Spanish.

We will achieve these objectives and outcomes using the World-Readiness Standards for Learning Languages as our **conceptual curricular framework**:

- I. **COMMUNICATION:** Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
 - A. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
 - B. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
 - C. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- II. **CULTURES:** Interact with cultural competence and understanding

- A. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- B. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- II. **CONNECTIONS:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations
 - A. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
 - B. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- III. **COMPARISONS:** Develop insight into the nature of language and culture in order to interact with cultural competence.
 - A. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
 - B. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- IV. **COMMUNITIES:** Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.
 - A. School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
 - B. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. www.actfl.org

Important note: The use of the target language dominates the teaching/learning process. The instructor manipulates various strategies to communicate the message across through the use of pictorials, non-verbal and body language, illustrations, examples, synonyms, antonyms, and explanations. **English is used sparingly** in two contexts. One is to explain abstract concepts and the other is to provide study skills assistance if need be.

Policy on Attendance and Participation:

You are expected to attend class and to arrive on time. Excessive absence may result in a failing grade.

If you need to miss a class, please notify your instructor if possible in advance by e-mail or in person. If absent from class, it is YOUR responsibility to obtain homework assignments and class notes. An absence is no excuse for not being prepared for the following class.

Note: The use of I-Phones, I-Pods, cell-phones, etc. is not permitted in class unless a class activity requires it. Make sure you silence your cell-phone before the class starts.

PARTICIPATION

Language learning is interactive, and therefore, requires your active participation and involvement in all class activities. Class participation is measured not only by your attendance, but also equally by your preparedness, your alertness and your contributions to activities and discussions.

Evaluation Criteria for Participation

Exemplary

- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- never uses English in discussions and group activities
- asks questions only in the target language
- is always prepared and demonstrates a minimum of errors
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

Proficient

- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers
- occasionally resorts to English

Marginal

- participates more passively than actively
- tends to use English, especially in small group activities when the instructor is not nearby
- gives one
- is frequently not well prepared

Unacceptable

- participates grudgingly or not at all
- speaks mostly English in discussions and small group activities
- generally does not cooperate in group activities
- has many errors, makes no effort to correct.

Evaluation Criteria for Composition

(Source: Lee, J.F., & Van Patten, Bill. *Making Communicative Language Teaching Happen*. 2nd ed. New York: McGraw-Hill, 2003, page 272)

Content	Points
Minimal information; information lacks substance (superficial); inappropriate or irrelevant information; or not enough information to evaluate.	Unacceptable F
Limited information; ideas present but not developed; lack of supporting details or evidence.	Marginal D-C
Adequate information; some development of ideas; some ideas lack supporting detail.	Proficient B
Substantial information; good development of ideas with supporting details or evidence.	Exemplary A

Organization	
Series of separate sentences with no transitions; disconnected ideas, no apparent order to the content; or not enough to evaluate.	Unacceptable F
Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy, disjointed.	Marginal D-C
An apparent order to the content is intended; somewhat choppy, loosely organized but main points stand out although sequencing of ideas is not complete	Proficient B
Logical and effective order to the content is intended; main points and details are connected; fluent	Exemplary A
Vocabulary	
Inadequate, repetitive; literal translation; abundance of invented words or words in English; or not enough to evaluate.	Unacceptable F
Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of words studied.	Marginal D-C
Some erroneous word usage or choice, but meaning is not confused or obscured, some use of words studied.	Proficient B
Precise and effective word use/choice; broad; extensive use of words studied.	Exemplary A
Language	
Abundance of errors in use and form of the grammar presented in lesson; sentence structure does not correspond to the target-language structure; erroneous use of language makes the work mostly incomprehensible; no evidence of having edited the work for language; or not enough to evaluate.	Unacceptable F
Frequent errors in use and form of the grammar presented in lesson; erroneous use of language often impedes comprehensibility; work was poorly edited for language.	Marginal D-C
Generally accurate language; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete.	Proficient B
Very few errors in the grammar presented in lesson; work was well edited for language.	Exemplary A

Criteria for Oral Assessment

	Exemplary	Proficient	Marginal	Unacceptable
	A	B	C-D	F
Task Completion	Superior completion of the task, responses appropriate and with elaboration	Completion of the task, responses appropriate and adequately developed	Partial completion of the task, responses mostly appropriate yet underdeveloped	Minimal or no attempt to complete the task, responses frequently inappropriate
Comprehensibility	Responses readily comprehensible, requiring no interpretation on the part of the listener	Responses comprehensible, requiring minimal interpretation on the part of the listener	Responses mostly comprehensible, requiring interpretation on the part of the listener	Responses barely comprehensible or in English.
Fluency and Pronunciation	Speech continuous with few pauses or stumbling and no or almost no pronunciation errors	Some hesitation, but manages to continue and complete thought and occasional pronunciation errors	Speech choppy and/or slow with frequent pauses and frequent pronunciation errors	Speech halting and uneven with long pauses or incomplete thoughts and few words pronounced correctly
Grammar	No or almost no grammatical errors	Occasional grammatical errors	Frequent grammatical errors	Few correct grammatical structures
Vocabulary	Rich use of vocabulary with frequent attempts at elaboration	Adequate and accurate use of vocabulary	Somewhat inadequate use of vocabulary	Most vocabulary usage is not appropriate and makes comprehension challenging to the listener

Grades:

A	Excellent	F	Failure	
B	Very Good			
C	Satisfactory			
D	Poor			
A 100-90	B 89-80	C 79-70	D 69-60	F 59-0

College wide policies for undergraduate courses Statement of the College Policy on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

TENTATIVE CLASS CONTENTS

Capítulo 1 Sentir y vivir

Para empezar: Las relaciones personales

Imagina: Estados Unidos

Estructura: The present tense
Ser and Estar
Gustar and similar verbs

Gramática: Nouns and Articles
Adjectives

Cultura: Corriente latina

Capítulo 2 Vivir en la Ciudad

Para empezar: En la ciudad

Imagina: Mexico

Estructuras: The preterite
The imperfect
The preterite vs. the imperfect

Gramática: Progressive forms
Telling time

Cultura: Juchitan: la ciudad de las mujeres

Capítulo 3 La influencia de los medios

Para empezar: Los medios de comunicacion

Imagina: El Caribe

Estructuras: The subjunctive in noun clauses
Object pronouns
Commands

Gramática: Possessive adjectives and pronouns
Demonstrative adjectives and pronouns

Cultura: Ritmos del Caribe

Capítulo 4 Generaciones en movimiento

Para empezar: En familia

Imagina: Centro America

Estructuras: The subjunctive in adjective clauses

Reflexive verbs

Por and Para

Gramática: To become: hacerse; ponerse; volverse; and llegar a ser

Cultura: La herencia de los mayas

Evaluation:

-Guidance and instructions will be held to effectively succeed in these activities.