

COURSE SYLLABUS

Spanish 2B, Intermediate Spanish

Spring 2014

Class meets Mon/ Tue/Wed/Thurs 3-3:50 pm

Classroom: Eureka 102

Course # 31022

Web page: www.csus.edu/indiv/g/gettyj

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Catalog Description: Continuation of SPAN 002A. Meets the Foreign Language Graduation Proficiency Requirement. **Prerequisite:** SPAN 002A, suitable score on placement exam, or instructor permission. 4 units. (CAN SPAN 010)

Course Description: This is a fourth semester course which will provide students with a comprehensive review of beginning and intermediate Spanish grammar. Students will read intermediate-level texts in Spanish and will be expected to prepare for and take part in class discussions of the readings. In addition, there will be many opportunities for oral communication and conversation. Students will be expected to study and prepare for class ahead of time so that class time may be spent communicating *in* Spanish, and not just talking *about* Spanish. This course is required for the Minor in Spanish.

Texts:

- *Enlaces* by José Blanco and C. Cecilia Tocaimaza-Hatch. Published by Vista Higher Learning, 2014. ISBN: 978-1-61857-152-6
- Supersite to accompany *Enlaces* (included with package above)
- Note: the textbook with supersite can be purchased for a reduced price at www.vhldirect.com
- It is imperative that students get the book and supersite by the second day of class. Bring the textbook to class each day.

Method of Instruction: This course is conducted in Spanish using the following elements and techniques: lecture, discussion, readings, videos, small group activities, on-line activities, skits and oral presentations by students.

Student Learning Objectives/Outcomes: Upon successful completion of this course students will be able to:

1. Demonstrate that they are able to communicate in complicated situations and discuss topics beyond immediate and personal needs such as current events, politics, business, cultural and moral issues, history and customs. Developing accuracy focuses on sustained control of culturally appropriate language that relies on narrations and descriptions in the present tense and past, as well as anticipated or hypothetical events.

2. Demonstrate that they are able to continue to create and respond (accurately) using the language in culturally appropriate ways.
3. Demonstrate that they are able to think critically, analyze linguistic structures, and reflect on and evaluate cross-cultural differences.
4. Demonstrate a strong understanding of the culture of the language by way of internet searches in the language and exploration of the perspectives, products, and practices of the culture.

Exams: There will be an exam on every two chapters. There will also be a quiz on every other chapter (when you are not taking an exam). There may be additional announced or unannounced quizzes. Only one exam may be made up due to emergency absence, and there will be a five-point penalty on makeup exams. Quizzes may not be made up.

Final Project: Students will give at least one oral presentation in the class that will be counted as an exam. Some of the options include: using the imperfect tense illustrated with PowerPoint to show experiences from childhood or high school, using the preterite tense illustrated with PowerPoint on the topic *Un viaje inolvidable*; or choosing one of the cultural topics from the *Imagina* section of our textbook.

Grading Scale:

A	93-100%	C	73-77%
A-	90-92%	C-	70-72%
B+	88-89%	D+	68-69%
B	83-87%	D	63-67%
B-	80-82%	D-	60-62%
C+	78-79%	F	59% or less

Homework: There will be daily homework assignments. Homework is always due during the following class period. NO LATE ASSIGNMENTS will be accepted unless a student is absent on the day an assignment was due. If a student is absent, he or she may turn in the assignment due for the day he was absent on the day he returns to class. However, you must come prepared for any new assignments. Students must check the **My Tasks** section in SacCT for homework assignments when absent so that they can be prepared for the next day when they return to class. All homework assignments are given in class and posted in the **My Tasks** section of SacCT each day after class.

Supersite: There will be online assignments for each chapter on the *Enlaces* supersite. Late assignments will receive reduced points.

Online Classes: There may be occasional online classes. Information will be posted on SacCt.

Cultural Events: One of the requirements of this class is to attend at least one

Hispanic cultural event during the semester. This may be a new Spanish movie in the theater, a play, concert, etc. The purpose of this is to give you some exposure to Hispanic culture and to give you the opportunity to hear Spanish in natural contexts. Events will be posted in the **Announcements** section of SacCT. Extra credit will be given if you attend more than one cultural event. (*See due dates on course schedule*). When you attend an event, you must write a one-page typed report about it following the *Guidelines for Cultural Events* which are posted in SacCT.

Method of Evaluation:

Exams & Quizzes	75%
Homework & Written Work	12.5%
Participation & Oral Work in Class	12.5%

Attendance & Grades: Since language acquisition involves daily communication practice, daily attendance and preparation are extremely important and will be averaged into the final grade. Excessive absences will not only affect the quality of language acquisition, but will also affect the final grade earned. For an “A” grade, students should have no more than four absences. There are no excused absences in this class. The four absences are to be used for emergency or illness.

Attendance affects course grade as follows:

1-4 absences, this is within acceptable range, although participation points are not earned on days absent
5-6 absences LOWER COURSE GRADE one-half grade;
7-8 absences lower grade a whole grade;
9-10 absences lower grade 2 grades;
11-12 absences lower grade 3 grades;
13 or more absences equal an automatic F in the class.

Two late arrivals (or leaving early) equal one absence. If you are late please see me after class so I can change your absence to a tardy. If you do not notify me on that day, the late arrival will be counted as an absence. Absences have a detrimental effect on grades. If you are unable to prepare for class and attend regularly, please reconsider whether or not you should take this class.

Special Needs: If you have a documented disability or need any special accommodations for this class, please be sure to let me know.

Tutors: Tutors are provided free of charge for foreign language students at Sac State. Tutoring takes place on the second floor of Mariposa Hall. The tutoring schedule is normally available after the second week of the semester at www.csus.edu/fl

¡Bienvenidos a la clase de español!

Class Schedule:

Nota: this schedule is tentative; students must listen in class for any changes. Daily homework assignments will be given in class and posted in SacCT under My Tasks.

Semana 1	
lunes, 27 de enero	Introducción a la clase
Martes, 28 de enero	Vamos a conocernos
miércoles, 29 de enero	Lección 1 ¿Qué tipo de persona eres? Las relaciones personales (págs. 6-7) 1.1 <i>Gustar</i> and similar verbs (págs. 18-21)
Jueves, 30 de enero	¿Qué te interesa? <i>Gustar</i> and similar verbs (págs. 18-21) Repaso: 1.5 The present tense (A4-A6)
Semana 2	
Lunes, 3 de febrero	¿A qué hora te levantas y te acuestas? 1.2 Reflexive verbs págs. 22-25; Preparación para el Cortometraje págs. 8-9
martes, 4 de febrero	Corto: <i>Di algo</i> (10-11); Blog de un catalán en Colombia: Una cita (in)olvidable (4-5)
Miércoles, 5 de febrero	¿Qué hiciste ayer? 1.3 The preterite págs. 26 - 29
Jueves, 6 de febrero	1.3 The preterite and Síntesis: Un consejo sentimental (30) Preparación para <i>Poema 20</i> (pág. 35) Turn in all written homework from Lección 1 that has not been requested yet.
Semana 3	
Lunes, 10 de febrero	Entregar: Blog Tema 1: Carta para expresar tus pensamientos (pág. 38 act. 4) Literatura: <i>Poema 20</i> (pág. 35) Discusión cultural: Los hispanos en los Estados Unidos Imagina: ¡El español está de moda! (págs. 12-17) Hablar del Proyecto Final
martes, 11 de febrero	Quiz: Lección 1 Lección 2 En la ciudad (págs. 44-46) Blog: Un viaje inesperado (págs. 42-43)
Miércoles, 12 de febrero	<i>Contar una historia del pasado</i> 2.1 The preterite vs. the imperfect págs. 56 -59
Jueves, 13 de febrero	2.1 The preterite vs. the imperfect (cont) págs. 56 -61 Síntesis: La ciudad es mía (pág. 70)
Semana 4	
Lunes, 17 de febrero	<i>Te lo puedo explicar</i> 2.2 Object pronouns págs. 60 - 63
martes, 18 de febrero	2.2 Object pronouns (cont) págs. 60 - 64
miércoles, 19 de febrero	¡No lo hagas! 2.3 Commands (págs. 66-69)
Jueves, 20 de febrero	2.3 Commands (cont) Cultura: Fin de semana en Buenos Aires (73-74) Preparación para <i>Aqueronte</i> pág. 75

Semana 5	
Lunes, 24 de febrero	Literatura: <i>Aqueronte</i> (págs. 76 – 78)
Martes, 25 de febrero	Corto: Adiós mamá (págs. 47 – 49); 2.4 Possessive Adjectives and Pronouns (A7-A8) <i>¡Es mío!</i>
Miércoles, 26 de feb	Repaso de los Capítulos 1 y 2
jueves, 27 de febrero	Examen sobre Capítulos 1 y 2. Turn in all written homework from Capítulo 2 not previously turned in (in order, stapled together). Cultural Activity report for February due today. (Only one cultural report required, may do up to two others for extra credit, as long as each one is turned in by the due dates).

Semana 6	
Lunes, 3 de marzo	<i>Repasar: Contar algo que te pasó</i> Entregar blog Tema 2 Una historia en pasado (pág. 78 act. 5) Lección 3 En familia (págs. 84 – 85) Blog págs. 82-83
Martes, 4 de marzo	<i>¿Que esperas que pase?</i> 3.1 The subjunctive in noun clauses (págs. 96-101)
Miércoles, 5 de marzo	3.1 The subjunctive in noun clauses (96-101) (cont)
Jueves, 6 de marzo	<i>Busco pareja</i> 3.2 The subjunctive in adjective clauses (págs. 102-105) Corto: <i>El rincón de Venezuela</i> (págs. 87-89)

Semana 7	
Lunes, 10 de marzo	3.2 The subjunctive in adjective clauses (págs. 102-105) (cont) Síntesis pág. 110
Martes, 11 de marzo	<i>Para que lo sepas...</i> 3.3 The subjunctive in adverbial clauses (págs. 106-109)
Miércoles, 12 de marzo	Literatura: <i>El eclipse</i> (págs. 116-118) 3.4 Adverbs (A9-A10)
Jueves, 13 de marzo	Discusión cultural: Sonia Sotomayor Turn in all written homework from Lección 3 not previously requested (in order, stapled together).

Semana 8	
Lunes, 17 de marzo	Entregar blog tema 3. Uds. tienen dos opciones esta vez: a) Escribe sobre un miembro de tu familia al que admiras (pág. 114 act 4); o b) Narrar una historia familiar (pág. 118 act. 4). Si quieren, podría ser una combinación de estos dos temas Quiz: Lección 3. Lección 4 El trabajo y las finanzas (págs. 124-126)
Martes, 18 de marzo	4.1 El futuro y el condicional (págs. 136-141)
Miércoles, 19 de marzo	4.1 El futuro y el condicional (págs. 136-141) (cont)
Jueves, 20 de marzo	4.2 Comparatives and superlatives (págs. 142-145) Blog: Mis primeros pasos en la industria cafetera págs. 122-123
lunes, 24 de marzo viernes, 28 de marzo	Vacaciones de primavera <i>¡Que se diviertan!</i>

Semana 9	
Lunes, 31 de marzo	Día de César Chávez –no hay clase
Martes, 1 de abril	4.2 Comparatives and superlatives Cultural Activity report for March due today
Miércoles, 2 de abril	4.3 The present perfect and the past perfect (págs. 146-149)
Jueves, 3 de abril	4.3 The present perfect and the past perfect (146-149) (cont)

Semana 10	
Lunes, 7 de abril	Entregar blog tema 4: Opción A: ¿Cómo será tu vida en 15 años? ¿Dónde vivirás? ¿En qué trabajarás? O podrías hacer Opción B: ¿Cómo sería un mundo ideal? (pág. 150 act 3) Lección 4. Literatura: <i>La intrusa</i> (págs. 155-158)
Martes, 8 de abril	Corto: Recursos humanos (págs. 127-129)
Miércoles, 9 de abril	Repaso para el examen sobre Lecciones 3 y 4
Jueves, 10 de abril	Examen sobre Lecciones 3 y 4. Entregar toda la tarea escrita de la Lección 4 que no he pedido antes.
Semana 11	
Lunes, 14 de abril	Lección 5. Creencias e ideologías (págs. 164-165) Blog; ¿Nace un activista? (págs. 162-163)
Martes, 15 de abril	5.1 The past subjunctive (págs. 176-179)
Miércoles, 16 de abril	5.1 The past subjunctive (cont)
Jueves, 17 de abril	5.2 The future perfect and the conditional perfect (págs.. 180-183)
Semana 12	
Lunes, 21 de abril	5.3 Negative, affirmative, and indefinite expressions
martes, 22 de abril	Chile: dictadura y democracia (págs. 190-192). Turn in all written homework from Chapter 5 that has not been requested yet.
Miércoles, 23 de abril	Lección 6 Nuestro futuro (págs. 202-203) Blog; ¿Un eterno emigrante? (págs. 200-201)
jueves, 24 de abril	6.1 Passive voice and constructions with se. (págs. 214-217)
Semana 13	
Lunes, 28 de abril	6.2 The present and past perfect subjunctive. (págs. 218-221)
martes, 29 de abril	6.2 Present and past perfect subjunctive. (p. 218-221) (cont)
Miércoles, 30 de abril	<i>Si yo fuera tú...</i> 6.3 <i>Si</i> clauses (págs. 222-225)
jueves, 1 de mayo	Last day to turn in written Cultural Activity Report 6.3 <i>Si</i> clauses (cont) (págs. 222-225)
Semana 14	
Lunes, 5 de mayo	Proyecto Final
martes, 6 de mayo	Proyecto Final
Miércoles, 7 de mayo	Proyecto Final
jueves, 8 de mayo	Proyecto Final
Semana 15	
Lunes, 12 de mayo	Proyecto Final
Martes, 13 de mayo	Proyecto Final
Miércoles, 14 de mayo	Proyecto Final
Jueves, 15 de mayo	Último día de clase; Repaso para el examen final. (Proyecto Final si es necesario). Entregar toda la tarea escrita del Capítulo 6.
Lunes, 19 de mayo 3-5 pm	Examen Final sobre Lecciones 5 y 6