

COURSE SYLLABUS

**Spanish 2B, Intermediate Spanish
Spring 2015**

Course # 30712

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

Classroom: Eureka 102

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Office: MRP 2025

Office Hours: Mon 4-4:50 pm

Tuesday 1– 1:50 pm

Wednesday 10 – 10:50 am

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

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. The main objectives of this course are continue to develop students' knowledge of the language and culture of the Spanish world, promote the development of students' communicative competence in Spanish, and to develop students' intercultural understanding. There will be many opportunities for oral communication and conversation. Students will read short stories or brief works of literature in Spanish. 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 fulfill the following objectives in the areas of:

A. Communication. Students will use Spanish in order to talk about oneself and one's world; give advice and politely tell people what to do; complete a transaction (such as ordering food, making reservations, etc); discuss various cultural, literary and contemporary social issues; debate a variety of sensitive topics; ask relevant questions about a given topic

2. Students will be able to utilize, with moderate control, the following structures: the present, past and future tenses; indicative and subjunctive moods; structures expressing likes and dislikes; comparative and superlative constructions; a variety of prepositions and prepositional phrases; direct and indirect pronouns; conditional sentences; passive voice

B. Cultures: Students will gain knowledge and understanding of Hispanic cultures.

Short films and literary and cultural readings from throughout the Hispanic World will aid the student in this goal.

C. Communities: Students will participate in a community of language learners and in a multilingual world.

Through group and class work, a sense of community will be developed as students practice their communicative skills, thereby preparing themselves to use Spanish throughout their lives.

D. Comparisons: Students will make informed comparisons between English and Spanish and themselves and others.

Via written work and in-class discussions, students will be encouraged to make comparisons between their own known reality and the Hispanic world. Students will also compare ideas with each other in pair and group work such as the *conexión personal*, *comunicación*, and *opinión* activities, based upon the conversational goals of each chapter. Students will reflect on how the structures of Spanish compare to the structures of English and other languages they know.

E. Connections: the ability to connect this course to other courses and self to others.

The different themes explored in each unit will inform students in such a way that they can make connections between their own cultural traditions and those of some members of the Hispanic world, with particular emphasis on developing ideas through oral and written activities

Exams: There will be an exam on each chapter. 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 one oral presentation in the class that will be counted as an exam. The topic will involve using the imperfect tense illustrated with PowerPoint to talk about experiences from childhood or high school, 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. Anyone not having homework completed before class will not receive full credit on participation points for the day. All homework assignments are given in class and also 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	70%
Homework & Written Work	15%
Participation & Oral Work in Class	15%

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.

***Participation:**

Students will receive 10 participation points each day they are in class, prepared, and actively participating. In order to receive the 10 participation points, you must complete the following:

1. Attend class
2. Be on time and do not leave early
3. Be prepared for class – this means studying and completing the assigned homework ahead of time as well as having the textbook and the assigned, completed homework out in front of you
4. Be actively involved during class – this includes actively listening and participating in class as well as engaging in assigned conversational activities with other students
5. Do not use a laptop, cell phone or other electronic device during class unless you have talked to me about it and have my permission

Anyone who does not fulfill all of the above will receive less participation points on that day.

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, 26 de enero	Introducción a la clase; vamos a conocernos
martes, 27 de enero	Lección 1 Las relaciones personales (págs. 6-7) 1.1 <i>Gustar</i> and similar verbs (págs. 18-21)
miércoles, 28 de enero	¿Qué te interesa?

	<i>Gustar</i> and similar verbs (págs. 18-21)
jueves, 29 de enero	¿A qué hora te levantas y te acuestas? 1.2 Reflexive verbs págs. 22-25
Semana 2	
lunes, 2 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, 3 de febrero	Corto: <i>Di algo</i> (10-11); Blog de un catalán en Colombia: Una cita (in)olvidable (págs.4-5)
miércoles, 4 de febrero	¿Qué hiciste ayer? 1.3 The preterite págs. 26 - 29
jueves, 5 de febrero	1.3 The preterite and Síntesis: Un consejo sentimental (pág. 30)
Semana 3	
lunes, 9 de febrero	Literatura: <i>Poema 20</i> (págs. 35-37) Repaso para el examen
martes, 10 de febrero	Examen: Lección 1 Entregar la tarea escrita del Capítulo 1
miércoles, 11 de febrero	Lección 2 En la ciudad (págs. 44-46) Blog: Un viaje inesperado (págs. 42-43); <i>Contar una historia del pasado</i> 2.1 The preterite vs. the imperfect págs. 56 -59
jueves, 12 de febrero	2.1 The preterite vs. the imperfect (cont) págs. 56 -61 Síntesis: La ciudad es mía (pág. 70)
Semana 4	
lunes, 16 de febrero	<i>Día de los Presidentes. ¡Sí, hay clases en Sac State!</i> <i>Te lo puedo explicar</i> 2.2 Object pronouns págs. 62 - 63
martes, 17 de febrero	2.2 Object pronouns (cont) págs. 60 - 64
miércoles, 18 de febrero	<i>¡No lo hagas!</i> 2.3 Commands (págs. 66-69)
jueves, 19 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, 23 de febrero	Literatura: <i>Aqueronte</i> (págs. 76 – 78)
martes, 24 de febrero	Corto: Adiós mamá (págs. 46 – 49);
miércoles, 25 de feb	Repaso del Capítulo 2
jueves, 26 de febrero	Examen sobre Capítulo 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, 2 de marzo	<i>Repasar: Contar algo que te pasó</i> Entregar blog Tema 1 Una historia en pasado (pág. 78 act. 5) Lección 3 En familia (págs. 84 – 85) Blog págs. 82-83
martes, 3 de marzo	¿Que esperas que pase? 3.1 The subjunctive in noun clauses (págs. 96-101)
miércoles, 4 de marzo	3.1 The subjunctive in noun clauses (96-101) (cont)
jueves, 5 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, 9 de marzo	3.2 The subjunctive in adjective clauses (págs. 102-105) (cont) Síntesis pág. 110
martes, 10 de marzo	<i>Para que lo sepas...</i> 3.3 The subjunctive in adverbial clauses (págs. 106-109)
miércoles, 11 de marzo	Literatura: <i>El eclipse</i> (págs. 116-118)
jueves, 12 de marzo	Examen sobre Capítulo 3 Turn in all written homework from Lección 3 not previously requested (in order, stapled together).
Semana 8	
lunes, 16 de marzo	Lección 4 El trabajo y las finanzas (págs. 124-126)
martes, 17 de marzo	4.1 El futuro y el condicional (págs. 136-141)
miércoles, 18 de marzo	4.1 El futuro y el condicional (págs. 136-141) (cont)
jueves, 19 de marzo	1.2 Comparatives and superlatives (págs. 142-145) Blog: Mis primeros pasos en la industria cafetera págs. 122-123
lunes, 23 de marzo - viernes, 27 de marzo	Vacaciones de primavera <i>¡Que se diviertan!</i>
Semana 9	
lunes, 30 de marzo	4.2 Comparatives and superlatives Cultural Activity report for March due today
martes, 31 de marzo	Día de César Chávez –no hay clases en Sac State
miércoles, 1 de abril	4.3 The present perfect and the past perfect (págs. 146-149)
jueves, 2 de abril	4.3 The present perfect and the past perfect (146-149) (cont))
Semana 10	
lunes, 6 de abril	Entregar blog tema 2: 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, 7 de abril	Corto: Recursos humanos (págs. 127-129)
miércoles, 8 de abril	Repaso para el examen sobre Lección 4
jueves, 9 de abril	Examen sobre Lección 4. Entregar toda la tarea escrita de la Lección 4 que no he pedido antes.
Semana 11	
lunes, 13 de abril	Lección 5. Creencias e ideologías (págs. 164-165) Blog; ¿Nace un activista? (págs. 162-163)
martes, 14 de abril	5.1 The past subjunctive (págs. 176-179)
miércoles, 15 de abril	5.1 The past subjunctive (cont)
jueves, 16 de abril	5.2 The future perfect and the conditional perfect (págs.180-183)
Semana 12	
lunes, 20 de abril	5.3 Negative, affirmative, and indefinite expressions
martes, 21 de abril	<i>La mirada</i> (págs. 193-196). Turn in all written homework from Chapter 5 that has not been requested yet.
miércoles, 22 de abril	Lección 6 Nuestro futuro (págs. 202-203) Blog; ¿Un eterno emigrante? (págs. 200-201)

jueves, 23 de abril	6.1 Passive voice and constructions with <i>se</i> (págs. 214-217)
Semana 13	
lunes, 27 de abril	6.2 The present and past perfect subjunctive. (págs. 218-221)
martes, 28 de abril	6.2 Present and past perfect subjunctive. (p. 218-221) (cont)
miércoles, 29 de abril	<i>si yo fuera tú...</i> 6.3 <i>si</i> clauses (págs. 222-225)
jueves, 30 de abril	Last day to turn in written Cultural Activity Report 6.3 <i>Si</i> clauses (cont) (págs. 222-225)
Semana 14	
lunes, 4 de mayo	Proyecto Final
martes, 5 de mayo	Proyecto Final
miércoles, 6 de mayo	Proyecto Final
jueves, 7 de mayo	Proyecto Final
Semana 15	
lunes, 11 de mayo	Proyecto Final
martes, 12 de mayo	Proyecto Final
miércoles, 13 de mayo	Proyecto Final
jueves, 14 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, 18 de mayo 3-5 pm	Examen Final sobre Lecciones 5 y 6