

Intermediate Spanish II

COURSE DESIGNATOR SPAN 1004

Language of Instruction Spanish

NUMBER OF CREDITS 5 credits

Contact Hours 75 hours

COURSE DESCRIPTION

Fourth semester Spanish. Develop proficiency in conversation and comprehension, grammar knowledge, as well as the reading and writing skills necessary for advanced Spanish courses. Students will develop the ability to speak confidently in any situation requiring use of Spanish.

INSTRUCTOR

Cemanahuac Staff

COURSE PREREQUISITES

Three semesters college-level Spanish or equivalent

REQUIRED READING/MATERIALS

Así hablamos. Español como lengua extranjera. Intermediate 1

GRADING

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	<59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of how grades are weighted:

Quizzes	30%
Final exam	20%
Class compositions	10%
Class participation	20%
Journals	10%
Oral exam	10%
Overall Grade	100%

1. **The Quizzes (pruebas)** will be on Fridays of weeks 1 and 2.

2. **Final exam** - Friday of week 3 of each course.

3. **Date of the oral exam:** There will be a sign up sheet for you to write your name and select the time on Wednesday of week 3. It will be at your level and you will be asked 5 questions and you will then ask the teacher 5 questions related to the same topic.

Work, family parties and family vacations are not considered valid reasons for missing, postponing or reprogramming your quizzes, oral exams or final.

4. **Class compositions** will be assigned by the instructor. **The outline, the draft, and the final copy will be graded by the instructor of each course level.**

5. **Class participation** will be graded (oral ability, written ability, homework and attendance) by the instructor.

6. **Journals** are to keep in touch with you and to see how your communication skills are improving and they should show improvement throughout the course. Topics are open, you may write about any subject of interest such as new things you are experiencing, unexpected challenges and surprises in the course, current events in México, etc.

JOURNALS WILL BE GRADED

NOTE: Every Wednesday at 8:50 A.M. leave it in the box outside the office

CLASS SCHEDULE

Class Schedules and Description:

1st. period from 9:00 to 10:50 2nd. period from 11:10 to 13:00 3rd. period from 13:10 to 14:00

First Week			
<i>Así hablamos. Español como lengua extranjera.</i>			
Intermediate 1 (Units 1 & 2)			
This week you will learn to <ul style="list-style-type: none"> • Express actions y states that relate to the present and the past simultaneously. • Express actions and states in the past that also relate to other actions and states in the past. • Express value judgments. 		<ul style="list-style-type: none"> • Express claims and complaints, respond to them. • Express opinions and ask questions. • Express wishes and desires in the past. • Express possible or real consequences . • Confirm and value facts of daily life and family life. • Express wishes and desires relating to the present and the future. 	
Reinforced by the following structures:			
MONDAY		Activity/Activities	Page(s)
1st. period	<ul style="list-style-type: none"> • Present Perfect Indicative. (SEE p. 17) 	Exercise 1c Activities 2, 2c, 2d, 2e & 2g (oral comprehension)	p. 15 pp. 16, 18 & 19
	<ul style="list-style-type: none"> • Adverbs: ya, todavía no. (SEE p. 21) 	Activity 3 (oral comprehension), 3a and 3c	pp. 20 & 21
	<ul style="list-style-type: none"> • HOMEWORK: 	Exercise 1a	p. 14

	<p>COMPOSITION: Create an outline that will serve as a guide for writing your composition</p> <p>Suggested Topics:</p> <ul style="list-style-type: none"> - Trips that you have taken (places that you have visited, meals, activities that you participated in, people you traveled with, customs and traditions of the place visited). - An important discovery for humanity (the person or persons who discovered it, what are its benefits and what are the contradictions). - Precolumbian Cultures (Mayas, Aztecas, Olmecas, etc. their architecture, gastronomy, work activities, etc.). - The World of Work (Immigration because of lack of jobs, sexual and age discrimination, lack of experience, etc. opportunities in other countries, etc.). 		
2nd. period	• 10 minutes of pronunciation practice.		
	• Past Perfect Indicative. (SEE pp. 29, 34 & 35)	EXERCISES 1c, 1d & 1f	pp. 26, 27 & 28
	• HOMEWORK:	Exercises 2a & 2b	pp. 29, 30 & 31
3rd. period	• Cultural immersion to downtown to see some landmarks and learn the public transportation system.		

IMPORTANT NOTES:

- Remember that any grammatical points and other activities that you were unable to complete in the first two periods of class, you will have to complete them at home.
- You will also have to review the concepts that were covered in class. . Whatever doubts you may have, you can ask your teacher or sign up for tutoring sessions as indicated on the board at the entrance of the school.
- It is important that you attend the 3rd period class, it is required.
- **Exchange program:** You must meet with a Mexican student one day per week for 1 hour based on the established schedules on the information board. Your attendance is important. Your objective is to learn the culture and practice your conversational Spanish.
- Every day you need to review the information board.
- Every Wednesday you need to turn in your diary. Observe how many words you must write.

TUESDAY		Activity(Activities)	Page(s)
1st. period	• Formation and use of: lo + adjetivo “lo bueno / lo malo,” etc. <value judgments>. (SEE p. 45)	Activity 1 & 1a (Oral Comprehension) Exercise 1b	p. 44 p. 45
	• Adverbial Modal Phrases with a: al horno, a la francesa, etc. (SEE p. 57)	Exercises 5d & 5e	pp. 55 & 56
	• HOMEWORK: Turn in your outline.	Exercise 1c Exercise 3b (reading) Exercise 5f	p. 46 p. 51 p.57
2nd. period	• TPR: (Game of hiding a thing)		
	• Verbs of perception of senses with indicative or subjunctive. (OBSERVE p. 71 & 73)	ActiviTY 2, 2a & 2b (Oral Comprehension) ActiviTY 3 (Oral comprehension) 3a, 3b, 3c y 3d	pp. 68, 69 & 70 pp. 72, 73 & 74
	• HOMEWORK:	Exercises 2f & 2g	pp. 71 & 72
3rd. period	• Present subjunctive (review): Conjugation and structure with examples using different types of verbs. • Correlation of tenses with the present subjunctive.		
WEDNESDAY		Activity(Activities)	Page(s)
1st. period	• Verbs of opinion and doubt with indicative or subjunctive. (OBSERVE pp. 78 & 79)	Activity 6 Activity 7	pp. 79 & 80 p. 82

	<ul style="list-style-type: none"> • Verbs of desire in the past. (OBSERVE p. 91) 	Activity 4	p. 91
	Turn in your Diary to Nancy in her office. You must write a minimum of 100 words during the first 3 days this week, count your words and make sure you write at least 100.		
	• HOMEWORK:	Exercise 6a,7a & 7b	pp. 80,81,83 & 84
2nd. period	• 10 minutes of pronunciation practice		
	• Use of indicative and subjunctive with: [mientras más..., más], etc. (OBSERVE p. 87)	activity 1, 1a, 1c (Oral comprehension)	pp. 85, 86, 87 & 88
	• Conversation about: diversity of places		
	• HOMEWORK:	exercise 1d & 1e	p.88
3rd. period	• Preterite and Imperfect (review).		
THURSDAY		Activity(Activities)	Page(s)
1st. period	• Impersonal expressions in the past. (OBSERVE pp. 100 y 105)	Exercise 2b Exercise	p. 10, p. 105
	• HOMEWORK:	Exercise 2c,3k	p. 101,106
2nd. period	• TPR: (A Candy or a Gum)		
	• Oral comprehension practice and Reading comprehension.	Activity 4 (Oral comprehension) and 4a Activity 5, 5a, 5b, 5c, Activity 5d, 5e & 5f	p. 23 pp. 36, 37, 38, 39 and p. 40
3rd. period	<ul style="list-style-type: none"> • Past subjunctive (review): Conjugation and structure with examples using different types of verbs. • Correlation of tenses with the past subjunctive. 		
FRIDAY			
1st. period	• General Review for Test 1.		
2nd. period	• Test 1.		

Second Week Así hablamos. Español como lengua extranjera Intermediate 1 (Units 3 & 4)			
This week you will learn to: <ul style="list-style-type: none"> • State what others have said. • Ask indirect questions. • Express opinions about events in the present and the past. • Express emotions related to situations in the past. • Make emotional statements in indefinite time. 		<ul style="list-style-type: none"> • Characterize subjects, objects and situations. • Characterize places, moments and methods. • Express subjective states and situations that trigger them (pleasure / displeasure, bothersome/disgust). • Relate events in the future. 	
Reinforced by the following structures:			
MONDAY		Activity(ies)	Page(s)
1st. period	<ul style="list-style-type: none"> • Transforming direct style to indirect . (SEE p. 117) • Verbs of communication. (SEE p. 118) • Conjunction que (SEE p. 125) • HOMEWORK: 	Activity 2 Exercise 2a, 2b (situations 1 and 2)	p. 118 pp. 119, 120 & 121
	<ul style="list-style-type: none"> • COMPOSICIÓN: Turn in 400- word rough draft. Count the words to make sure you have enough. 	Exercise 2b (situation 3) Exercise 2e	p. 121 pp. 123 and 124

2nd. period	<ul style="list-style-type: none"> • 10 minutes pronunciation practice. • Impersonal expressions using the present and past subjunctive. (OBSERVE p. 142) • HOMEWORK: 	Activity 2 Exercise 2b(oral comprehension) Exercise 2c	p. 140 p. 141 p. 142
3rd. period	<ul style="list-style-type: none"> • Por and para (uses) • Expressions with por and para 		

TUESDAY		Activity(ies)	Page(s)
1st. period	<ul style="list-style-type: none"> • Indirect interrogative sentences. • <Indirect questions> (OBSERVE y REMEMBER p. 137) • HOMEWORK 	Activity 1 Exercise 1a Exercise 1b	p. 136 p. 137 p. 138
2nd. period	<ul style="list-style-type: none"> • TPR: (A balloon) • Relative pronouns: que, quien, el, la, los, las / que (OBSERVE p. 174); Complex relative pronoun: lo + que (OBSERVE p. 188) • : 	Exercises 1g & 1h Exercise 2c Exercise 1i Activity 2 (reading) Exercises 2a & 2b	pp. 175 & 176 pp. 188 & 189 p. 176 pp. 186 & 187 pp.187 & 188
3rd. period	<ul style="list-style-type: none"> • Passive voice. 		

WEDNESDAY		Activity(ies)	Page(s)
1st. period	<ul style="list-style-type: none"> • Verbs of emotion in imperfect and conditional. (OBSERVE pp. 148, 149 y 156) Turn in Diary to Nancy in her office. You must write a minimum of 400 words. Make sure you count the words and write the minimum. • HOMEWORK: 	Activity 2 Exercise 2a Exercise 3b (oral comprehension) Exercise 5b Activity 1 Exercise 5c	p. 148 p. 149 p. 151 p. 156 pp. 146 & 147 . 157

2nd. period	<ul style="list-style-type: none"> • 10 minutes de pronunciancion. • Relative adverbs: donde, cuando y como, with indicative and subjunctive. (REMEMBER p. 198, OBSERVE p.199, OBSERVE p 200) • “Como si” (presented by professor) • HOMEWORK 	Exercise 1d Exercises, 1f, 1g & 1h Exercise 1i Exercises implemented by the professor Exercises 1j & 1k	p. 197 pp. 198, 199, 200 p. 201 p. 202
3rd. period	<ul style="list-style-type: none"> • Impersonal “Se” . 		

THURSDAY		Activity(ies)	Page(s)
1st. period	<ul style="list-style-type: none"> • Adjective clauses with indicative y subjunctive in present y preterite. (REMEMBER p. 179; SEE p. 182) 	Exercise 2d Exercises 3a (oral comprehension) and 3b Exercises 3c, 3d and 3e	p. 179 p. 182 pp. 183 & 184
2nd. period	<ul style="list-style-type: none"> • TPR: (Sharpening a pencil) • Future Perfect. (SEE p. 205) • Práctica oral comprehension and Reading comprehension. 	Exercise 2b Exercises 2c & 2d Activity 1 (oral comprehension) Exercises 1a , 1b & 1c Exercise 1b (reading)	p. 205 p. 206 p. 114 pp. 114 & 115. p. 170

		Exercise 1c	p. 171
3rd. period	<ul style="list-style-type: none"> Passive construction with “se”. 		

FRIDAY			
1st. period	<ul style="list-style-type: none"> General review for Test 2 		
2nd. period	<ul style="list-style-type: none"> Test 2 		

Third Week Así hablamos. Español como lengua extranjera Intermediate 1 (Unit 5)			
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This week you will learn to:	<ul style="list-style-type: none"> Express real and hypothetical conditions Formulate suppositions and conjectures about the present and the past
<ul style="list-style-type: none"> Express real conditions. Express the beginning of an action. 	

Reinforced by the following structures:			
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MONDAY		Activity(ies)	Page(s)
1st. period	<ul style="list-style-type: none"> Conditional sentences in the present with “si” of the 1st. type. (REMEMBER p. 222) Conditional sentences in the past with “si” of 2nd. type. (SEE p. 235) HOMEWORK: COMPOSITION: Turn in final copy, 400 words. Count them and make sure you have written the minimum amount. 	Activity 3 Exercise 3a Activity 2b Exercises 3c & 3d Exercises 2d & 2e	p. 221 p. 222 pp. 232, 233 & 234 p. 224 p. 235 & 236
2nd. period	<ul style="list-style-type: none"> 10 minutes of pronunciation. Use of idiomatic verbal expressions: ponerse a y echarse a. (SEE p. 226) Conversation about: women HOMEWORK: 	Activity 4 Exercise 4b Exercise 4c	p. 225 p. 226 p. 227
3rd. period	<ul style="list-style-type: none"> “Se” for unplanned events–accidental usage. 		

TUESDAY		Activity(ies)	Page(s)
1st. period	<ul style="list-style-type: none"> Conjectures y suppositions referring to the present: deber or haber + de + infinitive; verb in future. (SEE p. 246) HOMEWORK: 	Exercises 1c, 1d&y 1e (Oral comprehension) Exercise 1g Exercise 2a Activities 3 & 3a	pp. 245 & 246 p. 247 pp. 249 & 250 pp. 250 & 251
2nd. period	<ul style="list-style-type: none"> TPR: (An airplane trip) Conversation about: the indigenous, immigration 		
3rd. period	<ul style="list-style-type: none"> Imperative. 		

WEDNESDAY		Activity(ies)	Page(s)
1st. period	<ul style="list-style-type: none"> Conjectures and suppositions referring to the past : “Future Perfect” “haber in future + participle”; “Present of haber + de + haber + participle”. “Present of deber + de + haber + participio”. (SEE p. 253) Turn in diary to Nancy in her office. You must have a minimum of 400 words. Count them to make sure. HOMEWORK: 	Activities 4 & 4a Activity 5 (Oral comprehension) Exercise Exercise 5a	pp. 252 & 253 p. 254 p. 254 p. 255

2nd. period	<ul style="list-style-type: none"> • 10 minutes of pronunciation. • Conversation about: work and diversity of places. • Elaboration and practice for student presentations. 		
3rd. period	• Future and Conditional.		

THURSDAY		Activity(ies)	Page(s)
1st. period	• General practice of all gramatical structures covered during the whole course.		
2nd. period	<ul style="list-style-type: none"> • TPR: (Round trip to the Moon) • Practice oral comprehension and Reading comprehension. 	Exercises 3a (oral comprehension), 3b, 3c, 3d & 3e Activity 4 (reading)	pp. 237 & 238 pp. 238 & 239
3rd. period	• Final student presentations.		

FRIDAY	
1st. period	• General review for final exam.
2nd. period	• Final Exam

ATTENDANCE POLICY

Class attendance is extremely important; you will receive a class participation grade every day.

With 5 unexcused hours of absences, your grade will be lowered one letter grade. Each subsequent hour of absence will lower your grade one letter grade for every hour missed. If you are 15 minutes late for class, it will be considered as an absence.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.