Spanish 1004

**COURSE DESIGNATOR:** FOST 1004  
**NUMBER OF CREDITS:** 4 credits  
**LANGUAGE OF INSTRUCTION:** Spanish  
**CONTACT HOURS:** 60

**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**
Spanish by the Sea instructor

**COURSE OBJECTIVES**
Improve listening, speaking, reading, and writing skills in Spanish. Emphasis on development of proficiency in conversation and comprehension, and grammar knowledge.

**METHODOLOGY**
Small class sizes facilitate class discussion, group work, and lectures. Some classes may be held outside of the Center to enhance content specific learning. Active participation is expected of students at all times.

**COURSE PREREQUISITES**
Three semesters of college-level Spanish or equivalent.

**REQUIRED READINGS/ MATERIALS**

**GRADING**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>Achievement that meets the course requirements in every respect.</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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</table>
Achievement that is worthy of credit even though it fails to meet fully the course requirements.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Class compositions</td>
<td>10%</td>
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<tr>
<td>Class participation</td>
<td>20%</td>
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<tr>
<td>Journals</td>
<td>10%</td>
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<tr>
<td>Oral Exam</td>
<td>10%</td>
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<tr>
<td>Overall grade</td>
<td>100%</td>
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### ASSESSMENT DETAILS

[Text here - only if there are additional details regarding how assignments will be evaluated and graded. Delete this section if there are no assessment details to provide.]

### COURSE CONTENT

#### UNIT 1

- Express actions and 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.
- 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.
- Present Perfect Indicative
- Adverbs: ya, todavía no.
- Pronunciation Practice
- Past Perfect Indicative
- **Homework:**
  Cultural immersion to downtown to see some landmarks and learn the public transportation system.
  **COMPOSITION:** Create an outline that will serve as a guide for writing your composition
  **Suggested Topics:**
  - **Traps 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.).

## UNIT 2

- **Formation and use of:** lo + adjetivo “lo bueno / lo malo,” etc. <value judgments>
- **Adverbial Modal Phrases with** a: al horno, a la francesa, etc.
- **Verbs of perception of senses** with indicative or subjunctive
- **Present subjunctive (review):** Conjugation and structure with examples using different types of verbs.
- **Correlation of tenses with the present subjunctive.
  - **Homework:**

## UNIT 3

- **Verbs of opinion and doubt** with indicative or subjunctive.
- **Verbs of desire in the past.
- **10 minutes of pronunciation practice**
- **Use of indicative and subjunctive with:** [mientras más..., más], etc.
- **Conversation about:** diversity of places
- **Homework:**
- **Preterite and Imperfect (review).**

## UNIT 4
- Impersonal expressions in the past.

**HOMEWORK:**

- Oral comprehension practice and Reading comprehension.
- Past subjunctive (review): Conjugation and structure with examples using different types of verbs.
- Correlation of tenses with the past subjunctive.
- General Review for Test 1.

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### UNIT 5

- 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.
- 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.

- Transforming direct style to indirect
- Verbs of communication.
- Conjunction que

**HOMEWORK:**

- **COMPOSICIÓN:** Turn in 400-word rough draft. Count the words to make sure you have enough.
- 10 minutes pronunciation practice.
- Impersonal expressions using the present and past subjunctive.

**HOMEWORK:**

- Por and para (uses)
- Expressions with por and para

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### UNIT 6

- Indirect interrogative sentences.
- <Indirect questions> (OBSERVE y REMEMBER)

**HOMEWORK:**

- Relative pronouns: que, quien, el, la, los, las / que; Complex relative pronoun: lo + que
- Passive voice.

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### UNIT 7
### UNIT 8

- Adjective clauses with indicative y subjunctive in present y preterite.
- Future Perfect.
- Practice oral comprehension and Reading comprehension.
- Passive construction with “se”.
- General review for Test 2

### UNIT 9

- Express real conditions.
- Express the beginning of an action.
- Express real and hypothetical conditions
- Formulate suppositions and conjectures about the present and the past

- Conditional sentences in the present with “si” of the 1st. type.
- Conditional sentences in the past with “si” of 2nd. type.
- HOMEWORK: COMPOSITION:
  - 10 minutes of pronunciation.
  - Use of idiomatic verbal expressions: ponerse a y echarse a.
  - Conversation about: women
  - HOMEWORK:
  - “Se” for unplanned events–accidental usage.

### UNIT 10

- Conjectures y suppositions referring to the present: deber or haber + de + infinitive; verb in future.
- HOMEWORK:
- Conversation about: the indigenous, immigration
- Imperative.

### UNIT 11
• 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”.
• HOMEWORK:
  • 10 minutes of pronunciation.
  • Conversation about: work and diversity of places.
  • Elaboration and practice for student presentations.
  • Future and Conditional.

UNIT 12

• General practice of all grammatical structures covered during the whole course.
• Practice oral comprehension and Reading comprehension.

UNIT 13

• Final student presentations.
• General review for final exam.

UNIT 14

• Final Exam

ATTENDANCE POLICY

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the onsite syllabus for specific class requirements.

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. This information can be found on the Learning Abroad Center website.