

# Alternate Second-Semester Spanish

**COURSE DESIGNATOR:** ARGN 1022

**LANGUAGE OF INSTRUCTION:** Spanish

**NUMBER OF CREDITS:** 5

**CONTACT HOURS:** 75

## DESCRIPTION

For students who have studied Spanish in high school or at community college, or who are transfer students. Begins with accelerated review of first semester Spanish (SPAN 1001) followed by material covered in second semester Spanish (SPAN 1002). This course is intended for participants who have reached level A1 of the CEFR (Common European Reference Framework) who want to quickly advance their skills.

## INSTRUCTOR

Fundación Ortega y Gasset staff

## COURSE OBJECTIVES

Students will review the concepts corresponding with level A1 of the CEF (Common European Reference Framework) and acquire those corresponding with level A2.

## METHODOLOGY

Action-oriented approach, where the student is the focus of the language class and must carry out tasks using the target language. During the first few classes, all of the concepts from first semester Spanish (SPAN 1001) will be reviewed. In the following classes, all of the course content from second semester Spanish (SPAN 1002) will be covered.

## COURSE PREREQUISITES

One semester of college-level Spanish or equivalent proficiency.

## REQUIRED READING/MATERIALS

Aula Internacional 1 y 2 (Nueva edición) Jaime Corpas, Eva García, Agustín Garmendia

## GRADING

### CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93-100	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	0-59	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

Participation	20%
Written and oral assignments (homework exercises, presentations)	20%
Midterm exam	30%
Final exam	30%
<b>Overall grade</b>	<b>100%</b>

### COURSE CONTENT

<b>UNIT 1: Review</b>
Review of first semester Spanish (SPAN 1001) concepts

<b>UNIT 2: A move life</b>
<p><b>Objectives:</b></p> <p>Write a biography</p> <p><u>Communication Resources</u></p> <ul style="list-style-type: none"> <li>• Discuss and relate past event</li> <li>• Talk about the beginning and duration of an action</li> </ul>

### Grammar resources

- Form and uses of imperfect past (pretérito indefinido)
- **empezar a** + infinitive
- **Ir/irse**
- Time indicators for past tense
- The prepositions **desde, durante y hasta**

### Vocabulary resources

- Cinema, biographies

## UNIT 3: Home sweet home

### **Objectives:**

Furnish a house and design a home

### Communication resources

- Express likes and preferences
- Describe a house
- Compare
- Express coincidence
- Locate objects within a space
- Describe objects

### Grammar resources

- Comparisons
- The prepositions **sin, con, debajo, encima, detrás, delante**, etc.
- Possessive pronouns: **el mío/la mía, el tuyo/la tuya, el suyo/la suya**
- Uses of **ser & estar**
- The verbs **gustar, encantar, preferir**

### Vocabulary resources

- Types of housing; parts of house; shapes, styles and materials

## UNIT 4: How is everything?

**Objectives:**

Simulate social contact situations using different degrees of formality

Communication resources

- To function in very specific situations: invitations, introductions, greetings, farewells.
- To ask for things, actions and favors
- To ask for and grant permission
- To give excuses and justify

Grammar resources

- The gerund (regular and irregular forms)
- **Estar** + gerund
- Conditional

Vocabulary resources

- Greetings and farewells
- Verbs of courtesy: **poder, importar, ayudar, poner**
- **dar, dejar, prestar**

**UNIT 5: Guide to leisure****Objectives:**

Plan a weekend in a Spanish city

Communication resources

- Talk about leisure activities
- Talk about schedules
- Relate past experiences
- Describe places
- Talk about intentions and projects

Grammar resources

- The preterit perfect
- **ya/todavía no**
- **ir a+** infinitive
- **querer/pensar** + infinitive

Vocabulary resources

- Leisure activities and locations

- Travels

## UNIT 6: I don't eat meat

### Objectives:

Prepare a dinner for a party with the whole class

#### Communication resources

- Talk about likes/preferences and eating habits
- Explain how a dish is prepared

#### Grammar resources

- Personal pronouns of a direct object
- The impersonal form with **se**
- Some uses of **ser y estar**
- **y, pero, además**

#### Vocabulary resources

- Foods, recipes, weights and measures

## UNIT 7: We liked it a lot

### Objective:

Write an article about the most interesting things in the room

#### Communication resources

- Talk about experiences and evaluate them
- Evaluate people and things
- Express the desire to do something

#### Grammar resources

- Use of the preterit perfect and preterit indefinite
- **me/te/le/nos/os/les gustaría+** infinitive
- Exclamatory phrases

#### Vocabulary resources

- **parecer**
- **caer bien /mal**

- To have a good/bad time
- Places of interest and cultural offerings

## UNIT 8: We are doing very well

### Objectives

Find solutions to some of our classmates' problems

#### Communication resources

- Give advice
- Talk about moods
- Describe aches, pains and symptoms

#### Grammar resources

- Uses of the verbs **ser y estar**
- The verb **doler**
- The form and some uses of the affirmative command

#### Vocabulary resources

- Parts of the body
- Moods
- Diseases and symptoms

## UNIT 9: Before and now

### Objectives:

Decide what has been the most interesting time in history

#### Communication resources

- Talk about habits, customs and circumstances in the past
- Place actions in the past and in the present
- Argue and debate

#### Grammar resources

- Preterit imperfect
- **ya no/todavía**
- Temporal indicators of the past

- Temporal indicators of the present

Vocabulary resources

- Travels
- Historical periods
- Stages of life

## UNIT 10: Special moments

### Objectives

Tell personal anecdotes

Communication resources

- Relate an event in the past
- Sequence actions
- Express emotions

Grammar resources

- Irregular forms of the indefinite preterit
- Contrast between preterit and imperfect past tense
- Past tense forms of **estar** + gerund
- Temporal indicators for relating an event

Vocabulary resources

- Historical events
- Emotions

### 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. Attendance is mandatory and a student's final grade will be impacted by repeated &/or unexcused absences. Students should refer to the attendance policy made available at the beginning of each term for specific details.

### 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.