Beginning Spanish II

COURSE DESIGNATOR: FOST 1xxx (= SPAN 1002)  LANGUAGE OF INSTRUCTION: Spanish
NUMBER OF CREDITS: 4 credits  CONTACT HOURS: 60

COURSE DESCRIPTION
Second semester Spanish. Continue to develop basic listening, speaking, reading and writing skills. Some cultural readings are included. Students will continue to acquire the skills to communicate more effectively in real life situations.

COURSE OBJECTIVES
Improve listening, speaking, reading, and writing skills in Spanish. Emphasis on development of communicative competence.

COURSE INSTRUCTOR
Spanish by the Sea instructor

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
One semester of college-level Spanish or equivalent.

REQUIRED READINGS/ MATERIALS
[Text here]

GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<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></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Score</td>
<td>Description</td>
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<td>-------</td>
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<tr>
<td>B-</td>
<td>80-82</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>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.</td>
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**SUMMARY OF HOW GRADES ARE WEIGHTED**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Class compositions</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
<tr>
<td>Journals</td>
<td>10%</td>
</tr>
<tr>
<td>Oral Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Overall Grade</td>
<td>100%</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>UNIT 1</th>
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<tbody>
<tr>
<td>- Describe celebrations, characteristics and customs</td>
</tr>
<tr>
<td>- Comment on cultural similarities and differences</td>
</tr>
<tr>
<td>- Solicit &amp; give information about likes and preferences, customs and traditions and talk daily activities</td>
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</tbody>
</table>
UNIT 2

- Express your opinion about a specific topic
- Solicit & give information about weather and climate
  o Verbal irregularity caused by diphthongs
  o Linking words: primero, luego, después, etc.
  o Total physical response
  o Stress of pronunciation of words ending in vowels, n and s or ending in consonants.
  o Accentuation oxytone and proparoxytone words (last syllable and third from last syllable).
  o Estar + adjective (mood and condition).

UNIT 3

- Direct and indirect pronouns
- Using direct object and indirect object pronouns in the following constructions: ir + a + infinitive, estar + gerundio; & querer + infinitive.
- 10 minutes of pronunciation
- Verb groups: dejar (de), volver (a), empezar (a) /comenzar (a).
- Various ways to express the future (ir + a + infinitive & present tense with future intent i.e. periphrasitc).

UNIT 4

- Using the verb hacer to express time
- Using the verb hacer with negatives and to express past tense
- Total Physical Response
- Questions & review of the week’s key concepts
- Adverbs that express quantity (almost, almost all, almost nothing, the majority of, many + noun, no one, almost no one).

UNIT 5

- Solicit and give information about the city and everyday activities.
- Describe a stereotypical person from the city.
Irregular verbs in the present indicative vowel and pronunciation changes.
10 minutes of pronunciation.

UNIT 6

- Give information and recount completed or past actions.
- Express opinions.
- Discuss in order to come to an agreement and draw conclusions.
- Request and give information about prior knowledge.
- Prepositions and idiomatic phrases.
  - Inverted construction of verbs with singular and plural nouns and the infinitive.
  - Commands, regular & irregular verbs.

UNIT 7

- The negation of the verb haber combined with: ningún, ninguno(s), ninguna(as), etc.
- Total physical response
- Linking: por eso.
- Commands with indirect and direct object pronouns

UNIT 8

- Preterit tense (regular & irregular verbs)
- 10 minutes of pronunciation
- Irregular verbs in present indicative tense because of diptongs or hidden phonemes (presentation by the professor)
- Indicators of preterit tense: yesterday, the day before yesterday, last night, etc.

UNIT 9

- The verb haber in preterit indicative form
- Total physical response (TPR)
- Questions & a review of the week’s material

UNIT 10
• Introduction to present subjunctive, regular & irregular verbs (presentation by the professor).
  o General review for the second test

UNIT 12

• Give information about past events.
• Express opinions in writing.
• Describe locations.
  o Co-preterit/Imperfect (regular & irregular verbs).
  o Adverbs referring to completion, duration, or repetition: ya ya que (affirmative & negative constructions).
  o Indicators of copreterit/imperfect tense: before, regularly, etc.

UNIT 13

• Describe acts that started in the past, continue in the present and could repeat in the future.
• Solicit and give information about cities.
  o Participle: formation & uses (regular and irregular verbs).
  o Present Perfect indicative.
  o Total Physical Response (TPR)
  o Degrees of comparison.
  o Ya, todavía no/ aún (no) (+ present perfect)

UNIT 14

• Express opinion.
• Compare.
• Suggest/suppose.
• Solicit & give personal information.
  o Future simple tense, regular & irregular verbs.
  o 10 minutes of pronunciation
  o Estar + gerund.
  o Adverbs of quantity.
  o Contrast the uses of preterit & co-preterit/imperfect

UNIT 15
• Summarize.
• Argue.
• Describe something imaginary.
  o Conditional, regular & irregular verbs
  o Total Physical Response (TPR)
  o Questions & review of the week’s material

ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

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.