Intermediate Spanish II

COURSE DESIGNATOR: FOST 1xxx (= SPAN 1003)  LANGUAGE OF INSTRUCTION: Spanish
NUMBER OF CREDITS: 4 credits  CONTACT HOURS: 60

COURSE DESCRIPTION
Third semester Spanish. Further improve conversation and comprehension proficiency, as well as reading and writing skills. Students will develop the ability to express themselves in a greater variety of situations in Spanish. Grammar review.

COURSE INSTRUCTOR
Spanish by the Sea Staff

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
Two semesters of college-level Spanish (SPAN 2002) or equivalent.

REQUIRED READINGS/MATERIALS
Así hablamos. Español como lengua extranjera, Basic 4 (Units 1-5)

GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Grading Rubric</th>
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</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>
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<tr>
<td>B</td>
<td>83-86</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Range</td>
<td>Description</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>
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<tr>
<td>C</td>
<td>73-76</td>
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</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>
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<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>
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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>

**COURSE CONTENT**

**UNIT 1**

- Express actions and states that occurred in the past
- Narrate continuous completed actions.
- Preterite and imperfect.
- Seguir + gerund
- Homework in the workbook
- Begin composition outline

**UNIT 2**

- Narrate actions whose end is not precisely emphasized in its duration.
• Request and give information about past occurrences.
• Present Subjunctive.
• Impersonal statements (ser) + adjective + subordinate sentence with infinitive, indicative or subjunctive.
• Verb ser (all of its uses)
• Homework in the workbook
• Turn in diary

UNIT 3

• Indicate desire to continue.
• Describe persons, places and objects in the past.
• Homework in the workbook
• Turn in composition outline

UNIT 4

• Express objectivity with actions that are sure and certain, as well as doubt or negotiation.
• Request and give information about situations related to health and well-being.
• Conditional sentences with the present indicative
• Homework in the workbook
• Turn in diary

UNIT 5

• Express obligation, necessity and convenience.
• Express opinions.
• Tener que, hay que & deber + infinitive.
• The verb haber (all uses).
• Homework in the workbook

UNIT 6

• Request and give information about specific maladies.
• Give orders, advice, suggestions, demands, etc.
• Imperative, regular and irregular verbs.
- Supplemental imperative pronouns.
- Other forms of expressing the imperative.
- Homework in the workbook
- Turn in diary
- Rough draft of composition (300 words)

### UNIT 7

- Recognize symptoms and inform about them.
- Express likes, dislikes, preferences, wishes of success and failure.
- Verbs of indirect construction with nouns, the infinitive and the subjunctive.
- Verbs of will with the infinitive and the subjunctive.
- Homework in the workbook

### UNIT 8

- Express location.
- Express opinion, preferences and wishes.
- Ser & estar with adjectives
- Adverbial phrases with “cuando” in the present, the preterite and the future.
- Homework in the workbook
- Turn in diary

### UNIT 9

- Express relative temporality.
- Request and give information about products.
- Adverbial phrases with “cuando” in the present, the preterite and the future.
- Final sentences with para & para que.
- Final sentences with verbs of motion.
- Homework in the workbook

### UNIT 10

- Express finality, motive and utility.
- Subordinate Adjective Phrases.
- Verbal irregularities in the present indicative and the subjunctive.
- Reflexive and transitive verbs with pronouns.
- Most common uses of por & para.
- Uses of the prepositions “por” y “porque”
- Homework in the workbook
- Turn in diary
- Final copy of composition (300 words).

UNIT 11

- Express opinion, sentiments emotions & misfortunes.
- Verbs of understanding, opinion and thoughts with the subjunctive
- Verbs of perception with the indicative and the subjunctive.
- Adverbial clauses with the indicative & the subjunctive.
- Homework in the workbook

UNIT 12

- Express successes and failures.
- Verbs of understanding, opinion and thoughts with the subjunctive.
- Diminutives & augmentatives.
- Uses of the diminutive.
- Adverbs ending in mente.
- Homework in the workbook
- Turn in diary

UNIT 13

- Express decrease of size.
- Express affection or scorn.
- The direct object, its pronouns and substitutions.
- The indirect object, its pronouns and substitutions.
- Homework in the workbook.
- Elaborate and practice final presentations.

UNIT 14

Week 7

- Express decreasing qualities and characteristics.
• Differences between “qué” y “cuál”.
• General practice of all the grammatical structures presented during the whole course.
• Homework in the workbook
• Turn in diary
• Final student presentations.

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.