

Intermediate Spanish I

COURSE DETAILS

Course Designator and Number: BCLA 1003

Number of Credits: 4

Language of Instruction: Spanish

Contact Hours: 60

Instructor: On-Site Faculty

COURSE DESCRIPTION

This course is designed to improve a student's ability to communicate in Spanish. Building on knowledge from previous courses, this course will introduce students to grammatical topics such as the subjunctive mood, the imperative mood, the pluperfect of the indicative, and expressions regarding the passage of time. This class is based on the communicative approach and stresses the use of these grammatical structures in real and relevant communication.

Course Objectives

By the end of this level, students will be able to:

- Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Deal with most situations likely to arise while traveling in an area where the language is spoken.
- Describe experiences and events; dreams, hopes, and ambitions; and briefly give reasons and explanations for opinions and plans.
- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

- Produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Methodology

Our faculty's methodological approach consists in the Communicative Method. The communicative approach is based on the idea that learning a language successfully comes from having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be more use of authentic materials. The course will provide:

- A variety of activities that address students' different learning styles
- A balance between developing receptive and productive skills that maximizes student interaction
- Precise grammar explanations based on context and meaning
- A wide variety of listening tasks
- Focus on vocabulary and idiomatic expressions

Course Prerequisites

Students must have successfully completed second-semester college level Spanish or the equivalent prior to taking this course.

Required Readings/Materials

- Corpas, J., C. Soriano, and A. Garmendia, *Aula Internacional 3*, Editorial Difusión. ISBN: 9788415640110

Grading

Grading Rubric

Letter grade	Score or percentage	Description
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

Assignments	Percentage of grade
Participation	15%
Quizzes	10%
Compositions	20%
Oral presentation	15%
Midterm exam	20%
Final exam	20%
Overall grade	100%

Assessment Details

Participation

Students will be expected to participate actively in all class activities and discussions, talking only in Spanish and arriving with all assignments done and ready to discuss. A participation grade based on the quantity and quality of participation shown during each class period and a positive attitude will be assigned regularly to each student. This will be evaluated according to the “Attendance and Participation” rubric.

Quizzes

In order to monitor the learning process of the vocabulary and grammar studied, quizzes (involving different skills such as talking, reading, and writing) will be given on a regular basis. Some of these quizzes may be in the form of a field study; these will vary depending on the semester, because they are adjusted to the national and local calendar of fiestas and festivals.

Compositions

Three compositions will be assigned during this course. All written assignments must be typed and double-lined, in 12-point Arial font with 1-inch margins, and use correct Spanish punctuation. Any late written assignments will be accepted but with a penalty (-5 points per calendar day). The compositions will be evaluated according to the “Compositions” rubric.

Oral Presentation

Students will have to do an oral presentation in class and in Spanish. Each student will be allotted four to five minutes for the presentation. The presentation will be evaluated according to the "Oral Presentation" rubric.

Exams

There will be two exams, one in the middle of the semester and one at the end. They will not be accumulative.

COURSE CONTENT

Unit 1

- Course presentation
- Meeting classmates
- Cultural differences

Unit 2

- Talking about different customs, cultural differences, and rules
- Verbs: estar+adjetivo, rogar, ser+adjetivo, soler

Unit 3

- How to express generalizations and norms
- Cuantificadores
- Verb: soler+infinitive
- Ser+adjective+infinitive

Unit 4

- Impersonal sentences (generalizations)
- "Se" + present tenses (él/ella, ellos/ellas)

Unit 5

- Popular festivals in Spain: oral presentation
- Oral quiz

Unit 6

- Talking about future events and situations
- Vocabulary about global warming and global issues
- Future tense

- Marcadores temporales

Unit 7

- How to express conditions (referring to future events)
- Structure: si+presente+futuro
- Dependence de / Dependence de si...

Unit 8

- Talking and hypothesizing about our future
- Vocabulary: marcadores de probabilidad

Unit 9

- How to make recommendations and give directions
- Vocabulary: house tasks and advertisement
- Tense: el imperativo

Unit 10

- Giving instructions
- Tense: imperativo afirmativo y negativo (tú/usted)

Unit 11

- Commands (formal and informal)
- How to use direct object pronouns
- Tense: imperativo afirmativo y negativo (tú/usted)
- Direct object pronouns: lo/la/los/las

Unit 12

- Midterm exam

Unit 13

- Talking about past experiences with our classmates
- Vocabulary: usual events in a person's life
- Past Tenses: pretérito indefinido/perfecto

Unit 14

- Talking about the beginning or duration of a past event

- Irregular verbs (in past tense)
- Hace/desde hace/desde/desde que + conjugated verb
- Indefinido vs. perfecto

Unit 15

- Talking about changes in life
- Biographies
- Vocabulary: perífrasis verbales

Unit 16

- Telling anecdotes
- Different ways of traveling
- Vocabulary: travels and tourism
- Past tenses

Unit 17

- Telling short stories (in the past)
- Organizing a sequence of events
- Tense: pretérito pluscuamperfecto
- Marcadores temporales

Unit 18

- How to react (showing surprise, emotion, etc.)
- Vocabulary: idiomatic expressions

Unit 19

- How to express emotions and feelings
- Vocabulary: emotions, feelings

Unit 20

- Talking about personal relationships
- Odiar/encantar/fascinar/no soportar+que+subjuntivo
- Odiar/encantar/fascinar/no soportar+sustantivo/infinitivo

Unit 21

- Show agreement and disagreement in different situations
- Vocabulary: expresiones de acuerdo y desacuerdo: Yo no diría eso, pero qué dices, etc.

Unit 22

- How to have an argument in Spanish
- Odiar/encantar/fascinar/no soportar+que+subjuntivo
- Expresiones de acuerdo y desacuerdo: Yo no diría eso, pero qué dices, etc.

Unit 23

- Oral presentation

Unit 24

- Final exam

POLICIES

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 on-site syllabus for specific class requirements.

University of Minnesota Policies & 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.