

Intermediate Spanish II

COURSE DETAILS

Course Designator and Number: MADR 1004

Number of Credits: 5

Language of Instruction: Spanish

Contact Hours: 75

Instructor: On-Site Faculty

COURSE DESCRIPTION

This course is designed for students who possess a certain command of Spanish and whose objective is to strengthen their knowledge, acquire confidence, and at the same time **achieve new levels of communication** through formal correction, reflecting on the necessity of fluency and the appropriate use of the language.

In addition, this course will attend to the real use of language in context and its pragmatic function, keeping in mind the cultural aspect of language—both in terms of the arts in general and in the customs and social behaviors shared by Spanish speakers.

Course Objectives

By the end of the semester, the student will have acquired the following knowledge:

Vocabulary: Acquisition of words related to real sociocultural situations and contexts, as well as basic knowledge of frequently used colloquial and idiomatic expressions.

Grammar: Acquisition and acceptable use of communicative functions such as describing, comparing, assessing, narrating, expressing likes and preferences, reacting, expressing opinions, and expressing agreement and disagreement.

Culture: Development of sensitivity and reflection regarding certain aspects of Spanish culture (society, music and folklore, education, politics, etc).

Oral Comprehension: Understanding. Successfully handle examples of authentic materials to understand spoken Spanish, as well as distinguish the Spanish accent from the Latin American accent.

Oral Expression: Conversation. Improve pronunciation, with emphasis on the Spanish sounds that are problematic for English-speakers, as well as improve fluency. Review the rules of Spanish accentuation. Be able to discuss a topic in Spanish, using correct forms of discourse connectors.

Written Comprehension: Reading. Understand different types of texts (journalistic, descriptive, narrative), and be able to understand the meaning of the text, as well as gain knowledge of word families and semantic fields.

Written Expression: Writing. Write texts of different lengths and genres, from descriptions to narrations, until finally able to write a brief essay.

Methodology

During class, students will complete written and oral exercises designed so that the students practice and assimilate the knowledge they have acquired. **Only Spanish will be spoken in class. Attention will be paid both to written skills** (reading, writing) **and oral skills** (speaking, listening). In addition, emphasis will be placed on expanding vocabulary and choosing words with precision.

In addition to completing midterm and final exams, students will complete daily assignments outside the classroom with the aim of preparing for classes and reviewing and testing their command of the structures studied in class. All students should complete these

take-home assignments, which will impact the final grade. Late work will not be accepted.

During class students will participate in formal reflection activities, simulated tests of students'

expression and comprehension (written and oral), games and role-plays, individual exercises,

as well as assignments done in pairs or groups, among other possible activities.

Course Prerequisites

Finished with 1003 (3rd semester Spanish)

Required Readings/Materials

- F. Castro (2016), *Uso de la gramática española (nivel intermedio)*. Madrid, Edelsa.
- Photocopiable material will be distributed by the professor in class, depending on the knowledge, needs, and concrete interests of the students.

Useful Resources

- Dictionaries. The use of a good Spanish-English dictionary is recommended (Larousse; Oxford). Online dictionary: wordreference.com.

Websites about Spanish

- www.cervantes.es
- www.fundeu.es
- www.wikilengua.org
- www.elcastellano.org
- www.m-w.com
- www.rae.es

Bibliography

- Castro, F. *Uso de la gramática española elemental/intermedio/avanzado*. Edelsa, Madrid, 2012.
- Cerrolaza, Ó. *Diccionario práctico de gramática/libro de ejercicios*. Edelsa, Madrid, 2011.
- Moliner, M. *Diccionario de uso del español*. Gredos, Madrid, 1976.

- Real Academia Española. Diccionario panhispánico de dudas. Santillana, Madrid, 2005.
- Seco, M. Diccionario de dudas y dificultades de la lengua española. Espasa-Calpe, Madrid, 1981.

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
Active participation in class	25%
Presentation and completion of exams	25%
Midterm exam	15%
Final exam	20%
Project: Diary of personal experiences in Spain	15%
Overall grade	100%

Assessment Details

Active Participation in Class. Active participation on the part of each student is required in this class, and students will receive a grade for their participation. Included in this concept of participation is *the exclusive use of Spanish in the classroom*.

Class attendance is obligatory. An absence may not be excused due to visits from family or friends, illness without a doctor's note, weekend plans, etc. *Only two unexcused absences will be allowed per course*. Each unexcused absence will result in a five-point penalty in the calculation of final grades—for example, from 92 (A-) to 87 (B+).

High Participation: The student is always prepared for class, makes frequent comments, asks questions, and provides relevant reflections that demonstrate their level of preparation and study. The student is not distracted and does not let their attention wander.

Low Participation: The student is not very active in class, is frequently inattentive, and speaks with their classmates about topics unrelated to class.

Presentation and Completion of Assignments. The student should demonstrate that they have completed the assigned homework, as well as be active and work hard on the assignments the professor hands out during classroom time. The professor will not allow late homework to be turned in for credit.

Included among the assignments is the individual oral presentation about a visit to a tourism site or a trip the student has taken during their stay in Spain.

Depending on students' interest, and above all, on their level of knowledge, the professor will decide what work will be assigned during the course, both in terms of in-classroom assignments and homework.

Exams. During the course there will be two exams, a midterm and a final, with the objective of determining whether the student is acquiring the knowledge and ability to use the skills taught in class at an acceptable level. Both are written exams and include various types of questions: multiple choice, fill in the blank, complete the sentence, short answer, correcting errors, etc.

Final Project: Diary of personal experiences in Spain. The objective of this project is for students to bring together their impressions, experiences, and stories about their time in Spain, as well as any other trips they have taken during this period. The students should write a series of texts from their personal point of view, reflecting on topics of culture, arts, cuisine, etc. The professor will give more precise instructions (i.e., number and length of texts) regarding this project in class. This project unites the skills of written expression with the students' emotional and subjective viewpoints, and their lived experience in Spain.

Rubric For Oral Presentations

(100 Points)

Fluency and Grammar	21-25 Totally fluent.	15-20 Quite fluent.	5-15 Serious	TOTAL
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	Almost perfect grammar.	Some significant grammatical errors.	grammatical problems. Difficulty with comprehension. Slow and simple.	
Content	21-25 Well developed ideas, clear and concise. Good research.	15-20 Partially developed ideas, relevant and fairly clear. Some gaps; some research.	5-15 Ideas not developed. Inexact. Little or no research.	
Vocabulary	17-20 Extensive and precise.	13-16 Generally acceptable.	5-12 Almost always inadequate and limited.	
Pronunciation	16-20 Generally good. Good prosody.	13-16 Good, but some sounds not very Spanish-sounding.	5-12 Very poor. Use of non-Spanish vowels and consonants. Incorrect prosody.	
Multimedia	8-10 Use of PowerPoint presentations that incorporate relevant video, music, animation, etc. that notably improve the presentations.	5-8 Use of PowerPoint presentations with some multimedia content that improves the presentation.	3-5 Little or no use of multimedia.	

COURSE CONTENT

This timeline, as well as the content shown below, is not definitive and could vary during the course according to timing, students' needs and preferences, and, above all, their level of knowledge of the Spanish language. Students will be notified of any changes in advance when possible.

Unit 1

- Grammar and written expression
 - *Ser* and *estar* I: review of knowledge and "basics"
 - Adjectives and expressions regarding physical appearance and personality; *ser* and *estar* II
 - Intensity of adjective: comparative, superlative
 - Describing people (+ objects, places)
- Conversation and cultural topics
 - Stereotypes
 - Describing people (physically, character), talking about virtues and defects
 - Spaniards, Europeans, Americans

Unit 2

- Grammar and written expression
 - Review of present indicative (regular and irregular)
 - Reflexive and pronominal verbs; reflexive personal pronouns
 - Conversation and cultural topics
 - Daily habits
 - Organizing the day: typical daily schedule
 - Mealtimes in Spain, bars and restaurants, the Mediterranean diet.

Unit 3

- Grammar and written expression
 - The verb *gustar* and similar verbs: sentence structure and agreement; use of direct and indirect object pronouns
 - Pronominal substitution and indirect object duplication

- Conversation and cultural topics
 - Likes and preferences
 - Comparing likes (food, hobbies)
 - Planning vacations or trips according to personal preferences
 - The autonomous communities and regions in Spain

Unit 4

- Grammar and written expression
 - Past tenses I: preterite vs. imperfect
 - Verbal morphology of the irregular preterite: irregular verb patterns
 - Temporal expressions with the past tenses
 - Text about stages in life and past events: childhood, adolescence
- Conversation and cultural topics
 - Talking about the past: past stages of life, memories of childhood, adolescence
 - How to write a biography
 - Trades and professions
 - Talking about famous people of the past

Unit 5

- Grammar and written expression
 - Past tenses II: preterite vs. present perfect; use of the past perfect
 - The participle: regular and irregular forms
 - Difference between varieties of Spanish in their use of the preterite
- Conversation and cultural topics
 - Talking about life experiences
 - The recent past
 - Means of transportation and public transportation in Spain

Unit 6

- Grammar and written expression
 - Review of topics and exercises for the midterm exam; session for answering questions and resolving issues.
 - Individual oral presentation: midterm exam
- Conversation and cultural topics

- Differences between and uses of past tenses: preterite, imperfect, present perfect, past perfect

Unit 7

- Grammar and written expression
 - Verbs of change: *volverse, ponerse, hacerse, llegar a ser*
 - *Alguien, nadie; algo, nada; ningún(a)*; double negative in Spanish
 - The verb *haber*; structure and order of words in existential phrases
 - Commands: use of the imperative. Other verbs to give commands: *tener que, deber*
 - Location of objects in space: describing a room
- Conversation and cultural topics
 - Comparing between different stages or states of people or places
 - Questions and answers about the existence of places and objects in the city
 - Giving instructions and directions
 - Locating places on a map

Unit 8

- Grammar and written expression
 - The subjunctive: present subjunctive
 - Irregularities in the present subjunctive and their relationship with irregularities in the present indicative; vowel and consonant changes
 - Sentences with a lone subjunctive verb (desires: *ojalá (que), que + subjunctive*)
 - Talk about the near future: *ir + a + infinitive*
- Conversation and cultural topics
 - Expressing desires
 - Reacting to unbelievable or surprising statements with desires
 - Desires and plans for the near future
 - Atmospheric weather: meteorological predictions; the climate in Spain

Unit 9

- Grammar and written expression
 - The subjunctive II: subordinate clauses with verbs expressing desire or thought

- Sentence structure in subordinate nominal clauses: infinitive vs. subjunctive; sentences with one or more subjects and their relationship with the subjunctive
- Argumentation: opinions for or against a topic
- Conversation and cultural topics
 - Expressing opinions
 - Manifesting agreement or disagreement
 - Expressing a personal opinion regarding a statement, event, or topic
 - Brief panorama of current Spanish politics. Looking to the past to understand the present: dictatorship and democracy

Unit 10

- Grammar and written expression
 - The subjunctive III: the verb *ser* + adjectives or nouns
 - *Es recomendable/aconsejable/obligatorio... Es una pena/una lástima/un horror /una maravilla... + infinitive or subjunctive*
- Conversation and cultural topics
 - Giving advice and recommendations
 - Health: talking about illness, going to a doctor's appointment

Unit 11

- Grammar and written expression
 - The subjunctive IV: imperfect subjunctive
 - The imperfect future and simple conditional
 - Real conditional phrases: *Si + present... future*
 - Possible conditional phrases: *Si + pret. imperfect subjunctive... conditional*
 - Expression of probability in Spanish: *quizá(s), tal vez, es posible/probable...*
- Conversation and cultural topics
 - Imagining possible or probable events
 - Talking about the future (contrast between the near and distant future)
 - Expressing conditions for certain or possible fulfillment or completion of action

Unit 12

- Grammar and written expression
 - The subjunctive V: past perfect subjunctive

- The conditional perfect
- Impossible conditional phrases: *si* + past perfect subjunctive... conditional perfect
- Conversation and cultural topics
 - Expressing conditions of impossible fulfillment or completion of action
 - Imagining/creating a better world: reality vs. utopia

Unit 13

- Grammar and written expression
 - The subjunctive VI: temporal clauses, concessive clauses, consecutive clauses, relative clauses
 - Advertisements offering employment or for those seeking employment
- Conversation and cultural topics
 - Charactering existing or non-existent people (ideals)
 - Expressing inconveniences or obstacles for the completion of a task
 - Expressing excuses or asking pardon

Unit 14

- Grammar and written expression
 - Review of sentences with subjunctive verbs (main clause, subordinate clause)
Expressions with the verb *ser* + sentence with the verb in the subjunctive
- Conversation and cultural topics
 - Giving advice
 - Making recommendations
 - How to complain

Unit 15

- Review of topics and exercises for the final exam; session for answering questions and resolving issues
- 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.