

Intermediate Spanish I

COURSE DESIGNATOR SPAN 1003

Language of Instruction Spanish

NUMBER OF CREDITS 5 credits

Contact Hours 75 hours

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.

INSTRUCTOR

Cemanahuac Staff

COURSE PREREQUISITES

Two semesters college-level Spanish or equivalent

REQUIRED READING/MATERIALS

Así hablamos. Español como lengua extranjera. Basic 4 (Units 1 & 2)

GRADING

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93+	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	<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:

Quizzes	30%
Final exam	20%
Class compositions	10%
Class participation	20%
Journals	10%
Oral exam	10%
Overall Grade	100%

1. **The Quizzes (pruebas)** will be on Fridays of weeks 1 and 2.

2. **Final exam** - Friday of week 3 of each course.

3. **Date of the oral exam:** There will be a sign up sheet for you to write your name and select the time on Wednesday of week 3. It will be at your level and you will be asked 5 questions and you will then ask the teacher 5 questions related to the same topic.

Work, family parties and family vacations are not considered valid reasons for missing, postponing or reprogramming your quizzes, oral exams or final.

4. **Class compositions** will be assigned by the instructor. **The outline, the draft, and the final copy will be graded by the instructor of each course level.**

5. **Class participation** will be graded (oral ability, written ability, homework and attendance) by the instructor.

6. **Journals** are to keep in touch with you and to see how your communication skills are improving and they should show improvement throughout the course. Topics are open, you may write about any subject of interest such as new things you are experiencing, unexpected challenges and surprises in the course, current events in México, etc.

JOURNALS WILL BE GRADED

NOTE: Every Wednesday at 8:50 A.M. leave it in the box outside the office

CLASS SCHEDULE

Class schedule and description:

1st. period from 9:00 to 10:50 2nd. period from 11:10 to 13:00 3rd. period from 13:10 to 14:00

First Week			
This week you will learn to:			
<ul style="list-style-type: none"> • Express actions and states that occurred in the past. • Narrate continuous completed actions. • Narrate actions whose end is not precisely emphasized in its duration. • Request and give information about past occurrences. • Indicate desire to continue. • Describe persons, places and objects in the past. 	<ul style="list-style-type: none"> • 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. • Express obligation, necessity and convenience. • Express opinions. • Request and give information about specific maladies . • Give orders, advice, suggestions, demands, etc. • Recognize symptoms and inform about them. 		
Reinforced by the following structures:			
MONDAY		Activity(ies)	Page(s)
1st. period	<ul style="list-style-type: none"> • Preterite and imperfect. (SEE p. 19); (REMEMBER pp. 21 & 39) • HOMEWORK: COMPOSITION: Make an outline that will be your guide for the development of your composition. Suggested topics: <ul style="list-style-type: none"> - Ecology and the atmosphere. (Natural catastrophes, the changing climate , the extinction of animals and plants) - Health and well-being. (The healthcare system in your country, The importance of good nutrition) - Sports and free time. (The importance of sports in your 	exercise 2a & 2b exercise 1c exercise 1a (reading) & 1b	pp. 20 & 21 pp. 40, 41 & 42G pp. 37, 38 & 39.

	country, Types of sports, the sports system in your country) - Social campaigns related to the aforementioned topics: Ecology and the atmosphere, health and well-being or sports and free time		
2nd. period	<ul style="list-style-type: none"> • 10 minutes of pronunciation practice. • Seguir + gerund. (SEE p. 32) • HOMEWORK: 	Exercise 2 (reading) Exercise 2a Exercise 3a Exercise 2b	p. 30 p. 31 p. 33 p. 31
3rd. period	• Downtown immersion to see some landmarks and learn the transportation system.		

IMPORTANT NOTES:

- Remember that the grammatical concepts and activities presented in the first and second periods that you could not complete in class, must be studied and completed at home.
- You must also review all the topics presented in class. You may ask your teacher about any doubts you may have and you can also attend the afternoon tutoring sessions. Check the announcement board to sign up for these sessions.
- It is important to attend the 3rd period class as is part of your attendance requirement.
- **Exchange Program:** You must meet with a Mexican student one day per week for an hour based on the established times listed on the announcement board. Your attendance is very important. The objective is to learn more about the Mexican culture in a more relaxed setting and to practice your Spanish.
- Check the announcement board every day.
- On Wednesdays you must turn in your diary. Check to see how many words you need to write.

TUESDAY		Activity(ies)	Page(s)
1st. period	<ul style="list-style-type: none"> • Present Subjunctive. (SEE p. 58) • Impersonal statements (ser) + adjective + subordinate sentence with infinitive, indicative or subjunctive. (SEE pp. 61) • HOMEWORK: Turn in outline 	Exercises 2b & 2c Exercises 3b & 3c Exercise 3d	p. 59 p. 62 & 63 p. 63
2nd. Period	<ul style="list-style-type: none"> • TPR: (Using a public telephone) • Word forms “gender and number”. (SEE P. 17) • Forming words “Los despectivos”. (pejorative) (SEE p. 35) • HOMEWORK: 	Exercises 1b, 1c & 1d Exercise 4 & 4a Exercise 1e Exercise 4b	pp. 16, 17 & 18 p. 34 p. 18 p. 36
3rd. period	• Verb ser (all of its uses)		
WEDNESDAY		Activity(ies)	Page(s)
1st. period	<ul style="list-style-type: none"> • Imperative, regular and irregular verbs. (SEE pp. 78 & 81) • Supplemental imperative pronouns. (SEE p. 82) • Other forms of expressing the imperative. (SEE p. 95) Turn in your diary to Nancy in her office. You have to write a minimum of 75 words during the first 3 days of this week. Count your words and write down the amount. • HOMEWORK: 	Exercise 5 & 5a (oral comprehension) Exercise 6b Exercise 3d Exercise 6a Exercise 6c	pp. 79 & 80 p. 83 p. 96 pp. 81 & 82 p. 84

2nd. period	<ul style="list-style-type: none"> • 10 minutes of pronunciation practice. • Conditional sentences with the present indicative. (SEE p. 90) • Conversation about: Modern conveniences. • HOMEWORK: 	Exercise 1b Exercise 1c y 1d Exercises 1e & 1f	pp. 88 & 89 pp. 90 & 91 pp. 91 & 92
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3rd. period	The verb <u>estar</u> (all uses).		
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THURSDAY		Activity(ies)	Page(s)
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1st. period	<ul style="list-style-type: none"> • Tener que, hay que & deber + infinitive. (SEE p. 70) • Complimentary pronouns from previous structures. (REMEMBER p. 73) • HOMEWORK: 	Exercise 1 (reading) & 1a Exercise 2 & 2a Exercise 1c Exercise 2b	pp. 69 & 70 pp. 72 & 74 p. 72 p. 75
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2nd. period	<ul style="list-style-type: none"> • TPR: (Let's play ball) • Practice oral and reading comprehension. 	Exercises 7 & 7a (oral comprehension) Exercise 6b (reading) & 6c	p. 28 pp. 27 / 28
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3rd. period	• The verb <u>haber</u> (all uses).		
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FRIDAY			
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1st. period	• General Review for Test 1.		
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2nd. period	• Test 1.		
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Second Week Así hablamos. Español como lengua extranjera Basic 4 (Units 3 & 4)			
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This week you will learn: <ul style="list-style-type: none"> • To express likes, dislikes, preferences, wishes of success and failure. • To express location. 		<ul style="list-style-type: none"> • To express opinion, preferences and wishes. • To express relative temporality. • To request and give information about products. • To express finality, motive and utility. 	
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Reinforced by the following structures:			
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MONDAY		Activity(ies)	Page(s)
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1st. period	<ul style="list-style-type: none"> • Verbs of indirect construction with nouns, the infinitive and the subjunctive. (SEE pp. 122, 123 & 131) • HOMEWORK: • COMPOSITION: Turn in your rough draft of 300 words. Count them and write that amount. 	Exercise 4 & 4a Exercise 4g & 4h Exercise 4a Exercise 4b & 4c Exercise 4b & 4c	pp. 118 & 119 p. 124 p. 132 p. 120 p. 133
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2nd. period	<ul style="list-style-type: none"> • 10 minutes of pronunciation practice. • Verbs of will with the infinitive and the subjunctive. (See pp. 142 & 143) • HOMEWORK: 	Exercise 1 & 2 Exercise 4a Exercise 4c Exercise 4d Self Evaluation 2	p. 139 p. 141 p. 143 p. 144 p. 151
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3rd. period	• <u>Ser</u> & <u>estar</u> with adjectives		
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TUESDAY		Activity(ies)	Page(s)
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1st. period	<ul style="list-style-type: none"> Adverbial phrases with “cuando” in the present, the preterite and the future. (SEE p. 161) HOMEWORK: 	Exercises a, b y c Exercises d, e, f Exercises g Exercise 2 & 2a	pp. 158 & 159 p. 160 p. 161 163
2nd. period	<ul style="list-style-type: none"> TPR: (A Traveler’s Check) Subordinate Adjective Phrases. (SEE p. 170) HOMEWORK: 	Exercise 2 (reading) Exercise 2a Exercises 3a & 3b Exercise 3c	p. 167 & 168 p. 169 p. 171 p. 171
3rd. period	<ul style="list-style-type: none"> Verbal irregularities in the present indicative and the subjunctive. 		

WEDNESDAY		Activity(ies)	Page(s)
1st. Period	<ul style="list-style-type: none"> Final sentences with <u>para</u> & <u>para que</u>. (SEE pp. 175, 176 y 182) Turn in your Diary to Nancy in her office. You must write the minimum of 300 words. Count them and write the number of words. HOMEWORK : 	Exercise 1a Exercises 2 y 2a Exercise 2b Exercise 4e & 4f	p. 174 p. 175 p. 176 p. 183
2nd. period	<ul style="list-style-type: none"> 10 minutes of pronunciation practice. Final sentences with verbs of motion. (SEE p. 178) Conversation about: “fayuca” the black market and your experience in Cuernavaca 	Exercise 3 & 3a Exercise 3b	p. 177 p. 178 & 179
3rd. period	<ul style="list-style-type: none"> Most common uses of <u>por</u> & <u>para</u>. 		

THURSDAY		Activity(ies)	Page(s)
1st. period	<ul style="list-style-type: none"> Uses of the prepositions “por” y “porque” (SEE pp. 182 & 187) 	Spot 1 & Spot 2 (reading only) Exercises 4a, 4b & 4c Exercise 4d	p. 180 p. 181 p. 182
2nd. period	<ul style="list-style-type: none"> TPR: (A bird) Oral and reading comprehension practice. 	Exercise 2a & 2b Exercise 1 (reading)&1a	pp. 127 & 128 pp. 115, 116 & 117
3rd. period	<ul style="list-style-type: none"> Reflexive and transitive verbs with pronouns. 		

FRIDAY	
1st. period	<ul style="list-style-type: none"> General review for Test 2
2nd. period	<ul style="list-style-type: none"> Test 2

Third Week
Así hablamos. Español como lengua extranjera
Basic 4 (Unit 5)

This week you will learn:

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| <ul style="list-style-type: none"> • To express opinion, sentiments emotions & misfortunes. • To express successes and failures. | <ul style="list-style-type: none"> • To express decrease of size • To express affection or scorn. • To express decreasing qualities and characteristics. |
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Reinforced by the following structures:

MONDAY		Activity(ies)	Page(s)
1st. period	<ul style="list-style-type: none"> • Verbs of understanding, opinion and thoughts with the subjunctive. (SEE p. 202) • HOMEWORK: COMPOSITION: Turn in your final copy, 300 words. Count them and write the number. 	Exercise 2 Exercises 2b Exercise 3 (oral comprehension) Exercises 5 & 5a	p. 201 pp. 202 & 203 p. 203 205
2nd. period	<ul style="list-style-type: none"> • 10 minutes of pronunciation practice. • Verbs of perception with the indicative and the subjunctive. (SEE p. 209) • HOMEWORK: 	exercises a & b exercise 1 & 1a exercise 1d exercise 1c	p. 206 p. 206 & 207 p. 210 p. 208
3rd. period	<ul style="list-style-type: none"> • Adverbial clauses with the indicative & the subjunctive. 		

TUESDAY		Activity(ies)	Page(s)
1st. period	<ul style="list-style-type: none"> • Diminutives & augmentatives. (SEE pp. 223, 224 & 225) • Uses of the diminutive. (SEE p. 226) • HOMEWORK: 	Exercises 3b & 3c Exercise 3d Exercise 3e	pp. 224 & 225 p. 226 p. 227
2nd. period	<ul style="list-style-type: none"> • TPR: (a restaurant) • Adverbs ending in <u>mente</u>. (SEE pp. 217 & 219) • Conversation about: a personal experience, matrimony • HOMEWORK: 	Exercise 1, 1a, 1b & 1c Exercises 1d & 1e	pp. 214, 215, 216, 217 & 218 pp. 219 & 220
3rd. period	<ul style="list-style-type: none"> • The direct object, its pronouns and substitutions 		

WEDNESDAY		Activity(ies)	Page(s)
1st. period	<ul style="list-style-type: none"> • Differences between “qué” y “cuál”. (REVIEW p. 229) Turn in your Diary to Nancy in her office. You have to write 300 words. Count the words and record the number. • Homework 	Exercise 4 Exercises 4a, 4b, 4c Exercise 4d	pp. 228 & 229 p. 230 p. 231
2nd. period	<ul style="list-style-type: none"> • 10 minutes of pronunciation practice. • HOMEWORK: • Conversation about: work, the family in Mexico. • Elaboration of and practice the students' presentations. 	s necessary that the profesor helps his/her students to elaborate their presentations and to practice with them..	
3rd. period	<ul style="list-style-type: none"> • The indirect object, its pronouns and substitutions 		

THURSDAY		Activity(ies)	Page(s)
1st. period	<ul style="list-style-type: none"> General practice of all the grammatical structures presented during the whole course. 		
2nd. period	<ul style="list-style-type: none"> TPR: (What a beautiful day!) Oral and reading comprehension practice. 	Exercise 2, 2a & 3 (oral comprehension) & 3a Exercise 1 (reading), 1a, & 1b	pp. 221, 222 & 223 pp. 198, 199, 200 & 201
3rd. period	<ul style="list-style-type: none"> Final student presentations. 		

FRIDAY	
1st. period	<ul style="list-style-type: none"> General review for final exam.
2nd. period	<ul style="list-style-type: none"> Final exam

ATTENDANCE POLICY

Class attendance is extremely important; you will receive a class participation grade every day.

With 5 unexcused hours of absences, your grade will be lowered one letter grade. Each subsequent hour of absence will lower your grade one letter grade for every hour missed. If you are 15 minutes late for class, it will be considered as an absence.

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 and student needs. This information can be found on the Learning Abroad Center website.