I. COURSE DESCRIPTION AND RATIONALE

Intermediate Spanish 201 is the first of two intermediate courses in Spanish. The prerequisite is Spanish 102 or placement by examination. The ability to communicate in Spanish will become an increasingly important asset to students in the areas of Education, Business, Technology, and Health Professions in the 21st century. Students learn the basics of communication in Spanish and begin a study of Spanish and Hispanic culture to an even greater degree. The course, though its content and activities, prepares the Education major to become “The Professional Educator as Effective, Reflective and Humanistic Practitioner.”

II. COURSE OBJECTIVES

A. Communication: Communicate successfully in interpersonal, interpretive and presentational modes using uses of the subjunctive, past participle, future, conditional, perfect tenses, possessive adjectives, Si clauses, hacer in time expressions, indirect commands, relatives, pero vs. sino.

B. Cultures: Know basic geography, basic historical and cultural aspects and perspectives of Spain and of the Hispanic world.

C. Connections: Identify Spanish as an asset in other studies and the job market.

D. Comparisons: Develop a worldview, an appreciation for and tolerance of differences in language and culture (ex: business world, government and social structures, women’s rights, cultural traditions).

E. Communities: Use Spanish for personal enjoyment and enrichment, for enhancing career opportunities, for international business, for teaching preschool children and as a means of becoming an ambassador of Spanish in the community.

III. GOALS AND EXPECTED MEASURABLE OUTCOMES

A. Communication—the development of strategies for self-expression and for understanding authentic spoken and written materials in Spanish.
   1. Communicating in the interpersonal mode: self-expression in speech, body language and writing, negotiating meaning by checking and clarifying to achieve accuracy in understanding.

   Activities: Compare, contrast, and analyze topics in current events, recent films, and social issues.
Assessment: Students must communicate between an intermediate mid and high level (ACTFL) of proficiency by the end of the semester, as determined by the oral final exam.

2. Communicating in the interpretive mode: trying to understand others, through writing or speaking, without personal contact. Students understand main ideas and details of level-appropriate spoken and recorded materials.

Activities: Listen to formal presentation in Spanish by a native speaker (TV, film); read short articles in the Spanish language in newspapers and magazines; read and analyze poems and short stories.

3. Communicating in the presentational mode: communicating to listeners or speakers with whom students may have had no immediate personal contact.

Activities: In-groups, students write and produce variety shows, game shows, or newscasts.

B. Cultures- the philosophical perspectives, the social practices, and the products of Spain and Hispanic culture.

1. Students explore practices, beliefs, and ideas produced by Spain or a Hispanic culture through interaction with a native speaker, through research gleaned from the Internet or through media.

Activities: Students choose a Spanish-speaking culture and prepare an oral presentation in Spanish to acquaint class with a particular aspect (music, food, tradition, religious celebrations or practices).

2. Students, through e-mail, through personal exchanges with native speakers, or through a study-abroad experience, study social practices. They may experience social practices like preparing foods or attend theatrical or musical performances, or they may participate in sports of target culture.

Activities: The film Like Water for Chocolate is required viewing for Spanish 201 students. Students will prepare a meal following Spanish recipes found on the Internet.

Assessment: Students will write a reaction paper on the film, comparing and contrasting traditional values, women’s rights, gender roles, and interracial relations with those of American culture.

C. Connections- the enrichment of the educational sphere by connecting the study of Spanish to other disciplines and by using Spanish as a research tool.

1. Students connect material from Spanish class to topics discussed in other disciplines.

Activities: Keep a file of articles (from American and Spanish language newspapers) concerning the Hispanic world. Example: Study the parallels and differences between the effects of the slave trade in the United States and in the Caribbean colonies.

2. Students use Spanish to access Spanish web sites and to appreciate films and music in Spanish. They interview Spanish speakers on campus and in the community to get first-hand information and perspectives on politics, working conditions, healthcare and to study cultural differences.

D. Comparisons- the expansions of worldview and the appreciation of cultural and linguistic differences.
1. Students compare linguistic patterns and sounds of Spanish as spoken in various Hispanic areas. They become aware of levels of formality and their cultural importance.

**Activity:** Point out linguistic differences in the Spanish spoken in the Caribbean and traces of oral culture.

2. Students learn gestures particular to Spanish speakers, as expressed in film or directly by native speakers.

**Activities:** List gestures or manners as found in Spanish media that are different from those in American culture (i.e. - video from Fox’s election).

E. **Communities-** opportunities of Spanish speakers beyond the classroom.

1. Students use Spanish in the workplace, the community and their travels. They attend events such as the International Festival, eat in restaurants of Hispanic cultures, view films in Spanish and speak with travelers from Spanish-speaking places. Students realize their value on the American job market with knowledge of Spanish and Hispanic cultures.

**Activities:** Students role-play with one serving as an interpreter and the other a “native speaker” in a problematic situation. Local needs for interpreters vary from hospital stays, car rentals, banking, finding lodging and being arrested and jailed.

F. **Basic Computer Competency-** Students visit assigned Web sites (or find their own) and retrieve information. They learn how to insert diacritical marks to produce an authentic-looking text in Spanish. They communicate through e-mail with the instructor and classmates. Students show evidence or research on the Internet of a Hispanic culture by listing web sites used. They type an assignment on the computer using proper diacritical marks and e-mail it to the instructor as an attachment.

### IV. OUTLINE OF COURSE CONTENT

**Week 1 1-17**

Lección 11 (pgs 362-370) vocabulary, subjunctive with impersonal expressions, culture section: *Los empleos y las relaciones personales.*

**Week 2 1-22**

Lección 11 (pgs. 371-384) vocabulary, formal commands, the subjunctive and the indicative with adverbial conjunctions.

**Week 3 1-29**

Lección 11 (pgs 385-395) additional activities. **Test.**

**Week 4 2-5**

Leccion 12 (pgs. 398-414) vocabulary, the past participle and the present perfect indicative, the future, culture section: *La tecnologia y el idioma.*

**Week 5 2-12**

Lección 12 (pgs. 415-425) additional activities

**Week 6 2-19**

Lección 13 (pgs. 436-450) vocab, the imperfect subjunctive, long-form possessive adjectives and pronouns, culture section: *Periodicos*
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<thead>
<tr>
<th>Week 7</th>
<th>2-26</th>
<th>Review for exam</th>
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<tr>
<td>Week 8</td>
<td>3-5</td>
<td><strong>Midterm exams</strong></td>
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<td>¡Descanso de primavera! (Spring break)</td>
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<td>Week 9</td>
<td>3-19</td>
<td>Leccion 13 (pgs 451-460) vocabulary, <em>si</em> clauses, the future perfect and the conditional perfect.</td>
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<td>Week 10</td>
<td>3-26</td>
<td>Leccion 13 (pgs. 461-469) additional activities. <strong>Test.</strong></td>
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<td>Week 11</td>
<td>4-2</td>
<td>Lección 14 (pgs. 472-482) vocabulary, <em>hacer</em> in time expressions, the pluperfect indicative, culture section: <em>La danza.</em></td>
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<td>Week 12</td>
<td>4-9</td>
<td>Lección 14 (pgs. 483-499) the pluperfect and the conditional perfect, additional activities. <strong>Test.</strong></td>
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<tr>
<td>Week 13</td>
<td>4-16</td>
<td>Lección 15(pgs.502-513) vocabulary, the subjunctive with indefinite and nonexistent antecedents, the relative pronouns <em>que,</em> <em>quien</em> and <em>lo que.</em></td>
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<td>Week 14</td>
<td>4-23</td>
<td>Lección 15 (pgs 514-535) vocab, se for unplanned occurrences, the passive voice, pero or sino, additional activities, review</td>
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<td>Week 15</td>
<td>4-30</td>
<td><strong>Oral exams.</strong> Review for final exam.</td>
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<td>Week 16</td>
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<td><strong>Exámenes finales.</strong></td>
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V. **SPECIAL COURSE REQUIREMENTS**

A. Each student is required to have the most recent edition of the textbook and an unused workbook/lab manual. Students must bring textbooks and workbooks to each class session.

B. Proficiency and comprehension can only be attained with a minimum of absences. Students assume responsibility for all work missed due to absence. More than three (3) unexcused absences will be reflected in the final grade.

C. No make-up exams are given. In the event of illness, death in the family, university extra-curricular activity or other extreme circumstance written evidence is required; one exam may be excused.

D. Announced and unannounced quizzes will be given. The lowest quiz grade will be dropped.
a. Each student is required to complete Writing Across The Curriculum (WAC) assignment. This assignment will be determined by the instructor and announced in class.

b. Students are expected to exhibit courtesy and respect toward their instructor, classmates, and classroom visitors.

c. **GUM CHEWING, EATING, AND DRINKING** are not allowed in class!

d. Cell phones are not permitted in class.

e. Students’ wearing apparel must be appropriate for an educational setting. The instructor will elaborate more fully at the outset of the class.

VI. METHODS OF EVALUATION

A. Announced and unannounced examinations and quizzes will be given. A minimum of one (1) quiz or test will be administered every week when feasible.

B. Failure results when one has not presented major examinations and quizzes and/or laboratory work and when one has not shown adequate growth in the four (4) basic language skills—listening, speaking, reading and writing—or from excessive absences.

C. An in-class oral evaluation will take place almost every day.

D. Mid-Term and Final Examinations will be given at the appointed date and time. In addition, an oral final examination will be administered. The instructor in class will provide further details.

E. Final grades will be calculated in the following manner:
   - Examinations…………………………………….20%
   - Quizzes………………………………………….15%
   - Class Participation/Homework Assignments……. 20%
   - WAC Assignment……………………………. 5%
   - Oral Evaluation……………………………… 10%
   - Mid-Term Examination………………………….10%
   - Final Examination… (Oral)………………………10%
   - (Written)………………………………………10%

   TOTAL 100%
VII. GRADING SCALE

A = Excellent ......................................................... 90-100
B = Good .............................................................. 80-89
C = Fair ................................................................. 70-79
D = Passing ............................................................ 60-69
F = Failing ............................................................. 59 or less

VIII. REFERENCES

The following titles are suggested for further reading and research on Spain and the Hispanic world. Some are available from the Whittaker Library, others through the Inter-library Loan system. Do not limit yourself to this selection, but examine the library holdings for additional material. Some instructors have resource materials for your use; other resources that are available in the language laboratory. The Internet is also a valuable resource tool.

A. Reference Books


B. INTERNET RESOURCES

www.red200.com/spain/
www.welcome.topuertorico.org/
www.passagetochile.com/carn/argentine culture.asp
www.think-venezuela.net/culture.htm
www.tourism-costarica.com/
www.mexican culture.about.com/culture/mexican culture/mbody.htm
www.pegasus.cc.ucf.edu/~jtorres/domrep/domrep.html

C. VIDEO LIBRARY – housed in the language lab, accessible to students