



Course Syllabus – Fall, 2009

Course Number and Title: Intermediate Spanish 2310

Instructor Information

Name: Dr. Bill Short

Contact Information:

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Office Hours:

- MWF 2-3
- TR 2-4
- Or by appointment

Catalog Description:

For students who have completed two semesters of college Spanish or two years of high school Spanish. Credit for this course may be earned by departmental examination.

Course Overview:

Intermediate Spanish brings the student from learned utterances that serve for “survival” to the first basic ability to carry on a conversation, or write basic communication. At the end of the two course sequence the student should not expect to be fluent, but to have made enough progress to put whole sentences together in such a way as to function with some confidence in a Spanish-speaking environment.

Pre-requisites: Spanish 1410, 1420, or equivalent

Course Objectives/Student Learning Outcomes: When you complete second year Spanish

- You should expect to be at the “Intermediate Low” level of ability.
- You should be able to carry on a basic conversation, although making some mistakes, and often having to ask for clarification.
- You should be able to use circumlocutions to “talk around” ideas that are beyond your level of ability.
- You should be able to communicate in whole sentences (not the learned utterances of Elementary Spanish), with ability to speak, although with some hesitation or errors, in the past, present, or future tenses.
- You will have gained insights into the uniqueness and richness of Hispanic civilization that go beyond what you learned in Elementary Spanish.
- You should expect to have become much more comfortable than you were in Elementary Spanish in using Spanish as the principal means of communicating in class.

Course Materials and Resources:

Required Course Materials:

- Anda: Curso Intermedio, Heining-Boynton et. al. Prentice-Hall, 2010.

Course Policies

In this course it is important that you use the vocabulary and constructions introduced in class and assigned for homework so as to acquire the desired language skills. We will be doing many pair and group activities in which you are expected to participate actively. Spanish, grammar is a very necessary component of communicative competence, as are vocabularies, discourse strategies, the ability to compensate for the limited command of the language, and familiarity with the cultural norms linked to communication. You will be expected to make progress in drawing these components into your use of Spanish.

Attendance:

Regular class attendance is essential for successful completion of the course. You are expected to attend class and arrive on time. Emergencies are not a problem and are reasons for excused absence. However, a pattern of absences or tardiness, such as three unexcused, may result in lowering your grade by a letter. More than three unexcused absences may result in your being dropped from the class.

Grade Determination:

Major tests 1/3

Daily work 1/3

Final exam 1/3

An oral participation grade is given for your performance, not for your potential or effort alone. You are expected to attend class and to participate. Your participation grade includes your contribution in Spanish in regular class sessions and active participation in Spanish in small group activities. You will receive an average participation grade once every week. This takes into consideration but is not limited to:

1. How much you use Spanish
2. How well you use Spanish
3. Your preparation for class
4. Your cooperation and leadership in pair and group work
5. Your respect and attitude towards the class, your peers and your instructor.

Make-up Work:

Homework or tests during excused absences can be made up. However, they need to be made up promptly.

+/- Grade System:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-59 and below
A = 94-96	B = 84-86	C = 74-76	D = 64-66	
A- = 90-93	B- = 80-83	C- = 70-73	D- = 60-63	

Academic Dishonesty:

The Instructor will initiate an academic integrity case against students suspected of cheating, plagiarizing, or aiding others in dishonest academic behavior. Students are responsible for reading and understanding the Code of Academic Integrity. Examples of academic dishonesty

	<p>include, but are not limited to, plagiarism, cheating, and aiding and abetting dishonesty. An example of plagiarism would be to submit a written sample which in part or in whole is not entirely the student's own work without attributing the source. Cheating includes allowing another person to do your work, such as a composition or workbook, and to submit the work under one's own name. Any work which is submitted for a grade must be 100% the student's own work. If you are not sure when it is appropriate to seek help, please see your instructor.</p>
	<p>Special Needs: McMurry University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no otherwise qualified student shall be denied the benefits of an education "solely by reason of a handicap". If you have a documented disability that may impact your performance in this class and for which you may be requesting accommodation, you must be registered with and provide documentation of your disability to the Disability Services Office, located in Old Main Room 102. Arrangements will be made for students needing special accommodations.</p>

- Aug. 25 Tu. Introduce course. Basic review. Genders. Articles. (Write A.1-4, 7-10)
- 27 Th. Possessives. Reflexive verbs. (Write A.12-14, 16-17, 20-21)
- Sep. 1 Tu. Gustar. (Write A.24-27, quiz on irreg. verbs on p. 15)
- 3 Th. Review for test on Preliminary Chapter A.
- 8 Tu. Test on Preliminary Chapter A. Begin Chapter 1. (1.3, 6, 9,10)
- 10 Th. The preterite and present perfect. (1.15-17, 20-21)
- 15 Tu. House and home. (1.25-28)
- 17 Th. Review for test on Chapter 1.
- 22 Tu. Test on Chapter 1. Begin Chapter 2. (2.1, 4, 8, 10, 13)
- 24 Th. Commands and intro to subjunctive. (2.20, 21, 23, 28)
- 29 Tu. Review tenses we've had so far. (Quiz on present indicative and present subjunctive)
- Oct. 1 Th. Review for test on Chapter 2.
- 6 Tu. Test on Chapter 2. Begin Chapter 3. (3.2, 4, 8)
- 8 Th. Uses of the articles, the imperfect. (3.10, 17, 19)

- 13 Tu. Subjunctive with feelings, emotions and doubts. (3.21, 22, 28, 29)
- 15 Th. Review all the verb tenses we've had so far. Culture. (No assignment)

Homecoming

- 20 Tu. Review for test on Chapter 3.
- 22 Th. Test on Chapter 3. Begin Chapter 4. (4.3, 4, 5, 8, 9)
- 27 Tu. Cooking and the kitchen. (4.16, 19, 20, 21)
- 29 Th. Fruits and vegetables. Begin the present perfect subjunctive. (4.27, 28, 29, 30)
- Nov. 3 Tu. Continue the present perfect subjunctive. (4.31-33)
- 5 Th. Review for test on Chapter 4.
- 10 Tu. Test on Chapter 4. Begin Chapter 5. (5.1-3, 6, 10)
- 12 Th. Vacation time. Technology. (5.15, 16, 20)
- 17 Tu. More on the subjunctive. (5. 25, 26)
- 19 Th. More technology. (5.28, 31, 33)
- 24 Tu. Review. Culture. Extra daily grade of A for presence in class. (No assignment)

Thanksgiving

- Dec. 1 Tu. Review for final exam.
- 3 Th. Review for final exam.

Final Examination

**Course Objectives/Student Learning Outcomes
and their Linkage to
Program and University Goals and Outcomes.
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Intermediate Spanish I 2310-01 071S**

Desired Student Learning Outcomes for this course	Linked to which departmental program goal(s)	Linked to which institutional goal(s)?	Types of evidence that might be used to demonstrate student achievement of objectives & goals
<ul style="list-style-type: none"> • Should be at the “Intermediate Low” level of language ability, that is, have achieved the ability to carry on a basic conversation in Spanish. 	<ul style="list-style-type: none"> • To provide a major component of the liberal education at McMurry University. • To help students develop specific levels of language proficiency 	<ul style="list-style-type: none"> • Students are equipped for successful careers and post-graduate education. • Students acquire an enthusiasm for lifelong learning through expanded intellectual and cultural experiences. • Students, in a community where leadership is cultivated, acquire a solid basis for future lives of service. • Students acquire a sense of personal integrity, moral and spiritual identity, and an informed appreciation for the perspective of others while in a community where these qualities are modeled. • The institution will engage in an ongoing pursuit of excellence in curricula, programs, and policies. • All members of the campus community will engage in the ongoing pursuit of excellence in job performance, achievement, and character 	<ul style="list-style-type: none"> • Pre test and post test • Performance in class. • Performance on tests and examinations. • Performance on a nationally normed test • To invite a native Hispanic guest to participate with the students. • Final examination • The percentage on enrollment for the next level • Reading from the book about different topics of culture and • Working in activities from the reading.
<ul style="list-style-type: none"> • Will have gained an awareness of the uniqueness and richness of the Hispanic civilization beyond what is learned in Elementary Spanish 			
<ul style="list-style-type: none"> • Should be prepared for further studies in Spanish 			
<ul style="list-style-type: none"> • Should have gained a working awareness of the structure of Spanish as a basis for further study. 			
<ul style="list-style-type: none"> • Should be using Spanish in class as a primary means of communication 			

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