



Course Syllabus – Spring 2009

Course Number and Title: Intermediate Spanish 2320

Instructor Information

Name: Dr. Bill Short

Contact Information:

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Office Hours:

- MW F: 3:00 – 4:00 PM, TR 2:00-4:00

Course Overview

Catalog Description:

For students who have completed three 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 II is a continuation of Spanish 2310, and continues the process of bringing the student from learned utterances that serve for “survival” to the first basic ability to carry on a conversation, or write a basic composition. At the end of the two course sequence the student should not expect to be fluent, but rather to have made enough progress to put whole sentences together in a coherent conversation, to understand basic conversational patterns, and to read and write in such a way as to function with some confidence in a Spanish-speaking environment.

Pre-requisites: Spanish 1410, 1420, 2310 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:

- Interacciones. Emily Spinelli, Carmen García, Carol E. Galvin Flood, 6th ed. THOMSON, HEINLE.
- I'LEARNR system (Online Workbook/Lab Manual)
- vMentor, live one-on-one tutoring.

Optional or Recommended Course Materials:

- Spanish-English and English-Spanish dictionary

Course Policies

In this course is It is important that you make an effort to use the vocabulary and constructions introduced in class and assigned for homework. 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 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 my 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. Above average performance warrants a B, and outstanding performance an A. 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 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
A = 94-96	B = 84-86	C = 74-76	D = 64-66	and below
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 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.
	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.

Course Schedule:

- Jan. 13 Tu. Introduction to course. Begin chapter six. (Write 6.1-6.3, prepare 6.4, 6.5)
- 15 Th. Así se habla. Estructuras: commands. (Wr. 6.6, 6.8, 6.9, vocab. quiz on p. 201 Span.-Eng.)
- 20 Tu. Comparisons, demonstratives (Wr. 6.8, 6.9, 6.12, 6.13, vocab. quiz p. 201 Eng.-Span.)
- 22 Th. Television programs, polite dismissal (Wr. 6.22, 6.24, 6.26, 6.27, 6.10, 6.11)
- 27 Tu. Expressing judgment, doubt, uncertainty. Gender and number of nouns. (Wr. 6.28-30, 6.32,6.33)
- 29 Th. Culture. Review for test on chapter 6.
- Feb. 3 Tu. Test on chapter 6. Begin chapter 7. (Wr. 7.5, 7.6, 7.7)
- 5 Th. Actions in progress, superlatives (Wr. 7.8, 7.10-12, vocab. quiz on 245 S-E)
- 10 Tu. Definite article, buying clothes (Wr. 7.13-15, 7.19, 7.20, vocab. quiz on 245 E-S)
- 12 Th. Denying and contradicting, double object pronouns (Wr. 7.25, 7.26, 7.28-30, read 370-1)
- 17 Tu. Culture. Review for test on chapter 7.
- 19 Th. Test on chapter 7. Begin chapter 8. (Wr. 8.1, 8.6, 8.7-9)
- 24 Tu. Passive and substitutes for passive, suggesting activities (Wr. 8.10-12, 8.22, 8.23)
- 26 Th. Uses of the future, nosotros commands (Wr. 8.25-27, 8.29, 8.30, 8.31, 8.32)
- Mar. 3 Tu. Culture. Review for test on chapter 8.
- 5 Th. Test on chapter 8. Begin chapter 9 (Wr. 9.1, 9.2, 9.6)
- Spring Break
- 17 Tu. The conditional. Expressions of quantity. (Wr. 9.9,9.10, 9.12, 9.14-16, vocab. quiz on 325 S-E)
- 19 Th. The business world. Subjunctive of unknown or non-existent things (Wr. 9.19, 9.20, 9.25, 9.26, vocab. quiz on 325 E-S)
- 24 Tu. Subjunctive in indirect commands (Wr. 9.28, 9.29, read 347-349)
- 26 Th. Culture. Review for test on chapter 9.
- 31 Tu. Test on chapter 9. Begin chapter 10. (Wr. 10.1, 10.8, 10.9)
- Apr. 2 Th. Present perfect subjunctive, reciprocal expressions (Wr. 10.11, 10.12, quiz on 360, 362)

- 7 Tu. Money and bank transactions. Past perfect. (Wr. 10.20, 10.21, 10.26-28)
- 9 Th. Duration of actions. Numbers. (Wr. 10.29-31, 10.32, 10.33, quiz on participles, 360, E-S)
- 14 Tu. Culture. Review for test on chapter 10.
- 16 Th. Test on chapter 10. Begin chapter 11. (Wr. 11.1-3, 11.8, 11.9)
- 21 Tu. Uses of the imperfect subjunctive. Getting a hotel room. (Wr. 11.11, 11.12, 11.14-16, 11.20)
- 23 Th. Subjunctive in future actions. The future perfect. (Wr. 11.26, 11.27, 11.29, 11.30)
- 28 Tu. Review for final.
- 30 Th. Review for final.

Final examination

**Course Objectives/Student Learning Outcomes
and their Linkage to
Program and University Goals and Outcomes.
Course Number and Title
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. • Will have gained an awareness of the uniqueness and richness of the Hispanic civilization beyond what is learned in Elementary Spanish • Should be prepared for further studies in Spanish • Should have gained a working awareness of the structure of Spanish as a basis for further study. • Should be using Spanish in class as a primary means of communication 	<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.

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