

Intermediate Spanish 201, Fall 2007  
MTuThF 1:00 & 2:00, Palmer 205  
CRN 18267 & 18268

Prof. Kathleen Doyle  
Palmer 215, ext. 3977  
office hours M-Th-F, 3-4  
& by appt.

## ¡Bienvenidos a Español 201!

### **Required text and workbook:**

Dvorak & Kirschner, eds. Pasajes: Lengua and accompanying Cuaderno de práctica. 5th ed. Boston: McGraw-Hill, 2002.

### **Objectives:**

Spanish 201 is an intensive review course designed to aid students in acquiring a deeper understanding of Spanish grammar and its appropriate, contextual use. Whenever you ask someone the best way to become proficient in a foreign language, almost everyone will respond that traveling or living abroad really helps, because of the experience of total immersion in the language. In order to duplicate this experience as best as we can, you will refine your reading, writing, speaking and listening skills by working in a Spanish-only classroom environment. An important goal of this level is to broaden your cultural horizons and your knowledge of the Spanish-speaking world, not only through classroom activities focusing on language, but also in completing and discussing short literary and journalistic readings. Students will have the opportunity to advance their writing skills in guided and 'free' writing assignments of varying extension. In the case of compositions, there will be a special emphasis on peer editing and revising one's own work. Upon successful completion of Intermediate Spanish, students will be prepared to enter Spanish 202 and other advanced courses, where they will deal with the intricacies of the language, and begin to more closely analyze literature and other cultural documents.

### **Requirements:**

attendance: Learning a language requires your active daily participation in the classroom. Please note that simply attending the class is not the same as participating actively in it. Because of the fact that your participation in Spanish 201 makes up 20% of your final grade, a maximum of 5 absences from the class will be allowed, for any and all reasons (including illness, family emergencies, sports, or other extracurricular activities). Starting at the sixth absence, and for each subsequent absence, 5 points will be deducted from your final average. Keep in mind that even if you have not reached or surpassed this limit, absences will have an effect on your participation grade. Please make careful decisions when balancing your academic schedule with other activities, and keep track of your absences.

participation: Your active participation and collaboration in all class activities helps to reinforce the new skills you are learning, and gives me a better idea of each student's progress in acquiring speaking and listening skills. Since it is such an important component of the course, it accounts for a significant portion of the final grade. Participation can take many forms—asking questions, offering observations or answers to questions, leading activities, and so on. At the beginning of every class session we will talk about weekend plans, current events, and any sort of news or story that you'd like to share. This is a short warm-up period designed to allow you to begin

adjusting to the use of Spanish in class. Aside from fulfilling that important pedagogical function, it's also a great low-stress opportunity to participate in class conversations.

homework: I will write the next day's homework (written assignments and readings) on the board every day. These assignments should be completed in order to prepare for the next class, so that you can actively participate in whatever we may be doing that day. **No late work will be accepted**, so if you know that you will not be in class, please ask someone to drop your written homework off to me. Homework is always due at the beginning of class, but in special circumstances I will accept it until 4pm. While I encourage you to study and review with classmates, please be sure that the work you turn in is always your own, and not a group effort.

Weekly redacciones: Each Friday you will turn in a typed, 10-15 sentence short *redacción*. Most Fridays will have an assigned topic, but there will also be some days when you can write about whatever you like. The list of topics appears on page 3 of this syllabus. There's a place outside my office where you can leave the redacciones on Friday and pick them up the following Monday.

oral presentations: Toward the beginning of the semester, everyone will give a short "show and tell" presentation (2-3 minutes), and at the end of the semester, each member of the class will give a brief report (approx. 5 minutes) on a topic related to the culture or history of the Spanish-speaking populations of the world. The topic should interest you enough that you'll want to conduct some research on it. Topics for the second presentation should be chosen and approved before Fall Break. Please keep track of your sources so that you can cite them appropriately.

compositions: Two 1-2 page essays (typed, double-spaced) will be assigned during the semester. You will have plenty of time between the days I announce the topic options and the due. Composition grades will be based on content, organization and grammar. Since you'll have ample time to do so, please begin working on them soon after they are assigned so that you can ask me for help. As is the case with daily homework, no late compositions will be accepted. We will often use class time on the due date to do some peer editing exercises, so you need to have the essay completed on time and with you in class.

**No outside help (including proofreading by the tutor) is permitted on compositions. The use of translators—human or electronic—is not allowed when writing compositions or completing any other work for the course, so please limit dictionary consultation to printed dictionaries when writing the compositions.**

cultural activities: During the semester you will have many opportunities to participate in activities which will expose you to various aspects of Hispanic cultures. Among these activities can be films in Spanish, special campus events, eating in an authentic Mexican restaurant, shopping in one of the several *mercados* on Summer Avenue, etc. You must complete a total of **two different activities** and write a one or two paragraph summary of the experience. One will be due before Fall Break, and the other should be handed in before the last day of class.

tests: You'll take four tests. While all four tests will be based upon material covered in three chapters, the final exam will be slightly more comprehensive. Although different in length, they will be nearly identical in format. Each will include a dictation or listening comprehension

section, several short grammar-centered sections, a reading comprehension exercise, and a short composition. No make-up tests will be given unless prior arrangements are made.

**Topics for the *redacciones*:**

- 24/8 párrafo autobiográfico
- 31/8 tu familia
- 7/9 tema libre
- 14/9 la vida típica de un estudiante en el campus
- 21/9 un aspecto difícil de vivir en el campus
- 28/9 tus impresiones de la ciudad de Memphis
- 5/10 tema libre
- 12/10 tu trabajo ideal en el futuro
- 19/10 tus planes para las vacaciones de primavera
- 26/10 tema libre
- 2/11 algo que has aprendido sobre ti mismo/-a durante tu tiempo en Rhodes
- 16/11 tu experiencia favorita de este año académico
- 30/11 tema libre

**Test dates:**

Test 1 (chapters 1, 2, 3), Sept. 17

Test 2 (chapters 4, 5, 6), Oct. 9

Test 3 (chapters 7, 8, 9), Nov. 5

Final exam (chapters 10, 11, 12 and some comprehensive sections), Dec. 7 or Dec. 8 --your choice! (see next page for scheduled exam times)

**Grades will be determined in the following manner:**

participation	20%
oral presentations	9% (3% for show and tell, 6% for 2nd pres.)
homework	10%
compositions (2)	12%
tests (3)	21%
final exam	10%
cultural activities (2)	8%
weekly journal	10%

Please feel free to come and see me during my office hours if you need help! If you can't see me during my scheduled office hours, talk to me and we'll arrange some other time. While I insist on the exclusive use of Spanish in class in order to achieve our desired learning outcomes, you can use my office hours to ask questions in English if you need to do so.

All course work should be completed in accordance with the Rhodes Honor Pledge.

## Programa de clase

- Capítulo 1. "Tipos y estereotipos" 23/8, 24/8, 27/8, 28/8, 30/8  
ser vs. estar  
la concordancia de género y número  
el presente del indicativo
- Capítulo 2. "La comunidad humana" 31/8, 4/9, 6/9, 7/9  
los usos de se  
pronombres de objeto  
el imperfecto
- Capítulo 3. "Costumbres y tradiciones" 10/9, 11/9, 13/9, 14/9  
el pretérito vs. el imperfecto
- Capítulo 4. "La familia" 18/9, 20/9, 21/9, 24/9  
los mandatos  
el subjuntivo
- Capítulo 5. "Geografía, demografía, tecnología" 25/9, 27/9, 28/9, 1/10  
los usos del subjuntivo
- Capítulo 6. "El hombre y la mujer en el mundo actual" 2/10, 4/10, 5/10, 8/10  
el presente perfecto  
los usos del subjuntivo
- Capítulo 7. "El mundo de los negocios" 11/10, 12/10, 18/10, 19/10  
aún más usos del subjuntivo  
el pretérito
- Capítulo 8. "Creencias e ideologías" 22/10, 23/10, 25/10, 26/10  
¡el final de los usos del subjuntivo!  
por y para
- Capítulo 9. "Los hispanos en los Estados Unidos" 29/10, 30/10, 1/11, 2/11  
la voz pasiva  
"No-fault" se
- Capítulo 10. "La vida moderna" 6/11, 8/11, 12/11, 13/11  
el futuro  
el condicional
- Capítulo 11. "La ley y la libertad individual" 15/11, 16/11, 19/11, 20/11  
el perfecto del indicativo y del subjuntivo
- Capítulo 12. "El trabajo y el ocio" 26/11, 27/11, 29/11  
las formas progresivas, repaso de verbos
- Ponencias de estudiantes. 30/11, 3/12, 4/12
- EXAMEN FINAL: viernes 7/12 5:30pm –o- sábado 8/12 1:00pm