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SPAN 201-04, Intermediate Spanish, Spring 2008

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Intermediate Spanish 201, Spring 2008
MTuWTh 11:00 AM
CRN 28533

Prof. Amy Collins
Buckman, Language Lab 202
ext. 3119
office hours 1:30-2:30 MW or
by appointment

¡Bienvenidos a Español 201!

Required text and workbook:

Jarvis and Lebrede, *Entre Nosotros* 2nd ed. and *Entre nosotros* Student Activities Manual 2nd. Ed.. Houghton Mifflin, 2007

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 Monday you will turn in a typed, 10-15 sentence short *redacción*. Most Mondays 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.

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 date. 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.

Tests: You'll take six tests, one after each *lección* completed in the book. While each test will be based upon material covered in each chapter, the final exam will be slightly more comprehensive. Each will include 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*:

- 1/14 párrafo autobiográfico
- 1/28 tu familia
- 2/4 tema libre
- 2/11 la vida típica de un estudiante en el campus

- 2/18 tus intereses académicos
- 2/25 tus impresiones de la ciudad de Memphis
- 3/10 tema libre
- 3/17 tu trabajo ideal en el futuro
- 3/24 tus planes para las vacaciones de primavera
- 3/31 tema libre
- 4/7 algo que has aprendido sobre ti mismo/-a durante tu tiempo en Rhodes
- 4/14 tu experiencia favorita de este año académico
- 4/21 tema libre

Test dates:

- Test 1 (*Lección 1*), January 28
- Test 2 (*Lección 2*), February 12
- Test 3 (*Lección 3*), February 27
- Test 4 (*Lección 4*), March 24
- Test 5 (*Lección 5*), April 8
- Test 6 (Final exam) *Lección 6* and some comprehensive sections,
Monday, April 28 at 1:00 PM *or*
Friday, April 5 at 11:00 AM

Grades will be determined in the following manner:

participation	20%
oral presentations	10%
homework	10%
compositions and redacciones	10%
tests (5)	40% (8% each)
final exam	10%

Please feel free to come and see me in my office if you need help! 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.

The book we will be using for this class is the second edition of *Entre Nosotros*. In addition to addressing grammar points, it also includes cultural and literary readings as well as many exercises to improve oral communication as well as reading and writing skills. Many times you will be asked to work in pairs or small groups--it is imperative that during these exercises you communicate with other in Spanish. This will really help you improve your language skills.

Programa de clase

Lección 1. "Buscando trabajo" January 9-24

ser vs. estar
construcciones reflexivas
pronombres de complemento directo e indirecto usados juntos
Usos y omisiones de los artículos definidos e indefinidos
Usos de las preposiciones **por** y **para**

Lección 2. "Para divertirse" January 38-February 11

el pretérito contrastado con el imperfecto
verbos que cambian de significado en el pretérito
comparativos de igualdad y de desigualdad
algunas preposiciones

Lección 3. "De viaje" February 12-26

el participio pasado
el pretérito perfecto y el pluscuamperfecto
el futuro y el condicional
el futuro y el condicional para expresar probabilidad o conjetura

Lección 4. "Las bellas artes" February 27-March 19

el futuro perfecto y el condicional perfecto
los pronombres relativos
la voz pasiva
algunas expresiones idiomáticas

Lección 5. "La familia hispana de hoy" March 24-April 7

el modo subjuntivo y el subjuntivo usado con verbos y expresiones de voluntad y emoción
el subjuntivo para expresar duda, incredulidad, y negación
el subjuntivo para expresar lo indefinido y lo no existente
expresiones que requieren el subjuntivo o el indicative
el imperativo: **Ud.** y **Uds.**

Lección 6. "Mirando televisión" April 8-25

el imperativo: **tú**
el imperativo de la primera persona del plural
el imperfecto de subjuntivo
los tiempos compuestos del subjuntivo