



University of  
New Haven

## *Intermediate Spanish II*

### SECTION I: Course Overview

**Course Code:** SPN202

**Subject Area(s):** Spanish Language & Argentine Culture

**Prerequisites:** See Below

**Language of Instruction:** Spanish

**Total Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

This intermediate course builds on your proficiency with the four basic skills (reading, speaking, writing, and understanding) through a direct exposure to Spanish language and Argentine culture. It exposes you to new and more complex grammar and communicative structures so that you will have more opportunities of interacting accurately and expressively with some degree of fluency with the host community. You will also be able to write articulated texts and express opinions on current topics, expressing pros and cons as well as talking about cultural elements of Argentine society.

The course combines several integrated approaches intended to develop your skills. Most in-class time—driven by the structure of the textbook—is devoted to speaking and practicing Spanish through a combination of group-based and individual activities, focusing on grammatical structures, language functions, and vocabulary. Lessons also focus on a wide range of contemporary cultural themes through the use of varied materials such as newspaper articles, songs, short readings, and short film clips. Onsite activities will require involvement with the local community, which will give you a unique chance to rapidly implement your linguistic development in real-life. In addition, you will be encouraged to read a great variety of real-life materials such as newspaper articles, advertising material, and literary texts to foster your comprehension of written sources and to enrich your vocabulary.

Special extra-curricular activities—such as music concerts, cooking classes, exploring museums and parks, Argentine movie night, or possible language-exchange opportunities—will be announced and your instructor will help you identify which activities would be most useful for you. These and other cultural components of the course will also promote your knowledge of Argentina and the Spanish language as you learn about Argentine society, and thus learning Spanish gives you a privileged opportunity to develop sensitivity towards cultural differences and to understand the ways in which culture and language interlock. In this sense, you will be encouraged to exploit the value of these lessons not just as a useful aid to your progress in other courses at

the Study Center, but as a set of tools for unlocking a wide range of intercultural discoveries whilst living and studying abroad.

By the end of the course, you are expected not simply to be able to demonstrate mastery of the grammar and lexical structures studied during the course, but also the growing ability to conduct demanding conversations to express personal ideas and opinions, hypothesis in the present and the past, emotions, feelings, interests, desires, and agreement and/or disagreement with a well-elaborated argument.

## **LEARNING OBJECTIVES**

### Cognitive / Knowledge Skills

- Enhance listening comprehension through the exclusive use of Spanish in class and through a variety of communicative activities inside and outside the classroom.
- Scan longer texts in order to locate desired information, and gather information from different parts of a text, thus improving reading comprehension.
- Produce a variety of written assignments, creating informal works as well as more formal output (through the writing and revising process).
- Expand basic vocabulary to a wider variety of registers.
- Increase understanding of previously studied grammatical structures and to properly use different verb tenses (present, past, imperfect, imperative, and conditional).

### Analytical / Critical Thinking Skills (Oral & Written)

- Further develop the use of idiomatic expressions.
- Employ the grammar structures, tenses, and idiomatic expressions seen in earlier classes and reviewed here in both written assignments and in-class group discussions.
- Share personal reactions and feelings to a wide variety of written and audiovisual materials, including films and literary texts.
- Use new information and intercultural awareness gained through language study and extracurricular activities to expand personal knowledge.

### Affective & Behavioral / Attitudinal Skills

- Engage in communicative situations with a certain level of complexity in order to be able to express feelings, reactions, dreams, hopes and ambitions.
- Engage with native Spanish speakers about the above topics in field studies to be presented in class.
- Appraise cultural aspects of Argentine society such as the political system or the diversity of Argentine society.
- Acknowledge and compare differences and similarities between home culture and Argentine culture.

## **PREREQUISITES**

Prior to enrollment, this course requires you to have completed Intermediate Spanish I or the equivalent to three semesters of college level Spanish.

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

<b>Name:</b>	TBA
<b>Contact Information:</b>	TBA
<b>Term:</b>	SEMESTER

### ATTENDANCE POLICY

This class will meet twice weekly for 90 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> absence
Courses meeting 2 day(s) per week	2 Absences	8 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES								
Absence	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Penalty	No Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	1.5 Grades Docked	2 Grades Docked	2.5 Grades Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES								
Grade	A+	A+	A	A-	B+	B	B-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

## GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Class Participation</b>	<b>10%</b>
<b>Homework</b>	<b>10%</b>
<b>Compositions</b>	<b>10%</b>
<b>Quizzes</b>	<b>15%</b>
<b>Midterm Exam</b>	<b>20%</b>
<b>Final Oral Presentation</b>	<b>15%</b>
<b>Final Written Exam</b>	<b>20%</b>

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

**Homework (10%):** You will be assigned textbook exercises on a weekly basis. Your instructor will collect your homework periodically and randomly to ensure that you are keeping up with the course material and that you are making satisfactory progress.

**Compositions (10%):** You will submit two essays of 175-200 words each. Subjects will be chosen from a pre-determined list including specific guidelines that will be distributed in class. The composition topics will also require interaction with Spanish speakers in the form of an interview or informal conversation and/or onsite research to a local destination of interest. Further instructions for this assignment will be provided by the instructor.

**Quizzes (15%):** These quizzes are designed to establish the progress you are making towards meeting the course learning objectives listed above. It is comprised of questions and exercises that test your abilities in different areas of language competency. Dates of the quizzes will be determined by the instructor.

**Midterm Exam (20%):** The midterm exam is designed to establish the progress you are making towards meeting the course learning objectives listed above. It is comprised of questions and exercises that test your abilities in different areas of language competency.

**Final Oral Presentation (15%):** Students will work individually or in groups to develop a final presentation about a subject related to Argentine society or culture. This activity gives you an opportunity to practice your oral skills and to demonstrate the level of spoken Spanish you have achieved at the end of the term. Further instructions and resources for this assignment will be provided during class.

**Final Written Exam (20%):** The final written exam is comprehensive and will be administered on the last day of class.

## EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The following experiential learning activities are included in this course:

- Field Studies to Centro Cultural Kirchner & Museo del Bicentenario
- Field Study to Museo Nacional de Bellas Artes

## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

### I. REQUIRED TEXT(S): The required text(s) are listed below:

Sanrame, María de las Mercedes and Ma. Eugenia Destefanis. *Contraseña. Español como Lengua Extranjera. Nivel Intermedio 1*. 165pp.

## ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the “While You’re Abroad Tab” and make sure you are under the “Academics” sub-menu. There you will see a link above your schedule that says “View Online Courses” select this link to be taken to your Moodle environment.

- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.

### **Grammar & Vocabulary**

<http://www.spaleon.com/index.php>

<http://www.indiana.edu/~call/ejerci.html>

<http://www.auladiez.com/ejercicios/index.html>

<http://babelnet.sbg.ac.at/carlitos/index.htm>

<http://spanish.about.com>

<http://www.travlang.com/languages/indextext.html>

<http://www.studyspanish.com>

### **Readings**

<http://home.cc.umanitoba.ca/~fernand4>

<http://cvc.cervantes.es/aula/lecturas>

<http://www.tecuento.com>

### **Newspapers & Magazines**

<http://www.clarin.com>

<http://www.lanacion.com.ar>

<http://www.ambito.com>

<http://www.cronica.com.ar>

<http://www.infobae.com>

<http://www.laprensa.com.ar>

<http://www.ole.com.ar>

<http://www.apertura.com>

<http://www.mercado.com.ar>

### **Radio**

<http://www.continental.com.ar>

<http://ar.cienradios.com>

<http://www.rivadavia.com.ar>

**COURSE CALENDAR**  
*Intermediate Spanish II*

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<b>Course Introduction</b> Review Syllabus & Classroom Policies	Course Overview Discussion on Argentina	—
<b>Unit I. Starting Over Again</b>			
2	<b>Starting Over Again (I)</b> Present routines & present stories	<b>Exercise:</b> Famous Argentines “ <a href="#">Jóvenes eligen la Argentina</a> ” (Annex pp. 5-6) “Para conocernos más” (p. 9) “¿Qué tal tu vida?” (pp. 10-11)	<b>Readings:</b> Present (pp. 30-31) Reflexive verbs (p. 32)  <b>Exercises:</b> Textbook 1, 2, 3, 4, 6, 7 (pp. 19-22)
3	<b>Starting Over Again (II)</b> Discuss preferences & express agreement and disagreement	<b>Exercise:</b> Listening Activities “¡Feliz día, mamá!” (p. 12) “Buenos Aires” (Annex pp. 8-9) “12 cosas que aprendí siendo corresponsal en Argentina” (Annex p. 52)	<b>Reading:</b> Verb to like and similar ones (p. 33)  <b>Exercises:</b> Textbook 8, 9, 10 (pp. 22-23)
4	<b>Starting Over Again (III)</b> Describe places & objects	<b>Field Study:</b> Centro Cultural Kirchner	—
5	<b>Starting Over Again (IV)</b> Describe individuals, things, & situations	<b>Exercise:</b> “Tribus urbanas” (pp. 14-15) “Películas de ayer, hoy y siempre” (pp. 16-17) “Películas argentinas” (Annex p. 7) “5 películas que no deberías dejar de ver” (Annex p. 55)	<b>Reading:</b> Verbs to be/to lay (pp. 34-35)  <b>Exercises:</b> Textbook 11, 12, 13, 14, 15 (pp. 24-27)

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6	<b>Game Rules (I)</b> Provide recommendations	<b>Exercise:</b> “Una primera cita” (pp. 42-43) “Carteles que hablan” (p. 46) “El hombre de tu vida” (Annex pp. 30-32)	<b>Exercises:</b> Textbook 5, 6, 7, 8, 9, 10, 11 (pp. 50-52)
7	<b>Game Rules (II)</b>	<b>Exercise:</b> Talking about movies: <i>Nueve reinas</i> (Annex pp. 21-27)	—
8	<b>Game Rules (III)</b>	<b>Viewing:</b> <i>Nueve reinas</i> (Bielinsky, 2000)	<b>*Due: Composition 1</b>
<b>Unit II. Stories to Share</b>			
9	<b>Yesterday &amp; Today (I)</b> Discuss past events Place past events on a continuum	<b>Exercise:</b> “Últimas noticias” (p. 59) “Vacaciones en el norte” (p. 60) “¡Tanto tiempo!” (pp. 62-63) “Biografías” (Annex p. 33) ¿Arte o chamuyo? (Annex p. 47)	<b>Reading:</b> Simple Past tense (pp. 85-88)
10	<b>Yesterday &amp; Today (II)</b>	<b>Exercise:</b> “Vida cotidiana 1810” (Annex pp. 14-15) “San Martín tomaba helado” (Annex p. 40)	<b>Exercises:</b> Textbook 1, 2, 3, 4, 5, 6, 7 (pp. 69-72)
11	<b>Yesterday &amp; Today (III)</b> Make comments & descriptions	<b>Exercise:</b> “Todo cambia” (p. 65) “Inventos que hicieron historia” (pp. 66-67) “Juegos en la época colonial” (Annex p. 16)	<b>Reading:</b> Imperfect past (p. 88) <b>Exercises:</b> Textbook 9, 10, 11, 12 (pp. 73-75)
12	<b>Yesterday &amp; Today (IV)</b> Repetitive actions in the past	<b>Exercise:</b> “Mi regalo favorito” (p. 68) “Un viejo que leía novelas de amor” (p. 64) “Dos de cada diez argentinos guardan algún juguete de la infancia” (Annex pp. 17-19)	<b>Reading:</b> Comparisons (p. 89) <b>Exercises:</b> Textbook 13, 14, 15, 16, 17, 18, 19 (pp. 76-78)

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13	<b>In-Class Review Session</b>	Review for Midterm Exam	All course readings & materials
14	<b>MIDTERM EXAM</b>		
<b>Unit III. A Time to Remember</b>			
15	<b>A Time to Remember (I)</b>	<b>Field Study:</b> Museo del Bicentenario	—
16	<b>A Time to Remember (II)</b> Narrate stories in the past	<b>Exercise:</b> “El otro yo” Benedetti (pp. 95-96) “Misteriosa Buenos Aires” (pp. 97-98) Interview (p. 104) “El oso” (Annex p. 34)	<b>Reading:</b> Contrast between past tenses <b>Exercises:</b> Textbook 1, 2, 3, 4, 5, 6, 7, 8 (pp. 101-104)
17	<b>A Time to Remember (III)</b> Past tenses & connectors	<b>Exercise:</b> “Malentendidos” (p. 99) “El robo del siglo” (p. 100)	<b>Reading:</b> Connectors (p. 118) <b>Exercises:</b> Textbook 14, 15, 16, 17, 18 (pp. 107-108)
<b>Unit IV. Nothing is Impossible</b>			
18	<b>Nothing is Impossible (I)</b> Talk about the future	<b>Exercise:</b> “Eva y la soledad” (p. 123) “Chocolate por la noticia” (p. 124) “Cómo será el futuro” (p. 125)	<b>Reading:</b> Simple Future (p. 137) <b>Exercises:</b> Textbook 1, 2, 3, 4 (pp. 131-132)
19	<b>Nothing is Impossible (II)</b>	<b>Exercise:</b> “¿Me harías un favor?” (p. 127) “Dame una mano” (pp. 128-129)	<b>Reading:</b> Conditional (p. 138) <b>Exercises:</b> Textbook 5, 6, 7, 8, 9, 10 (pp. 133-135) <b>*Due: Composition 2</b>

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20	<b>We Wish You Well (I)</b> Emotions & wishes	<b>Exercise:</b> “Qué quieren los argentinos?” (p.141-142) “Me hincha” (p. 143) “Perdiendo el control” (Annex pp. 28-29)	<b>Readings:</b> Present Subjunctive (p. 158) <b>Exercises:</b> Textbook 1, 2, 3, 4, 5, 6, 7, 8 (pp. 150-152)
21	<b>We Wish You Well (II)</b> Emotions & wishes	<b>Field Study:</b> Museo Nacional de Bellas Artes	—
22	<b>We Wish You Well (III)</b> Advice & recommendations	<b>Exercise:</b> “Turismo aventura” (p. 145) Writing an email to a friend	<b>Reading:</b> Present Subjunctive (p.158) <b>Exercises:</b> Textbook 9, 10, 11 (pp. 153-154)
23	<b>We Wish You Well (IV)</b> Valuation	<b>Exercise:</b> “Como perros y gatos” (p. 146-147) Writing a complaint letter Subjunctive Review	<b>Reading:</b> Present Subjunctive (p.158) <b>Exercises:</b> Textbook 12, 13, 14, 15, 16, 17 (pp. 154-156)
24	<b>In-Class Review Session</b>	Review for Final Exam	All course readings & materials
25	<b>FINAL ORAL PRESENTATION &amp; FINAL WRITTEN EXAM</b>		

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## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)