

## Intermediate Spanish I

**UNH Course Code:** SPN201

**Subject Area:** Spanish Language & Culture

**Level:** 200

**Prerequisites:** Beginning Spanish II or the equivalent of two semesters of college Spanish

**Language of Instruction:** Spanish

**Contact Hours:** 45

**Recommended Credits:** 3

### **Description:**

This intermediate course works to improve the four basic skills: reading, speaking, writing and understanding through direct exposure to Spanish language and culture. After reviewing basic grammar and vocabulary, you will be exposed to new and more complex grammar and communicative structures so that you will have more opportunities for interacting accurately and expressively with the host community.

The course combines several integrated approaches intended to develop your skills. Most in-class time, driven by the structure of the textbook and accompanying materials provided by your professor, 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 varied materials such as newspaper articles, advertising material 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.

By the end of the course, you are expected not simply to be able to demonstrate mastery of the basic grammar and lexical structures, but the growing ability to conduct relatively demanding conversations to express personal ideas and opinions, hypothesis, commands and future projects, and to be able to write short texts that clearly and simply relate personal experiences, impressions and opinions.

Several class sessions will involve simple group discussions and debates on current topics, thus increasing the possibilities for developing the skills of self-expression. Particular attention will be devoted to expressing individuals' and other people's ideas and to synthesizing information and opinions.

Class size never exceeds 15 students so that you have sufficient opportunities to practice your spoken Spanish and receive personal attention from your instructor.

### **Learning Objectives:**

- to consolidate and build on your grasp of the main grammar and lexical structures of the language
- to expand your basic vocabulary to a wider variety of registers
- to develop your use of idiomatic expressions

- to improve listening comprehension through the exclusive use of Spanish in class and through a variety of communicative activities inside and outside the classroom
- to enhance oral proficiency by engaging in communicative situations with a certain level of complexity in order to be able to express ideas, opinions, commands, advice, hypothesis, and future plans
- to progress in reading comprehension through periodical reading assignments and related activities
- to improve writing proficiency through a variety of written assignments, such as narrating a plot, relating personal experiences, describing the surroundings, expressing own or someone else's opinion, or writing about events in the past
- to increase awareness of cultural, social and historical issues in the host country

**Instructional Format:** Class time is devoted predominantly to speaking and practicing Spanish. Classroom activities are devoted to speaking Spanish, and reading and discussing real-life Spanish material such as song lyrics and advertising slogans. As particular emphasis is placed on your foreign surroundings, you will learn about the language through assignments and on-site activities, such as visiting the market or asking for directions in the streets. You are expected to commit at least 4 – 6 hours a week to self-study and homework for the duration of the semester.

**Forms of Assessment:** Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below. Your work and behavior in this course must fully conform to the regulations of the [CEA Academic Integrity Policy](#) to which you are subject.

Active Participation	10%
Homework	5%
Field Studies	10%
Compositions	15%
Quizzes	10%
Mid-Term Exam	20%
Final Oral Activity	10%
Final Exam	20%

Active Participation (10%): When determining your class participation grades, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	<b>A+</b> 9.70-10.00
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	<b>A-/A</b> 9.00-9.69
You make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings.	<b>B/B+</b> 8.40-8.99
You make voluntarily but infrequent comments that generally reiterate the basic points of the required readings.	<b>C+/B-</b> 7.70-8.39
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</b> 7.40-7.69
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	<b>D+/C-</b> 6.70-7.39
You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class.	<b>D-/D</b> 6.00-6.69
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	<b>F</b> Below 6.00

The instructor will also be evaluating you in a number of behavioural areas across the course:

**Preparation:**

- Bring regularly to class the required materials (textbook, workbook, pen, paper, etc.)
- Complete homework and other assigned materials before class
- Be ready to start when class begins

**Language:**

- Make a consistent effort to speak Spanish during class, regardless of accuracy

**Group Work:**

- Participate collaboratively in groups and in pairs

**Attitude:**

- Demonstrate a positive and supportive attitude to instructor and classmates

**Focus:**

- Give full attention to class activities (cell-phones, blackberries, and laptops are not permitted in this class)

Homework Assignments (5%): Assignments and textbook exercises (set out in the Assignment column of the course content) will be corrected at the beginning of each class. You are responsible for all assigned work and you should be aware that absence from the preceding class is not an excuse for non-preparation. All assignments are subject to change based on class progress, and you will be normally told in the preceding class of such changes. In case of absence, it is your responsibility and yours alone to find out what was the assigned homework and the material covered. 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. If you wish to have your homework further explained by the instructor, please bring it to her attention at the end of the class period.

Field Studies (10%): You will participate in two activities outside class where you will interact with Spanish speakers. The learning objective in these activities is to get you to interact with your surroundings and test

your language skills first-hand in a real situation. You will have to write a report on the experience based on the guidelines provided by the instructor and may be asked to present it in front of your peers. (Students will be informed beforehand of the specific day, time and outcome-related activity).

Compositions (15%): During the course of the semester students will have to submit three essays (175-200 words in length). Students will be given a hand-out on which there will be a list of subjects to choose from and the guidelines to each individual assignment. The composition topics will also require interaction with Spanish speakers in the form of an interview or informal conversation and/or an onsite research to a local destination of interest. Your work will be evaluated on the basis of accuracy of expression, integration of new vocabulary and creative content. As you write, draw on the structures and vocabulary of recent lessons. Avoid drafting a composition in English and then translating it into Spanish. Instead, recombine creatively the Spanish models you have mastered so far.

**\*\*NOTE**: Plagiarism is unacceptable: never copy your composition from another source. Always cite every source used in your papers, including sources obtained via the Internet. You are not allowed to ask anyone for help writing or even proofreading the compositions. The use of Internet translation services is considered plagiarism. Students who are guilty of plagiarism will be assigned a 0 for the assignment and their home institution will be notified. No late compositions will be accepted.

Quizzes (10%): Unannounced quizzes will be given at the beginning of class at any point during the semester. The quizzes may be for listening comprehension, reading comprehension, grammar, vocabulary, or culture. The idea is to continuously evaluate your performance in class and to keep you focused on the topics covered in class. There will be no make-up quizzes.

Mid-Term Exam (20%): The test 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. There will be no make-up tests.

Final Oral Activity (10%): Students will work individually to develop a final presentation about a subject related to Spanish 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. The teacher will give you a handout with a list of possible topics, the rules of the presentation and the dates.

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

### **CEA Attendance Policy:**

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each course, a maximum of two days of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for missing three days of class, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed three days of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 1 course in accordance with this policy. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

**Monitoring Progress:** Your progress will be constantly monitored during the semester, and feedback will be offered throughout. Furthermore, your instructor is available to meet you after class by appointment when necessary.

### **Required Readings:**

The readings and activities indicated in the Assignment column of the Course Content are drawn from the following textbook. You must have constant access to this text for reading, highlighting and marginal note-taking. It is required that you have a personal copy of the text book. This mandatory text book has been ordered for you and is available at CEA reception desk.

CORPAS, Jaime et al. *AULA 3. Curso de español*. Barcelona: Difusión, 2005 (Textbook)

Depending on the progress and interests of the class, your teacher will occasionally hand out copied extracts from the texts cited in the Recommended Readings list below.

In addition, you are highly recommended to purchase a Spanish/English-English/Spanish dictionary, and to bring it with you to all lessons. Consult your instructor for recommendations.

### **Recommended readings:**

All of the following books are available in the Language Section of the library of the school.

- ALONSO, Rosario et al. *Gramática básica del estudiante de español (A1-B1)*, Madrid: Difusión, 2005.
- CASTRO, Francisca. *Uso de la gramática española: Elemental e Intermedio*. Madrid: Edelsa, 1996
- MIQUEL, Lourdes et al. *Rápido, Rápido*. Barcelona: Difusión, 1995

Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

### **Self-Study:**

While we emphasize collaborative and communicative methodology in the classroom, we also highly encourage you to pursue several self-study hours each week, exploiting the range of Spanish books, articles and DVD films available in CEA library.

### **Online Reference & Research Tools:**

Grammar and vocabulary:

- <http://www.spaleon.com/index.php> (Spanish Verb Conjugation Trainer)
- <http://www.indiana.edu/~call/ejerci.html>
- <http://www.colby.edu/~bknelson/exercises/index.html>
- <http://www.trinity.edu/mstroud/grammar/index.html>
- <http://www.auladiez.com/ejercicios/index.html>
- <http://babelnet.sbg.ac.at/carlitos/index.htm>
- <http://spanish.about.com/>
- <http://www.el-castellano.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/>

Online Dictionaries:

- <http://www.wordreference.com>

- [http://www.educared.net/aprende/f\\_diccionariora.html](http://www.educared.net/aprende/f_diccionariora.html)
- <http://www.fuentetajaliteraria.com/recursos/diccionarios.html>
- <http://www.elmundo.es/diccionarios/>
- <http://www3.unileon.es/dp/dfh/jmr/dicci/0000.html>

#### Media:

##### 1. Newspapers & Magazines

- <http://www.lavanguardia.es>
- <http://www.elpais.es>
- <http://www.elmundo.es>
- <http://www.elperiodico.es>
- <http://www.expansion.com>
- <http://www.20minutos.es/>
- <http://www.quediarario.com/barcelona/index.html>
- <http://barcelona.metrodirecto.com/>
- <http://www.diarioadn.com/>
- <http://www.lasrevistas.com>

##### 2. Radio

- <http://www.rne.es>
- <http://www.m80radio.com>
- <http://www.intereconomia.com/>

##### 3. Television

- <http://www.rtve.es/>
- <http://www.cuatro.com/>
- <http://www.antena3.com/>
- <http://www.telecinco.es/>

#### Miscellaneous

- <http://www.guiadelocio.com/barcelona/>
- <http://barcelona.lanetro.com/>
- <http://www.clubcultura.com/>
- <http://www.uebersetzung.at/twister/es.html> (Tongue twisters)
- <http://cvc.cervantes.es/aula/pasatiempos/pasatiempos1/> (Crosswords)

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## Course Content

Session	Topic	Activity	Student Assignment
1	<p><b>¡Bienvenidos a la clase de español!</b></p> <ul style="list-style-type: none"> <li>- Presentación del curso.</li> <li>- Exposición de los objetivos de los estudiantes con el estudio de este curso.</li> <li>- Conocimientos de los estudiantes sobre la cultura española.</li> </ul>	<p>¡Vamos a conocernos!</p> <ul style="list-style-type: none"> <li>- <b>Composición:</b> ¿Por qué <i>Study Abroad</i> en Barcelona?</li> <li>- Iguales o diferentes. Clases en España vs. clases en Estados Unidos.</li> <li>- Batalla naval (Presente de indicativo.)</li> <li>- Te doy una canción: Esa soy yo. (Repaso de presentes)</li> </ul>	<ul style="list-style-type: none"> <li>• Revisión</li> <li>• Revisión de los presentes regulares e irregulares.</li> </ul>
2	<p><b>¿Me dejas...?</b></p> <p>Las peticiones y sus diferentes niveles de formalidad.</p> <p>Pedir un favor, justificarse, agradecer.</p> <p><b>¿Puedo pasar?</b></p> <p>Consolidación de las estructuras de permiso, petición, justificación. Repaso</p>	<ul style="list-style-type: none"> <li>- ¿Me prestas 5€?</li> <li>- ¿Me pasas el periódico?</li> <li>- No hay de qué.</li> <li>- Peticiones</li> <li>- Es que</li> <li>- En un vagón de tren</li> <li>- ¿Cómo lo dices?</li> </ul>	<ul style="list-style-type: none"> <li>• Más ... pág. 102-103</li> <li>• Revisión de pronombres posesivos.</li> </ul>

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3	<p style="text-align: center;"><b>¿Qué tal conoces a los españoles?</b></p> <p>Profundizar en las convenciones sociales y culturales de España.</p> <ul style="list-style-type: none"> <li>- La impersonalidad (uso de “se”).</li> <li>- La habitualidad: Es+normal/raro... +infinitivo, soler+ infinitivo.</li> <li>- Cuantificadores/ Indefinidos</li> </ul> <p style="text-align: center;"><b>Volver a empezar</b></p> <ul style="list-style-type: none"> <li>- Las perífrasis verbales</li> <li>- Pret. perfecto</li> <li>- Hablar de experiencias ( Pasado reciente)</li> <li>- Ya / Todavía no + Pretérito perfecto</li> </ul>	<ul style="list-style-type: none"> <li>- Extraer conclusiones sobre las similitudes o diferencias entre las convenciones sociales y las costumbres españolas y las de otros países.</li> <li>- Texto Aula: “Cómo relacionarse en España y no morir en el intento”</li> <li>- <b>Presentación del Self guided :</b> <i>Rompiendo tópicos</i></li> <li>- Práctica semilibre de las perífrasis verbales. “Mis compañeros y yo”</li> <li>- Lectura del texto: “Época de cambios”</li> </ul>	<ul style="list-style-type: none"> <li>• Más... pág. 92-93</li> <li>• Lectura: En España es normal</li> <li>• Práctica perífrasis verbales con ejercicios extra. Más... pág.90</li> </ul>
4	<p><b>Volver a empezar</b></p> <ul style="list-style-type: none"> <li>- Marcadores temporales: (hace, desde hace, desde, desde que) <ul style="list-style-type: none"> <li>· Duración de una acción</li> <li>· Inicio de una acción</li> <li>· Localización de una acción en el tiempo</li> <li>· Hablar de hábitos en el presente y en el pasado</li> </ul> </li> </ul> <p><b>¿Alguna vez...?</b></p> <p>Consolidación del pretérito perfecto. Hablar de experiencias.</p>	<ul style="list-style-type: none"> <li>- Corrección deberes/ tarea.</li> <li>- Práctica oral realizada en clase. “El juego de las mochilas”</li> <li>- Reconstrucción de un robo.</li> <li>- La entrevista de trabajo.</li> <li>- Elección del candidato ideal</li> </ul>	<p><b>Entrega del self guided:</b></p> <p><b>Primera Redacción/Ensayo</b> “¿Qué has hecho desde que has llegado a Barcelona? ¿Qué te queda por hacer?” <b>Deadline TBA.</b></p> <p>Elaborar la biografía de un posible candidato a un puesto de trabajo. Pág.15</p>



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5	<p><b>Antes y ahora</b></p> <p>- El pretérito imperfecto antes vs. ahora. Morfología y usos</p> <p>Hábitos en pasado.</p> <p>La descripción de personas, lugares y circunstancias</p>	<p>- Grandes inventos de la historia. Pág.30</p> <p>- España en la época de Franco. Pág.26</p> <p>- Cuando tenía 10 años</p> <p>- A los 18 años</p> <p>- Viaje al pasado</p> <p><i>Quiz 1</i></p>	<ul style="list-style-type: none"> <li>• Más ... pág.94-95</li> <li>• Historia de España</li> <li>• Antes y ahora.</li> </ul>
6	<p style="text-align: center;">Estudio de campo 1 <b>Conoce la ciudad I: El raval</b></p> <p><b>Momentos especiales</b></p> <p>Pretérito indefinido regular e irregular. (forma)</p>	<p>Gymkhana. En parejas descubriréis los secretos y rincones mejor guardados de uno de los barrios más emblemáticos de Barcelona.</p> <p>- Crucigrama de indefinido. -La gran mentira.</p>	<ul style="list-style-type: none"> <li>• Postactividad Estudio de campo II. (Impresiones y reflexión sobre la visita al Raval)</li> <li>• Sistematización del pretérito indefinido</li> </ul>
7	<p><b>Momentos especiales</b></p> <p>Secuenciar acciones Relatar en pasado. Marcadores temporales.</p> <p>Contraste de pasados. (indefinido vs imperfecto)</p>	<p>- Un día en la historia.</p> <p>- El misterio de Sara. - El pastel de cumpleaños</p> <p>- El amor de tu vida</p> <p>- ¡A jugar!: Trivial de pasados</p>	<p>Más... pág.100</p> <p>Leer y completar la sección Leyendas Urbanas. Pág.54</p> <p><b>Entrega del Estudio de campo 1</b></p> <p>Más.... Pág.101</p>
8	<p>Repaso de los contenidos de sesiones anteriores.</p>	<p><b>EXAMEN 1</b></p>	

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9	<p><b>Momentos especiales</b> Contraste indefinido vs imperfecto</p> <p>Contar las circunstancias que rodearon una acción.</p> <p><b>Lo pasado , pasado está.</b> Consolidación de pasados</p>	<ul style="list-style-type: none"> <li>- Momentos</li> <li>- Te doy una canción: Amaral (práctica de pasados).</li> <li>- Actividades de contraste de pasados</li>   <li>- Titulares de periódico.</li> <li>- Inventa la noticia.</li> <li>- Contando historias.</li> </ul>	<p><b>Segunda Redacción/Ensayo</b> Explica un momento especial de tu vida. <b>Deadline TBA</b></p> <p>-Revisión de los pasados.</p>
10	<p><b>¿Qué será será...?</b></p> <p>Introducción al futuro. Hacer hipótesis: <i>probablemente, depende...</i></p> <p>Hablar del futuro Expresar una condición: <i>Si + presente + futuro.</i></p>	<ul style="list-style-type: none"> <li>- Un futuro difícil.</li> <li>- El futuro está en tus manos.</li> <li>- Hipótesis con anuncios publicitarios.</li> <li>- La galleta de la suerte</li> <li>- Cómo imaginas que será tu compañero...</li> </ul>	<ul style="list-style-type: none"> <li>• Más ... 104-105</li> <li>• Palabras derivadas</li> <li>• El futuro de Carlos</li> </ul>
11	<p style="text-align: center;">Estudio de campo II. <b>Conoce la ciudad II: Gràcia</b></p> <p><b>Busque y compare</b> El imperativo afirmativo y negativo. Uso y formas</p>	<p>En parejas descubriréis los secretos y rincones mejor guardados de uno de los barrios más emblemáticos de Barcelona.</p> <ul style="list-style-type: none"> <li>- La publicidad</li> <li>- Eslóganes</li> <li>- El club de los nacidos cansados</li> </ul>	<ul style="list-style-type: none"> <li>• Postactividad Estudio de campo II. (Impresiones y reflexión sobre la visita a Gràcia)</li> <li>• Instrucciones para el funcionamiento de un electrodoméstico, etc. Pág. 38 (B)</li> <li>• Más... pág.96</li> </ul> <p><b>Tercera Redacción/Ensayo</b> Imagina cómo será tu vida dentro de 20 años. <b>Deadline TBA</b></p>

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12	<p><b>Busque y compare</b> Dar instrucciones, órdenes y consejos.</p> <p>Los pronombres de OD. Está prohibido (recuperación de contenidos de la unidad 2)</p> <p>Consolidación del Imperativo. El imperativo para persuadir.</p>	<ul style="list-style-type: none"> <li>- Consejos a un amigo</li> <li>- Robots muy obedientes</li> <li>- Ordénalo por favor</li> <li>- Receta de cocina</li>   <li>- Una pausa para la publicidad</li>   <li>- la publicidad española vs la estadounidense.</li>   <li>-<i>Quiz 2</i></li> </ul>	<ul style="list-style-type: none"> <li>• Las normas en el museo, en el trabajo, etc.</li>   <li>• Más... pág.97</li>   <li>• Ejercicios de refuerzo pronombres OI / OD e imperativos.</li> </ul>
13	<p><b>Busque y compare</b> Diseño de una campaña publicitaria</p> <p><b>Va y le dice...</b> Recursos para narrar: de repente, entonces, al final, etc. Vocabulario de cine</p> <p>Los pronombres de OD y OI</p>	<ul style="list-style-type: none"> <li>- Una campaña publicitaria</li>   <li>- ¿Qué ponen hoy?</li> <li>- ¿Qué haces cuando...?</li> <li>- La herencia de tu tía lejana</li> </ul>	<ul style="list-style-type: none"> <li>• El anuncio favorito de los españoles (encuesta)</li>   <li>• Más... pág.106-107</li> </ul>
14	<p><b>Espero que te guste.</b></p> <p>Expresar intereses y sentimientos</p> <p>Introducción del presente de subjuntivo.</p>	<p><b>Presentaciones orales:</b> <i>La caja de los recuerdos</i></p> <p>El diario de Vero: Carta de una adolescente española</p> <p>Odio mentir a mis amigos Relaciones de pareja: Cuestionario a un compañero.</p>	<ul style="list-style-type: none"> <li>• Ejercicios proporcionados por el profesor.</li> </ul>
15		<p><b>Revisión para el examen final</b> Despedida</p>	Revisión examen final
16	Repaso de los contenidos de sesiones anteriores.	<b>Examen final</b>	

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