

## Intermediate Spanish II

**UNH Course Code:** SPN202

**Subject Area:** Spanish Language & Culture

**Level:** 200

**Prerequisite:** Intermediate Spanish I or the equivalent of 3 semesters of college Spanish

**Language of Instruction:** Spanish

**Contact Hours:** 45

**Recommended Credits:** 3

### **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 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 to talk about cultural elements of Spanish 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 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.

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 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 to express agreement and/or disagreement with a well elaborated argument.

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 expand your vocabulary to a wider variety of registers
- to increase understanding of previously-studied grammatical structures and to properly use different verb tenses (present, past, *imperfecto*, imperative, conditional, and subjunctive)
- to enhance listening comprehension through the exclusive use of Spanish in class and through a variety of communicative activities inside and outside the classroom

- to improve writing proficiency through a variety of written assignments, creating informal works as well as more formal output (through the writing and revising process)
- to enhance oral proficiency by engaging in communicative situations with a certain level of complexity in order to be able to express feelings, reactions, dreams, hopes, and ambitions
- to improve reading comprehension by scanning longer texts in order to locate desired information, and gather information from different parts of a text to fulfil a specific task
- to gain an insight into Spanish customs and style of life
- to learn about current cultural aspects of Spanish society such as the political system or the diversity of Spanish society

**Instructional Format:**

Classroom activities are devoted to speaking Spanish, and reading and discussing real-life Spanish material such as song lyrics and short literary texts. As particular emphasis is placed on your foreign surroundings, you will learn about the language through assignments and on-site activities, such as field studies at a local market and local university or researching your own neighbourhood. 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	20%
Mid-Term Exam	25%
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 behavioral 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. At the end of the semester you will have to submit a portfolio with all homework assignments. 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. No late homework will be accepted.

Field Studies (10%): You will participate in two activities outside class where you will interact with Spanish speakers. The goal of 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 (20%): During the course of the semester students will have to submit four essays (250-275 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 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.

Mid-Term Exam (25%): 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. Three tests will be administered throughout the semester. There will be no make-up tests.

Final Oral Activity (10%): Students will work in groups or 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.

**Required readings:**

The readings and/or 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 the reception desk.

CORPAS, Jaime et. al. AULA 3 Internacional. 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\\_diccionariae.htm](http://www.educared.net/aprende/f_diccionariae.htm)
- <http://www.fuentetajaliteraria.com/recursos/diccionarios.htm>
- <http://www.elmundo.es/diccionarios/>

- <http://www3.unileon.es/dp/dfh/jmr/dicci/0000.htm>

#### Media:

##### 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.quediario.com/barcelona/index.html>
- <http://barcelona.metrodirecto.com/>
- <http://www.diarioadn.com/>
- <http://www.lasrevistas.com>

##### Radio

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

##### 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.htm> (Tongue twisters)
- <http://cvc.cervantes.es/aula/pasatiempos/pasatiempos1/> (Crosswords)

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### Course Content

Session	Topic	Activity	Student Assignments
1	<p>-Presentación del curso y de los estudiantes.</p> <p>-Exposición de los objetivos de los estudiantes con el estudio de este curso.</p> <p>-Estrategias de aprendizaje.</p> <p style="text-align: center;"><b>Unidad 2</b> <b>Convenciones sociales</b></p> <p>-Profundizar en las convenciones sociales y culturales de España. -La impersonalidad (uso de “se”)</p>	<p>-Un poco de conversación (lluvia de ideas).</p> <p>-Extraer conclusiones sobre las convenciones sociales y las costumbres españolas (y sus diferencias con otros países).</p> <p>-Texto Aula: “Cómo relacionarse en España y no morir en el intento”</p>	<p>-<i>Aula Internacional</i>.</p> <p>Lectura: -“En España es normal”. -Lee el siguiente texto y analiza que aspectos reflejan la realidad de la sociedad española. Compáralo con tu país.</p>
2	<p style="text-align: center;"><b>Unidad 1</b> <b>Experiencias</b></p> <p>-La habitualidad (Práctica de verbos y expresiones verbales: Es+normal/raro.... +infinitivo, soler+ infinitivo).</p> <p>-Pretérito Perfecto 1 -Experiencias (alguna vez...) -Ya / Todavía no. -Pretérito Perfecto 2 -Otros usos: -Marcadores temporales: hoy, esta mañana....</p>	<p>-“La agenda de Andrés”</p> <p>- La reconstrucción de un robo.</p> <p>- El juego de las mochilas.</p>	<p>-<i>Aula Internacional</i></p> <p>Lectura: “Lo que más me gusta de mi trabajo”. -Reflexiona sobre la impersonalidad y obligatoriedad.</p> <p>-Escribe 10 actividades que ya o todavía no has hecho en Barcelona.</p>
3	<p style="text-align: center;"><b>Unidad 6 y 4</b> <b>Toda una vida</b></p> <p>-Pretérito Indefinido -Experiencias únicas -Fechas y datos biográficos -Otros usos: -Marcadores temporales: ayer, el verano pasado...</p>	<p>-La historia de una vida por países (juego)</p> <p>-Las biografías: el personaje misterioso</p>	<p><b>Pimer ensayo</b> “Cambios en la vida de una persona” (175 words).</p> <p>-Biografía de personajes relevantes de la historia.</p>

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4	<ul style="list-style-type: none"> <li>-Contraste entre P.Perfecto y P.Indefinido.</li> <li>-Contraste entre marcadores.</li> <li>-Pretérito Imperfecto 1.</li> <li style="padding-left: 20px;">Usos:</li> <li>-Hábitos en el pasado.</li> <li>-Verbo “Soler”</li> </ul>	<ul style="list-style-type: none"> <li>-La entrevista de trabajo (Audición).</li> <li>-Elaboración de un cuestionario y entrevista múltiple a posibles candidatos.</li> <li>- Lecturas:“La España de Franco”</li> </ul>	<p><b>Primer Field Study</b> “La entrevista personal”.</p> <ul style="list-style-type: none"> <li>-C.Vitae de un candidato ideal.</li> </ul>
5	<ul style="list-style-type: none"> <li>-Pretérito Imperfecto 2.</li> <li style="padding-left: 20px;">-Antes y ahora</li> <li style="padding-left: 20px;">-La descripción</li> <li>-Acciones simultaneas</li> </ul>	<ul style="list-style-type: none"> <li>“Barcelona antes y ahora” (comparación de fotos).</li> <li>-“Épocas históricas” (París años 20, Ibiza años 70, Grecia y Roma, el Oeste americano....)</li> <li>-“Grandes inventos de la historia”.</li> </ul>	<ul style="list-style-type: none"> <li>- “Encuentra las 7 diferencias”.</li> <li>- Explicar como era la vida antes de la existencia de algunos inventos importantes en la historia.</li> </ul>
6	<ul style="list-style-type: none"> <li>-Contraste Pretérito Indefinido y Pretérito Imperfecto.</li> <li>-Contraste acción y circunstancias.</li> <li>-Causa y consecuencia.</li> </ul>	<ul style="list-style-type: none"> <li>-“Un día en la historia”. (Audición)</li> <li>-“Cuentos infantiles”.</li> <li style="padding-left: 20px;">Aprender a contar una historia usando todos los recursos del pasado.</li> <li>-Canción Amaral: “Son mis amigos”</li> </ul>	<p><b>Segundo ensayo</b> “ Cuando era pequeño-a” (200 words).</p> <p>(Amistades, ropa favorita, lugares de vacaciones, escuela, aficiones...)</p> <p>-“La mujer misteriosa” Reconstrucción de un viaje en avión.</p>
7	<p style="text-align: center;"><b>Unidad 6</b></p> <ul style="list-style-type: none"> <li>-Pretérito pluscuamperfecto.</li> <li style="padding-left: 20px;">Morfología y usos.</li> <li>-Acción anterior o posterior.</li> <li>-Contraste de todos los pasados (P.Perfecto , Indefinido, Imperfecto, Pluscuamperfecto)</li> </ul>	<ul style="list-style-type: none"> <li>-“Trotamundos” pág. 51</li> <li>- “El amor es ciego”. Juego (práctica de los tres tiempos del pasado en un mismo contexto).</li> <li>-Preparación preguntas segundo Field Trip.</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Aula Internacional</i></li> <li>-Actividad pág.127</li> <li>(Acciones anteriores y posteriores en referencia a una acción pasada).</li> </ul>



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Session	Topic	Activity	Student Assignments
8	<b>Estudio de campo 1</b>  -Salida cultural incluyendo una encuesta en el mercat de Santa Caterina.	<u>Objetivos:</u> -Interactuar con los usuarios del mercado. -Conocer la historia del barrio y los cambios sufridos a través del paso del tiempo. -Comprender la importancia de la evolución así como su interacción en la propia ciudad. -Entender mejor la forma de vida de los españoles a través de su cotidianidad.	-Realizar una compilación de datos a modo de ensayo sobre la encuesta realizada en el mercado, exponiendo todas las preguntas de la misma.
9	<b>Mid-term exam</b>	Repaso y Mid-term exam	-Lectura: “¿Qué nos preocupa a los españoles?”
10	<b>-Unidad 5</b>  -Los deseos con Subjuntivo o con infinitivo (Exigir/ requerir/ pedir/ necesitar/ desear...) -Uso de Subjuntivo en frases relativas con antecedente desconocido. -Uso del Indicativo en frases relativas con antecedente conocido.	-Audición: “Manifestaciones” -Juego oral: “Los tres deseos”. Decidir cuando se podrán cumplir esos deseos. -Canción Juanes: “A Dios le pido”	-“La naturaleza se queja”  -“Misma especie, mundos diferentes”. Que quieren los hombres y que quieren las mujeres
11	<b>Unidad 5</b>  -Presente de subjuntivo: Valorar situaciones y hechos. (No) me parece bien/mal+que+ p.subjuntivo).  -El infinitivo: Valorar situaciones y hechos. (No) me parece bien/mal+infinitivo.	-En grupos, inventar un objeto con una finalidad concreta. Describir como tiene que ser ese objeto y su uso. Texto: -“La gente sigue tratando mal a los animales”. Se proponen soluciones para la defensa de los animales. -Ejercicio oral: Opiniones sobre diferentes temas de actualidad.	-Formar un partido político y presentar las propuestas para las próximas elecciones.  <b>Tercer ensayo:</b> Los problemas de la sociedad actual.

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12	<p style="text-align: center;"><b>Unidad 7</b></p> <p>-Expresar emociones y sentimientos (Presente Subjuntivo/Infinitivo)</p> <p>-Verbos pronominales (Me encanta, me da pena, me da vergüenza..)</p> <p>-Verbos no pronominales (Odiar, soportar...)</p> <p>-“Trapos sucios” Audición</p>	<p>-Inventar un diálogo de parejas con vuestras quejas, sentimientos...</p> <p>-Test sobre la amistad y las relaciones sentimentales.</p> <p>-Canción Juanes: “Me enamora”</p>	<p>-“La historia de Pili, Mili y Loli” (Pág. 131)</p> <p>-Que es lo que te gusta o no te gusta sobre tu barrio, vecinos, trabajo o escuela, política...</p>
13	<p>-Futuro imperfecto y Perfecto. Uso de las hipótesis de pasado, presente y futuro.</p>	<p>-“¿Dónde estará?”</p> <p>-“¿Qué habrá pasado?”</p>	<p><b>Cuarto ensayo:</b> “¿Cómo será Barcelona dentro de 20 años?” (250 palabras)</p>
14	<p style="text-align: center;"><b>Unidad 11</b></p> <p>-Pretérito imperfecto de subjuntivo</p> <p>-Evocar situaciones imaginarias: “Si fuera...”</p> <p style="text-align: center;"><b>Presentación oral</b></p>	<p>-Audición: “El hombre invisible”.</p> <p>-Completa un test muy personal: “¿Eres una persona tímida?”</p> <p>-Práctica oral (juego). Adivinar el objeto o concepto según la descripción: “Si fuera ese objeto sería grande, tendría...”</p> <p>-Canción: El sueño de Morfeo: “Y si fueras...”</p>	<p>-“¿Qué harías si fueras invisible?”</p> <p>-“¿Cómo serías, si fueras un animal, flor, libro, país...?”</p>
15	<p>-Expresar desconocimiento</p> <p>-Dar consejos: “Si yo fuera tú...” “Si estuviera en tu lugar...”</p> <p>-El condicional simple</p> <p style="text-align: center;"><b>Presentación oral</b></p>	<p>-Audición: “Un padre desesperado”</p> <p>Escucha los siguientes consejos que le dan a este padre con problemas con su hija y propón tus propios consejos.</p> <p>- “Una pesada carga” (juego). Los problemas en la espalda.</p>	<p>-Escribe tus sugerencias o consejos ante los siguientes problemas expuestos en esta sección de periódico.</p>
16	<b>¡Hasta pronto!</b>	<b>Examen final</b>	

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