

University of Montana ScholarWorks at University of Montana

Syllabi

Course Syllabi

Fall 9-1-2018

SPNS 201.00: Intermediate Spanish I

Maria Jose Bustos Fernandez

University of Montana - Missoula, maria.bustos@mso.umt.edu

Pablo E. Requena

University of Montana, Missoula

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Bustos Fernandez, Maria Jose and Requena, Pablo E., "SPNS 201.00: Intermediate Spanish I" (2018). *Syllabi*. 8885.
<https://scholarworks.umt.edu/syllabi/8885>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Spanish 201: Intermediate Spanish I Fall 2018

Dr. Maria José Bustos-Fernández - LA 437
E-mail: maria.bustos@mso.umt.edu
Class: MTWH 10:00-10:50am – LA335
Office hours: see Instructor

Dr. Pablo E. Requena – LA 429
E-mail : pablo.requena@mso.umt.edu
Class: MTWH 12:00-12:50pm – LA335
Office hours: see Instructor

Course Description

Spanish 201 is the first one of two courses at the intermediate level designed to strengthen the abilities you acquired in the courses at the novice level (Spanish 101 and 102 or equivalent). Through traditional and non-traditional learning experiences, this course will help you develop all areas of language proficiency: COMMUNICATION (comprehension of oral and written texts, interpersonal conversation, and presentational skills), knowledge of CULTURE of Spanish-speaking peoples, help you CONNECT Spanish with other disciplines, establish COMPARISONS between languages and cultures, and participate in a multilingual and multicultural COMMUNITY.

Learning Outcomes¹

COMMUNICATION

- I can **understand** the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or written.
 - I can identify the topic and related information from simple sentences in short informational texts, fictional texts, and short conversations.
- I can participate in spontaneous spoken or written **conversations** on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
 - I can request and provide information on familiar topics, interact with others to meet my basic needs in familiar situations, and express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics by creating simple sentences and asking appropriate follow-up questions.
- I can communicate information, make **presentations**, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.
 - I can present personal information about my life, activities and events, express my preferences on familiar and everyday topics of interest and explain why I feel that way, and present on familiar and everyday topics using simple sentences.

CULTURES & COMPARISONS

¹ Proficiency benchmarks and Performance indicators for Intermediate Low.

- I will deepen understanding, and appreciation for the various peoples and cultures that speak the Spanish language.
- In my own and in the other culture/language I can make comparisons between products and practices related to everyday life and personal interests or studies to help me understand perspectives.

CONNECTIONS

- I will be able to reflect and discuss aspects of anthropology, diversity, culinary arts, demographics, geography, and gender equality.

COMMUNITY

- I will be able to become part of a community of learners with classmates and other UM students of Spanish through active in class participation and/or through participation in the Spanish club.
- I will be able to participate in activities to extend the community of bilingual speakers to members of the Missoula community through projects.

Materials

1. Bretz, M.L.; Dvorak, T.; Kirschner, C.; Bransdorfer, R.; and Kihyet, C. (2014). *Avance!* 3rd Edition. McGraw Hill. [Chapters 1-6 will be used]
2. Customized Workbook for SPNS201 [Includes only Ch. 1-6] available at the Bookstore.
3. Materials on website that accompanies book (free):
http://higherred.mheducation.com/sites/0073385395/student_view0/index.html
4. Access to Moodle site for this class will include other materials as well as grades.

Course Requirements

PRIOR KNOWLEDGE: Students should already be familiar with the grammar topics taught in SPNS 101 and SPNS 102 before enrolling in this course. (A copy of the textbook used in these courses will be available on Reserve, for students). The class will be conducted 100% in Spanish. Students are expected to address the teacher and one another other in Spanish so as to create an ideal atmosphere for total immersion.

Some useful phrases in Spanish to ask in class:

- *¿Qué significa esta palabra?* What is the meaning of this word?
- *¿Cómo se escribe “filosofía”?* How do you spell “filosofía”?
- *¿Puede repetir, por favor?* Can you please, repeat?
- *No comprendo la pregunta.* I cannot understand the question.
- *¿Cómo se dice “landscape” en español?* How do you say “landscape” in Spanish?

TIME COMMITMENT: The average student will study 8 hours weekly to pass this class satisfactorily (approximately 2 hours of homework and study per class period). Students are expected to learn the material on their own before class. Class time will be used to practice language skills. This course will do a **grammar review** that will allow them to be better writers and gain a deeper understanding of Spanish grammar concepts. As most grammatical points were studied in Span 101 and 102, I will ask you to review the targeted theme at home **alone**, and we will work in class with exercises, and will answer questions.

Grading

In this class we will be using a point system. This means that for each assignment you will receive points. You can easily predict the performance on the course as the semester unfolds by adding up the points you have so far and compare that to the table below:

Grading scale

Letter grade	Points	Letter grade	Points
A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

3 Exams	45pts (15+15+15)
3 Quizzes	15pts (5+5+5)
2 Compositions (250-270 words)	20pts (10+10)
Attendance	10pts
Homework and participation	10pts
Communities dev't project	5pts (EXTRA CREDIT)
TOTAL	100pts

Exam Policy: Only one missed exam is allowed if you contact the instructor prior to the exam with an acceptable excuse. The final exam grade will be used to replace the excused exam at the end of the semester. There will be no makeup exams. Please note; the final exam is cumulative, with a focus on the last two chapters. All electronic devices must be packed away for the duration of the exam. Baseball caps or hats with visors cannot be worn for any of the exams. Once graded, exams will be available for viewing and review during office hours.

Students will not keep their exams.

Quizzes: Your instructor will give quizzes on a regular basis, and will announce them at least a day in advance to allow time for preparation. Only one missed quiz is allowed **if you contact the instructor prior to the quiz with an acceptable excuse**. If you miss a quiz for an acceptable excuse, the subsequent quiz grade will also be entered in the grade book in place of the missed quiz grade. All electronic devices must be packed away for the duration of the quiz.

Testing Anxiety - There are many strategies for coping with testing anxiety. Some resources on campus include Curry Health Center's Testing Anxiety workshops and courses in meditation, and Campus Recreation's Yoga classes.



Compositions: You will be asked to write a two compositions to turn in. Each one will consist of first and second draft. The first draft will be written in class whereas the second draft will be done at home. You will be expected to use only vocabulary and grammatical structures that you have learned by the time of the assignment to complete these. Take on the challenge and be creative in expressing yourself with the language you know. Ultimately, you will have much more success in a second language if you are able to engage in this process. Please note that the use of online translators is prohibited. You are permitted to use a dictionary or your book's glossary. www.wordreference.com is an excellent online dictionary.

- **1st DRAFT:** It should be neatly hand-written, double-spaced with minimal cross-outs, on loose leaf paper (no spiral fringe). Grading will be done using a rubric and codes that will be added to MOODLE. You will use the codes to improve your first draft into a second draft.

- **2nd DRAFT:** It will be written at home and it should improve on the first draft based on Instructor's feedback. You are not allowed to make drastic changes to the second draft unless told by instructor. The second draft should be printed, double-spaced, and include your name and student ID. Also, stapled to your second draft should be DRAFT 1. Without the first draft it is impossible for the instructor to assess if you made the necessary corrections. The second draft should be ready to hand in at the start of class on the due date, unless otherwise specified. Please note that you may not submit these via email.

Attendance: Arrive for class on time, and plan to take care of bathroom visits before or after class. Attendance will be recorded daily at the beginning of class. **More than four absences will result in a lower participation grade (-1p per absence beyond 4th)**, as will unexcused late arrivals or early departures. If you do miss a class, it is **your responsibility** to find out what written work or other activities you missed to get caught up. Lessons, interactions, conversations and discussions in class are impossible to make up, which is why it is crucial to be in class every day. Find an accountability partner now. Exchange contact information with at least two other classmates for this purpose.

Homework: You will have homework to complete every week. Your instructor will assign these in class or post on Moodle, and will check your completion and comprehension of the material in a number of different ways in class. **If you miss class, it is YOUR responsibility to contact a**

classmate to learn what is for homework. In addition to spending time on new material, you should incorporate review on a regular basis. Please note that University guidelines state that for every one hour spent in class, you should expect to spend two hours on homework and studying. This course is 4-credits and fast-paced, and your success in it will depend on your consistent dedication to your work, both in and outside of class. It is important that you plan to spend 12 hrs./ wk. on this course.

Participation: Participation will be assessed by volunteering often to respond to the instructor's questions or to offer ideas and opinions to the entire class, making a strong effort to speak Spanish in class –even after finishing assigned activities–, demonstrating an attentive, alert, and engaged attitude during class as well as respect for others by contributing to a classroom atmosphere conducive to learning, avoiding texting or surfing the internet while in class, etc. Please mute your cell phone and keep it packed away during class. The use of cell phones or other electronic devices during class without prior arrangement with your instructor is unacceptable, and will result in a participation grade reduction. If you have only purchased access to your textbook via an online platform, you may have your computer open to access your book. Other use of the computer during class, such as emails, social media, or completing work for other classes is also unacceptable.

Tutoring: If you feel like you need extra help, talk to your instructor right away. The UM app. has a new Tutoring Board where you can search for tutors in various disciplines. Also, to help you study for your exams, ask your instructor about study jams.



Extra credit: There will be five extra credit points in this class assigned in an all or nothing way. In order to receive them, you need to engage in four of the several opportunities that Spanish section will provide in order to create communities of learners and/or outreach projects.

- “Sunday streets”
- “Español y Mate”
- Activities by the Club de Español
- Other opportunities created by your instructor

--	--	--	--

E-mail/Companion site/Moodle: All students must frequently access their email, the student companion site to the textbook, & our Moodle site. The preferred mode of communication with your instructor is the *mso.umt.edu* email address. You should also use your student email account. What kind of technical assistance is available for students?

- UMontana Help Desk: 406-243-4999, 1-866-225-1641 or umonline-help@umontana.edu.
- Accessibility issues with Moodle: Marlene Zentz at 406-243-6434 or marlene.zentz@umontana.
- NetID and email accounts and general computer technical assistance: IT Central Help Desk, 8am-5pm: 406-243-4357
- General registration information: Contact the Registrar's Office in the Lommasson Center at 406-243-2995

Academic Honesty and Plagiarism: All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. See: http://www.umt.edu/vpsa/policies/student_conduct.php

Special Considerations and/or Disabilities: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Office hours: One of the best ways to take full advantage of learning in this course is by coming to my office hours. I am anxious to guide you in your academic pursuits. Take advantage of the hours listed above or email me for an appointment if those times do not work for you. If you come for help with the course materials, please bring your notes and prepare your questions in advance.

Cell-phone, Tablet, and Laptop Use: You may not use cell phones in class, and I would prefer that you do not use laptops or iPads either. Checking email, texting, Facebook, etc. is distracting for you and for me.

Incomplete Grade: No "I" grade will be given in this class.

CLASS ACTIVITIES AND HOMEWORK

IMPORTANT NOTES:

*YOU WILL RECEIVE A DETAILED PLAN OF ACTIVITIES AND HOMEWORK FOR EACH ***CAPITULO***.

***All Workbook (WB) exercises need to be completed for homework.** You need to self-correct your workbook assignments. If you have questions, you may ask them in class. Answers to exercises are at the end of the book. You **need to bring your workbook to class every day so the instructor checks if it has been completed.**

The exercises marked ** do not have ONE correct answer. We will go over these exercises in class as necessary and if there is enough time.

* In the **Homework Section (HW):** *"Grammar points and prepare corresponding **Práctica**"*

sections for the **Conversación** to cover the next day” implies you need to study **on your own** the grammar point which will be practiced in class. You can ask questions in class if needed. You may also look at the Grammar tutorials on line.

*** FIRST WEEK OF CLASS (Aug. 27-30) WILL BE A REVIEW**

*** ON WEEK 2 (starting Sept 4th) YOU WILL NEED TO BRING THE TEXTBOOK AND WORKBOOK TO CLASS**

Schedule

	Day	Date	Chapter	Topic
1.	M	8/27		Introduction to course HMW: Responder survey: https://goo.gl/forms/DC3VXaTiKoQk0ev53
2.	T	8/28	REVIEW	Review Present
3.	W	8/29	REVIEW	Review Preterite
4.	R	8/30	REVIEW	Review Preterite vs. Imperfect
5.	M	9/3		LABOR DAY – No classes
6.	T	9/4	Ch. 1	Pgs. 2-4. Vocabulary. Descriptions. <i>Practica</i> and <i>Conversacion</i> in class HW: Grammar points and prepare corresponding Práctica sections for the Conversación to cover the next day: Pgs. 5-6. Gender and Number of Nouns. Pgs. 8-9: Gender and Number of Adjectives. WB: 1-2; 9-10.
7.	W	9/5	Ch.1	Gender and Number: <i>Practica</i> and <i>Conversacion</i> . Pgs. 6-7; 10-11. HW: Grammar. Pgs. 12-15: “ <i>Ser/estar</i> ”. Use of “ <i>Estar</i> ” as a resultant condition. WB: 3; 11-13
8.	R	9/6	Ch. 1	Verbs “ <i>ser</i> ” and “ <i>estar</i> ”. “ <i>Estar</i> ”+ Past participle. Pgs. 14-17 HW: Grammar: Pgs. 18-19. Subject Pronouns and Present Indicative. WB: 3-4; 13-15
9.	M	9/10	Ch. 1	Pgs. 19-23. Practice with Present indicative tenses and subject pronouns. HW: Grammar: Pgs. 23-24. Direct object pronouns. WB: 5-6; 16
10.	T	9/11		Composición #1 (first draft in class)
11.	W	9/12	Ch. 1	Pgs. 25-26. Practice Direct Object Pronouns. HW: P.27. WB: Voces. 6-8; 17-18.
12.	R	9/13	Ch.1	Pgs. 28-29. Practice “ <i>Un poco de todo</i> ”. HW: Read “ <i>Lectura Cultural</i> ”. Page 30. Read the assigned questions and be ready to participate in class
13.	M	9/17	Ch.1	P. 30. <i>Lectura Cultural</i> . Review ALL grammar points and vocabulary for short Quiz. HW: Study for Quiz 1
14.	T	9/18	-	Quiz #1 (on Ch. 1) HW: Ch 2. “ <i>La comunidad hispana</i> ”. Vocabulary. Pgs. 42-44 WB: P. 21-22. ENFASIS: P. 21C. P. 31 (A).

	Day	Date	Chapter	Topic
15.	W	9/19	Ch. 2	P. 42-42: Practice with <i>Vocabulario</i> . P.44: Conversacion: "Missoula" "Tus antepasados"" Tus relaciones familiares". HW: Grammar: P. 44-46: "Impersonal "se" and Passive "se". WB: P.22 (6.A y B).
16.	R	9/20	Ch.2	Practice P. 45-46.Impersonal "se" and Passive "se". HW: Grammar: P. 47-48: WB: Indirect Objects. 23. A/ 24. C y D. 32: A. 33: B.
17.	M	9/24	Ch.2	Practica: 48 y 50: Indirect objects. Indirect object Pronouns. HW: Grammar: P. 51. Sequence of Object Pronouns. WB: P. 24: B. 25: C. P. 33: 8. A y B.
18.	T	9/25	Ch.2	Practica: P. 52-53: Sequence of Object pronouns: direct and indirect. HW: Gramatica: P. 53-54: The imperfect Indicative. WB: P. 25: 9: A y C P. 34: A y B.
19.	W	9/26	Ch. 2	Practica: P. 55-56. HW: Reflexive Structures- Reflexive verbs. P. 57-58. WB: P. 25: A. P. 26: C; 27. D. P. 35. 10 (A); 36 (B y C).
20.	R	9/27	Ch.2	Practica: P. 59-61. HW: Un poco de todo. 62-63 WB: P. 36: A; 37 C.
21.	M	10/1	Ch.2	Repaso para el examen #1.
22.	T	10/2	-	EXAM #1
23.	W	10/3	Ch. 3	
24.	R	10/4	Ch. 3	
25.	M	10/8	Ch. 3	
26.	T	10/9	Ch. 3	
27.	W	10/10	Ch. 3	
28.	R	10/11	Ch. 3	
29.	M	10/15	Ch. 3	
30.	T	10/16	-	QUIZ #2 (on Ch. 3)
31.	W	10/17	Ch. 4	
32.	R	10/18	Ch. 4	
33.	M	10/22	-	Composition #2 (first draft in class)
34.	T	10/23	Ch. 4	
35.	W	10/24	Ch. 4	
36.	R	10/25	Ch. 4	
37.	M	10/29	Ch. 4	
38.	T	10/30	Ch. 4	
39.	W	10/31	-	Exam #2
40.	R	11/1	Ch. 5	
41.	M	11/5	Ch. 5	Turn in 2nd Draft of Composition #2.
42.	T	11/6		ELECTION DAY – No classes
43.	W	11/7	Ch. 5	
44.	R	11/8	Ch. 5	
45.	M	11/12		VETERANS DAY – No classes
46.	T	11/13	Ch. 5	

47.	W	11/14	Ch. 5	
48.	R	11/15	Ch. 5	
49.	M	11/19	-	QUIZ #3 (on Ch. 5)
50.	T	11/20	Ch. 6	
51.	W	11/21		STUDENT TRAVEL DAY – No classes
52.	R	11/22		THANKSGIVING BREAK – No classes
53.	M	11/26	Ch. 6	
54.	T	11/27	Ch. 6	
55.	W	11/28	Ch. 6	

	Day	Date	Chapter	Topic
56	R	11/29	Ch. 6	
57	M	12/3	Ch. 6	
58	T	12/4	Ch. 6	
59	W	12/5	REVIEW	
60	R	12/6	REVIEW	
		TBA		Exam #3 (during finals week)