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SPNS 202.80: Intermediate Spanish II - Honors

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Spanish 202: Intermediate Spanish I Spring 2022

Micaela Downey - LA 440
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MTWH 9:00-9:50am –
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MTWH 11:00-11:50pm –
Office hours: by appointment

Course Description

Spanish 202 is the second 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!*

Customized Book/Workbook for SPNS 202 [Includes only Ch. 6-12] available at the Bookstore.

2. Materials on website that accompanies book (free):

http://higher.mheducation.com/sites/0073385395/student_view0/index.html

3. 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 101-201 before enrolling in this course. 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”?*
- **¿Puedes 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). 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

Grading scale

| Letter grade | Points | Letter grade | Points |
|--------------|--------|--------------|--------|
| A | 94-100 | 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 | 45% |
| 6 Pruebas | 20% |
| 3 Compositions | 20% |
| Attendance/Homewk/participation | 15% |

TOTAL **100%**

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.

Quizzes: Your instructor will give **Pruebas** on a regular basis. Only one missed

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.



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.

Compositions: You will be asked to write three 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. 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:* For those writing in the classroom, it should be neatly hand-written (double-spaced with minimal cross-outs) on a piece of paper. 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. The second draft should be printed and must follow the MLA format for Writers of Research Papers. You need to attach your first draft since, without it, it would be 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. 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.

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.

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 happy to guide you in your academic pursuits. Email me for an appointment or zoom appointment. If you need help with the course materials, please bring your notes and prepare your questions in advance.

Other Policies and Information

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.
- For technical support for using Moodle, please contact UM IT support: <http://www.umt.edu/it/support/default.php>
- 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.

COVID Safety instructions:

- Mask use is required within the classroom
- Students will clean their personal work space when they arrive for class, and before they leave the classroom
- Classrooms may have one-way entrances / exits to minimize crowding
- Please refrain from congregating outside the classroom before and after class
- Specific seating arrangements will be used to ensure social distancing and support contact tracing efforts
- Class attendance will be recorded to support contact tracing efforts
- Drinking liquids and eating food is discouraged within the classroom (which requires mask removal)
- Stay home if you feel sick and/or if exhibiting COVID-19 symptoms
- If you feel sick or display symptoms, please contact the Curry Health Center at (406) 243-4330
- UM Coronavirus Website: <https://www.umt.edu/coronavirus>
- Please remain vigilant outside the classroom in mitigating the spread of COVID-19

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.

IMPORTANT NOTES:

***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.

Calendario del curso

Semana 1

lunes 17 de enero
martes 18

Feriado-Martin Luther King Jr. Day
Presentación del curso

| | |
|---------------------|--|
| miércoles 19 | <u>Repaso</u> : ser vs. estar; presente de indicativo |
| jueves 20 | Repaso: pretérito 197-198; WB 140-141, pretérito vs. Imperfecto (handouts) |
| Semana 2 | |
| lunes 24 | Capítulo 7: El mundo de los negocios pp. 193-196. CUA: 139-140. |
| martes 25 | Repaso: subjuntivo vs. indicativo |
| miércoles 26 | Imperfecto de subjuntivo pp. 200-201, CUA 142-143 |
| jueves 27 | Secuencia de tiempos: presente de subjuntivo vs. imperfecto de subjuntivo pp. 201-204, CUA 143-144 |
| Semana 3 | |
| lunes 31 | Cláusulas adverbiales de tiempo pp. 205-207, CUA 144-147. |
| martes 1 de febrero | Cláusulas adverbiales de manera y lugar pp. 207-211 |
| miércoles 2 | ¡Ojo! pp. 211-214. Lectura: Las prácticas empresariales entre culturas p. 215. |
| *jueves 3 | Prueba: Capítulo 7 |
| Semana 4 | |
| lunes 7 | Capítulo 8: Creencias e ideologías pp. 221-225, CUA 161-162. |
| martes 8 | Composición 1 en clase |
| miércoles 9 | Cláusulas adverbiales: Interdependencia (subjuntivo) pp. 226-230, CUA 162-164. |
| jueves 10 | Por vs. Para pp. 231-234, CUA 165-167. |
| Semana 5 | |
| lunes 14 | Se proceso pp. 234-240, CUA 168-169. |
| martes 15 | ¡Ojo! pp. 241-243 Lectura: <i>La medicina alternativa en Hispanoamérica</i> pp. 244. |
| *miércoles 16 | Entrega de Composición 1 |
| jueves 17 | Prueba: Capítulo 8 Repaso |
| Semana 6 | |
| lunes 21 | President's Day |
| martes 22 | Examen I |
| miércoles 23 | Capítulo 9: Los hispanos en los Estados Unidos pp. 253-257, CUA 185. |
| jueves 24 | Voz pasiva vs. se pasivo pp. 257-263, CUA 186-187. |
| Semana 7 | |
| lunes 28 | Ser/estar + participio pasado pp. 263-265, CUA 187-188. |
| martes 1 marzo | Se inocente pp. 265-267, CUA 188. |
| miércoles 2 | Preposiciones a y en pp. 268-271. CUA 189-190. |
| jueves 3 | ¡Ojo! pp. 272-274, CUA 191. Lectura cultural: <i>El futuro del inglés en los Estados Unidos</i> pp. 275. CUA 192. |
| Semana 8 | |
| *lunes 7 | Prueba: Capítulo 9 |
| martes 8 | Composición 2 en clase |
| miércoles 9 | Capítulo 10: La vida moderna pp. 281-284, CUA 203. |
| jueves 10 | Futuro y condicional pp. 285-289, CUA 204-207. |
| Semana 9 | |

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|--------------|--|
| lunes 14 | Cláusulas con si (posibles) pp. 289-293. |
| martes 15 | Cláusulas con si (hipotéticas/contradictorias) pp. 289-293, CUA 208-210. |
| miércoles 16 | Entrega de Composición 2 |
| jueves 17 | Comparaciones pp. 293-301, CUA 211-212. ¡Ojo! pp. 301-303. |

Spring Break

| | |
|------------------|---|
| Semana 10 | |
| lunes 28 | Lectura: <i>La televisión en el mundo hispano</i> pp. 304 |
| martes 29 | Película |
| miércoles 30 | Película |
| jueves 31 | Discusión y actividades de la película. |
| Semana 11 | |
| lunes 4 de abril | Repaso |
| *martes 5 | Prueba: Capítulo 10 |
| miércoles 6 | Repaso |
| jueves 7 | Examen II |
| Semana 12 | |
| lunes 11 | Capítulo 11: La ley y la libertad individual pp. 311-315, CUA 225-226. |
| martes 12 | Composición 3 en clase |
| miércoles 13 | Tiempos perfectos del indicativo pp. 315-319, CUA 226. |
| jueves 14 | Presente perfecto vs. pluscuamperfecto de subjuntivo pp. 319-321, CUA 227-228. |
| Semana 13 | |
| lunes 18 | Secuencia de tiempos pp. 322-326. |
| martes 19 | Secuencia de tiempos pp. 322-326. ¡Ojo! pp. 326-329 |
| miércoles 20 | Entrega Composición 3 Lectura cultural: <i>¿Cuándo se llega a la edad adulta en el mundo hispano?</i> p. 330 CUA 230. |
| *jueves 21 | Prueba: Capítulo 11 |
| Semana 14 | |
| lunes 25 | Capítulo 12: El trabajo y el ocio pp. 341-345. |
| martes 26 | Repaso de tiempos verbales pp. 345-350. |
| miércoles 27 | Formas progresivas pp. 351-356. |
| jueves 28 | Restricciones de -ndo pp. 357-362. |
| Semana 15 | |
| lunes 2 de mayo | Lectura cultural: <i>El tiempo libre a la hispana</i> p. 363 |
| martes 3 | Prueba: Capítulo 12 |
| miércoles 4 | Repaso |
| jueves 5 | Repaso |

Examen final comprensivo: lunes 9 de mayo 5-7 o 6-8 p.m.
Lugar: TBD

