CENTRAL TEXAS COLLEGE
SYLLABUS FOR SPAN 2312
INTERMEDIATE SPANISH II
Semester Hours Credit: 3

INSTRUCTOR:
OFFICE HOURS:

I. INTRODUCTION

A. This course is designed to meet the needs of the intermediate level Spanish students who completed the first year Spanish-languages courses. It expands upon students’ Spanish vocabulary and cultural awareness beyond the basic survival level attained in the first year. New grammatical structures are presented as well as review of problematic points studied in the first year. The course conforms to the national foreign language standards: Communication, Comparisons, Communities, and Connections, taking into account the three communicative modes (interpretive, practices, and presentational) considering the three P’s of culture (perspectives, practices, and products), and offering students meaningful input and structured output activities. The materials are written entirely in Spanish, with occasional side/footnotes in English.

B. This course may be used to fulfill language requirements as outlined in your degree plan as well as satisfy one of the humanities requirements.

C. This course is occupationally related and serves as preparation for careers in bilingual education and many occupations where there is a need because of the high numbers of Spanish speakers that will be encountered. i.e. Social Work, Hotel Motel Management, medicine and many other jobs dealing with the public.

D. Prerequisites: for SPAN 2311: SPAN 1411 and SPAN 1412 with a course grade of at least a “C”; for SPAN 2312: SPAN 2311 with a course grade of at least a “C.”

II. Learning Outcomes

Upon successful completion of the courses, Intermediate Spanish II, the student will be able to:

A. Identify vocabulary in context orally and in written form. (C5, C6, C15, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16).

B. Create sentences and questions to describe and elicit information about people, places and ideas. (C5, C6, C15, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16).

C. Use present, preterit, future and progressive tenses in the indicative mood, the imperatives and the subjunctive mood. (C1, C3, A5, C6, C9, C12, C13, C14, C15, C18, F1, F2, F3, F5, F6, F7, F9, F10, F11, F12, F13, F15, F16).

Use all tenses of the indicative mood as well as the subjunctive and imperative moods. (C13, C14, C15, C18, F1, F2, F3, F5, F6, F7, F9, F10, F11, F12, F13, F15, F16).

D. Explain various cultural practices throughout the Spanish speaking world. C9, C10, C11, C12, C13, C14, C15.

July 2011
II. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. Assignments
Students will read all materials assigned by the instructor and be responsible for the content of that material. Daily homework will be assigned from the Online Learning Center. These will be submitted via the internet and will require a microphone for assigned speaking assignments. If assignments are required to turn in, it is required to be prepared prior to the beginning of class and handed in at that time. Written assignments will vary in length from sentence level responses to short paragraphs to short essays consisting of several paragraphs.

B. Projects
Students must complete all projects and activities; listening activities in class will be conducted which will require attention and response in Spanish. Oral discussion will occur throughout the semester. Students are expected to perform not only on a daily basis, but at prearranged times throughout the semester. There will be four of each of the following: written, oral, and illustrated presentations of material required throughout the semester, due within one week of assignment and in the format specified by the instructor at that time. If the course is taken online instead of the classroom, there will be specific instructions in Blackboard regarding projects.

C. Class Performance
Students will bring all materials required to each class session, participate in class discussions and laboratory exercises, and come prepared with homework completed.

Students must be present for all examinations and quizzes. Lesson Exams will be scheduled two to three days in advance. Quizzes may be announce or unannounced.

D. Class Participation
Each student must be an active member of group project activities and demonstrate tangible contribution to any project completed. Absences cannot be made up with respect to group project presentations. Every class session must be viewed as an opportunity to contribute to the group experience with the Spanish language and the cultural materials presented.
V. EXAMINATIONS

There will be a test upon completion of each lesson plus a separate listening quiz for each unit. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons must arrange to take an early/late examination. Unexpected absences due to illness or extenuating circumstances will require the student to contact the instructor about individual make-up work in lieu of the missed examination at the instructor’s discretion. One exam maximum per semester may be allowed to be made up due to valid reasons.

Students without excused absences will be given a zero for the examination missed. Quizzes will not be allowed to be made up under any circumstances.

VI. SEMESTER GRADE COMPUTATIONS – Sample

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentations/Interviews/Discussion (5 min.)</td>
<td>200</td>
</tr>
<tr>
<td>Textbook Activities</td>
<td>200</td>
</tr>
<tr>
<td>Workbook Activities</td>
<td>100</td>
</tr>
<tr>
<td>Chapter Exams or Midterm</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Formal Papers (4 min.)</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Grade Scale:

- 900-1000 = A
- 800-890 = B
- 700-790 = C
- 600-690 = D
- Below 600 = F

SPAN 2312
VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Withdrawal from Course: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes for 16-week courses, the sixth week of classes for eight-week courses, and the fourth week of classes for six-week courses.

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. An Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

C. An Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "IP" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

D. Students who receive cellular calls and pages during class disrupt the normal classroom learning environment. To avoid this disruption, students must turn off all cellular phones, pagers, and beepers when entering the classroom.
E. Students are expected to initiate outside help if needed. It is the student’s responsibility to monitor feedback provided by the instructor. There are various possibilities for obtaining outside help. Always see your instructor first for guidance.

F. The instructor reserves the right of final decision in course requirements.

G. Individuals are expected to be cognizant of what constitutes a constructive educational experience and be respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

VIII. COURSE OUTLINE

SPAN 2312: Lesson 1 - 8

A. Preliminary and Lesson One: Yo, bloguero(a)/Mi “yo” digital

1. Learning Outcomes: Upon successful completion of this lesson, the student will:
   a. Speak and write using the present and present progressive tenses.
   b. Use appropriate vocabulary to make descriptions.
   c. Describe people, objects, and places.
   d. Describe the various interactions in American society, comparing and contrasting them to their counterparts in Hispanic countries.
   e. Utilize the internet in Spanish

2. Learning Activities:
   a. Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
   b. Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7,F6)
   c. Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14,C16, F10,F14, F15)
   d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
   e. Grammar-based listening and writing exercises. (C8, F5, F1, Fll)
   f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
g. Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)
3. **Equipment and Materials:**
   a. textbook
   b. Online Learning Center

4. **Audio-Visual Aids:**
   a. photographs, pictures from magazines and newspapers
   b. video
   c. power point presentation

5. **Lesson Outline:**
   Temas: Mi “yo” digital
   Estructuras:
   1. El presente del indicativo/subjuntivo con cambios en la raíz.
   2. El presente del indicativo/subjuntivo de verbos reflexivos.
   Vocabulario:
   1. Adjetivos de descripción
   2. Verbos para describir acciones/mandatos/sugerencias
   Lecturas
   Composición original

**B. Lesson Two: El ciudadano global**

1. **Learning outcomes:**
   a. Describe the various ways of conversing and personal space in the Spanish speaking cultures.
   b. Speak and write using the forms of direct and indirect pronouns correctly.
   c. Describe nouns in complete sentences using the correct adjectives and possessive pronouns.
   d. Use the vocabulary to create a dynamic conversation in Spanish by phone, face to face, with friends, family and new acquaintances.
   f. Read and comprehend short stories written in Spanish.
   g. Use verbs that describe preferences similar to “gustar.”

2. **Learning Activities:**
   a. Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
   b. Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7,F6)
   c. Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14,C16, F10,F14, F15)
   d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
e. Grammar-based listening and writing exercises. (C8, F5, F1, F11)

f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)

g. Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

3. **Equipment and Materials:**

   a. textbook
   b. Online Learning Center

4. **Audio-Visual Aids:**

   a. photographs, pictures from magazines and newspapers
   b. Video
   c. power point presentation

5. **Lesson Outline:**

   Temas para la comunicación: Un encuentro

   Estructuras:

   1. Pretérito vs. imperfecto.
   2. Pronombres de complementos directo e indirecto usados juntos
   3. Tiempos perfectos, uso de haber/el infinitivo

   Lectura
   Composición original

**C. Lesson Three: El futuro del planeta**

1. **Learning Outcomes:**

   a. Describe and discuss intergenerational activities in Hispanic culture.
   b. Write and speak using verbs the past to make comparisons.
   c. Generate original sentences using the preterite and imperfect tenses in their appropriate and opposing contextual selection.
   d. Write and speak sentences that use the past-tense verbs which shift in meaning with selection of the preterite tense.
   e. Use vocabulary that describes the past and current living situations of the elderly.

2. **Learning Activities:**

   a. Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
   b. Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7, F6)
   c. Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept
mastery. (C9, C14, C16, F10, F14, F15)

d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
e. Grammar-based listening and writing exercises. (C8, F5, F1, F11)
f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
g. Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

3. Equipment and Materials:

   a. textbook
   b. Online Study Center

4. Audio-Visual Aids:

   a. photographs, pictures from magazines and newspapers
   b. Video
   c. power point presentation

5. Lesson Outline:

   Temas para la comunicación: el simbolismo del té
   Estructuras:
   • mandatos indirectos
   • los pronombres relativos
   • Verbos que cambian de significado en el pretérito
   Lectura
   Composición original

D. Lesson Four: La sociedad en transición

1. Learning Outcomes:

   a. Describe in both writing and oral sentences the concept of time of various Hispanic countries.
   b. Make both written and oral sentences with the present perfect tense.
   c. Generate original sentences with the correct use of the prepositions por and para.
   d. Write and speak about activities that have been done in the past.

2. Learning Activities:

   a. Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
   b. Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7, F6)
   c. Presentation of special, “problematic” words that present particular
challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14, C16, F10, F14, F15)
d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
e. Grammar-based listening and writing exercises. (C8, F5, F1, F11)
f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
g. Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14, C16, F10, F14, F15)

3. **Equipment and Materials:**
   a. textbook
   b. Online Learning Center

4. **Audio-Visual Aids:**
   a. photographs, pictures from magazines and newspapers
   b. video
   c. power point presentation

5. **Lesson Outline:**
   Temas para la comunicación: la poesía, la acción política

   **Estructuras:**
   - El uso de se
   - El pasado perfecto al subjuntivo

   **Vocabulario:**
   Palabras de transición para la escritura
   Para hablar de la acción política
   Para hablar de la poesía
   Para hablar sobre climas y lugares
   Lectura
   Composición original

E. **Lesson Five: El mundo sin fronteras**

1. **Learning Outcomes:**
   a. Discuss, both orally and in writing, the use of gestures in Hispanic culture.
   b. Express doubt, desires, and wishes using the subjunctive tense.
   c. Use appropriate vocabulary to express persuasion, emotion, and doubt.

2. **Learning Activities:**
a. Lecture: initial presentation/overview of the grammar to be studied and the vocabulary utilized in discussion of theme. (C5, C6, F1, F5, F11)
b. Discussion of first readings and new vocabulary words; completion of vocabulary exercises. (C7,F6)
c. Presentation of special, “problematic” words that present particular challenges in correct usage, with reinforcing exercises to assure concept mastery. (C9, C14,C16, F10,F14, F15)
d. In-class group reading and discussion of selection designed to present cultural materials within both a historical and present-day context. (C7, F2, F12)
e. Grammar-based listening and writing exercises. (C8, F5, F1, F11)
f. Group discussion from individually-prepared sentences, both open-ended completion and composition-type as given in text. (C18, F5, C15, C14, F11, F2, F10)
g. Original guided composition written in class as chapter test, incorporating chapter elements of grammar and vocabulary. (C9, C14,C16,F10,F14, F15)

3. **Equipment and Materials:**

   a. textbook
   b. Online Learning Center

4. **Audio-Visual Aids:**

   a. photographs, pictures from magazines and newspapers
   b. Video
   c. power point presentation

5. **Lesson Outline:**

   Temas para la comunicación: El arte del periodismo de viaje
   Estructuras:
   • El subjuntivo para expresar duda, emociones, persuasión y negación
   • Expresiones que requieren el subjuntivo o el indicativo
   Vocabulario:
   Para hablar de asociaciones y reacciones
   Para hablar de encuentros y amistades
   Para hablar de juegos y eventos deportivos
   Lectura
   Composición original

**Tips and Suggestions for Studying**

Studying to learn a language takes time. There are many techniques students use to help them

SPAN 2312
remember vocabulary and grammatical structures. The best study practices include studying daily. As you meet your class with assignments to do prior to class or as you have assignments throughout the week for your online class, stay committed to completing them on time. Students have the obligation to seek help when a concept is unclear.

There are many venues of help within the iLrn: Heinle Learning Center. The Enrichment tab in the iLrn offers additional practice for vocabulary and grammar with flashcards, games and tutorial videos with MP3 and pdf files. The iLrn account allows for five hours of free online tutoring or via email exchanges.

Speaking practice like writing practice is essential in developing oral skills in the language. The course materials offer recorded speaking practice for the individual student or in pairs. Students working in pairs need to establish the date and time to meet online and review the speaking activities in advance. Students will need to be sure to have a good internet connection and microphone. The recording of the speaking performance should not be more than two minutes in length. Both students need to be sure to click the submit button when satisfied with recording. The recording will appear in both students’ electronic grade book.