



SPANISH 201: Intermediate Spanish 1

(4 credits)

Quito, Ecuador

Pre-REQUISITES:

Spanish 102 or equivalent or determined by department testing.

COURSE DESCRIPTION:

In this class, students will continue to develop the four basic skills of listening, speaking, reading, and writing in Spanish while learning about Spanish-speaking cultures, in particular Ecuadorian culture. Spanish 201 will be taught in a communicative manner. This approach to language instruction has proven to be highly successful for adult learners. Therefore, the class will be conducted in Spanish, using language is a communicative way through listening and speaking.

The focus in class will be the application of grammar principles and new vocabulary in daily communicative situations. In other words, grammar explanations will not be the focus of class lessons. Students are expected to read and study grammar explanations in the textbook prior to coming to class, pay close attention to the material presented in class, and then to review any unclear points on their own at home.

We will also seek to deepen faith and integrate spiritual themes into classroom discussion and assignments, seeking to reinforce the ideas of life as starting at the core from Christ as the Source, keeping life-giving rhythms, leading to unity and community with others, and focusing on our purpose of glorifying God.

COURSE OBJECTIVES:

The goal of SPA 201 is to help students achieve **intermediate-low** (or higher) proficiency in Spanish according to the ACTFL proficiency guidelines in the areas of reading, writing, listening and speaking. More specifically, students will be able to complete the following linguistic tasks in Spanish at the intermediate-low level:

- Talk about using technology and electronics
- Use common expressions on the telephone
- Talk about car trouble

- Welcome people to your home
- Describe your house or apartment
- Talk about household chores
- Give instructions
- Talk about and discuss the environment
- Express your beliefs and opinions about issues
- Give advice to others
- Give and receive directions
- Discuss daily errands and city life
- Talk about health, well-being, and nutrition
- Talk about physical activities

In addition to improving their linguistic abilities, students will be able to:

- Identify and analyze practices, products and perspectives of Latin American culture, in particular Ecuadorian culture
- Recognize basic cultural similarities and differences between Spanish-speaking countries, in particular Ecuador, and the U.S.
- Articulate the importance of knowing about other languages and cultures in order to better love our neighbor and live out the Great Commission

REQUIRED TEXTBOOKS:

Blanco, J. A. & Donley, P. Redwine (2012). **Vistas, 4th Edition: Introducción a la lengua española**. LooseLeaf Text + Supersite. Boston, Massachusetts: Vista Higher Learning. ISBN #: 978-1-61767-242-2

COURSE EXPECTATIONS:

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Engagement and participation are essential to learning in any environment. Active course participation is therefore considered mandatory. Therefore it is required that students arrive ON TIME and attend each class session. If there is some extreme emergency for missing a class or arriving late, please contact the professor by phone or e-mail with as much advanced notice as possible (contact information on page 1). Absences, tardiness and participation will impact the final grade (see grading information). Good preparation on the part of all members of the class will enhance the learning experience for everyone. Any student that misses 50% of the course sessions will not receive credit for the course.
- _____:
Class hours will be focused on the class content and the community within the classroom. All cell phone use, social networking and e-mailing should be avoided. Cell phones should be turned off in consideration of others. Failure to do so could impact the final grade. Students may use laptop computers to take notes as long as the computer is used solely for class purposes.

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 1. All written assignments should be typed in 12-point Times New Roman, double-spaced, in APA format, with 1-inch margins, with properly formatted citations and References/Works Cited page.
 2. Whether students quote or paraphrase the ideas, concepts, or words of another author they are required to give credit to the author by citing the source (in-text & in works cited page). Wikipedia is not to be used a credible source.
 3. All written assignments will have a length specified in the assignment description. Points will be deducted for assignments that do not meet the specified length – unless a range has been provided, and the specified length is a minimum. In striving for clear and concise writing, students should not exceed the specified length by 20%. References/Works Cited pages do not count towards the word or page length of a written assignment.
 4. Written assignments are expected to have few, if any, grammatical, punctuation or spelling errors. Points will be deducted for such errors.
 5. Avoid long quotes and seek to put information into your own words.
 6. Any work that is plagiarized will be given a failing grade. For a clearer understanding of the types of plagiarism and how to avoid it, see: <http://www.plagiarism.org/>

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 Course assignments (e.g., homework, projects, exams) will generally not be accepted late. Late work, when accepted, will not be awarded full credit.

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 The syllabus is a guideline, not a contract, and is subject to change at the instructor's discretion as circumstances warrant. Changes will be communicated via email and/or in-class.

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 Evaluation of your work is based on many factors. These include but are not limited to: participation, written assignments, and examinations. A "C" grade indicates adequate performance, a "B" grade indicates good, competent and complete work, and an "A" grade indicates creative excellence that is integrative and exceeds requirements.

Grading Scale	
Letter Grade	Numerical Equivalent
A	93 - 100
A-	90 - 92

B+	88 - 89
B	83 - 87
B-	80 - 82
C+	78 - 79
C	73 - 77
C-	70 - 72
D+	68 - 69
D	65 - 67
F	0 - 64.9

Programa Tentativo

(La instructora reserva el derecho de cambiar el horario)

CLASE	TEMAS PARA CLASE	PARA HACER (preparación para clase)
Clase #1	Introducción al curso LECCIÓN 11: LA TECNOLOGÍA Vocabulario, pp. 368-369 Estructura: Mandatos Informales (tú) Escuchar, p. 397	Texto: 367-370, 372-373, 375-379, 397 Tutorial: vocabulario Tutorial: mandatos informales Actividades en línea
Clase #2	Estructura: Por y para, pp. 382-383 Lectura, pp. 394-395 Estructura: acciones recíprocas, p. 386 Escritura, p. 396	Texto: 382-383, 386, 394-396 Tutorial: Por y para Tutorial: acciones recíprocas Actividades en línea
Clase #3	Estructura: adjetivos y pronombres posesivos, pp. 388-389 Repaso Recapitulación, pp. 392-393	Texto: 388-389, 392-393, 398-401 Tutorial: adjetivos y pronombres posesivos Actividades en línea
Clase #4	Examen: Lección 11 LECCIÓN 12: LA VIVIENDA Vocabulario, pp. 404-405	Estudiar para el examen Texto: 403-405, 408-409, 411-415, 435-436 Tutorial: vocabulario

		Tutorial: pronombres relativos Actividades en línea
Clase #5	Estructura: Pronombres relativos, p. 414-415 Estructura: Mandatos formales (Ud./Uds.), pp. 418-419 Estructura: Presente del subjuntivo, pp. 422-424	Texto: 418-419, 422-434 Tutorial: mandatos formales Tutoriales: presente del subjuntivo; subjuntivo con verbos de deseo e influencia Actividades en línea
Clase #6	Estructura: Subjuntivo con verbos de deseo e influencia, pp. 426-427 Lectura, pp. 432-433 Escritura, p. 434	Estudiar para el examen Texto: 441-444, 446-447, 449-451 Actividades en línea
Clase #7	Recapitulación, pp. 430-431 Repaso	Estudiar para el examen
Clase #8	Examen: Lección 12 LECCIÓN 13: LA NATURALEZA Vocabulario, pp. 442-444	Texto: 441-444 Tutorial: Vocabulario
Clase #9	Estructura: Subjuntivo con verbos de emoción, pp. 452-453 Escuchar, p. 469	Texto: 452-453, 469 Tutorial: subjuntivo con verbos de emoción Actividades en línea
Clase #10	Estructura: Subjuntivo para expresar duda, pp. 456-457 Estructura: Subjuntivo con conjunciones, pp. 460-461 Lectura, pp. 466-467 Escritura, p. 468	Texto: 456-457, 460-461, 464-468, 470-473 Tutorial: subjuntivo para expresar duda Tutorial: subjuntivo con conjunciones Actividades en línea
Clase #11	Repaso Recapitulación	Estudiar para el examen
Clase #12	Examen: Lección 13 LECCIÓN 14: EN LA CIUDAD Vocabulario, p. 476-477	Texto: 475-477, 480-481, 483-485 Actividades en línea
Clase #13	Estructura: Subjuntivo en cláusulas adjetivales, p. 486-487 Escuchar, p. 501	Texto: 486-487, 501 Tutorial: subjuntivo en cláusulas adjetivales Actividades en línea

Clase #14	Estructura: Mandatos de , p. 490-491 Estructura: Participios pasados usados como adjetivos, p. 493 Lectura, p. 498-499 Recapitulación, p. 496-497	Texto: 490-491, 493, 496-499, 502-505 Tutorial: mandatos de nosotros Tutorial: participios pasados usados como adjetivos Actividades en línea
Clase #15	Examen: Lección 14 LECCIÓN 15: EL BIENESTAR Vocabulario, p. 508-509	Estudiar para el examen Texto: 507-509, 512-513, 515-517 Tutorial: vocabulario Actividades en línea
Clase #16	Estructura: Presente perfecto, p. 518-519 Escuchar, p. 533	Texto: 518-519, 533 Tutorial: presente perfecto Actividades en línea
Clase #17	Estructura: Presente perfecto del subjuntivo, p. 525 Estructura: Pluscuamperfecto, p. 522 Lectura, p. 530-531 Escritura, p. 532	Texto: 522, 525, 530-532, 534-535 Tutorial: presente perfecto del subjuntivo Tutorial: pluscuamperfecto Actividades en línea
Clase #18	Recapitulación, pp. 528-529	Texto: 528-529, 537-539 Actividades en línea
Clase #19	Repaso	Presentación oral
Clase #20	Evaluación Final	

COURSE EVALUATION:

Online homework	20%
Exams	30%
Quizzes	20%
Oral and other assessments	20%
Participation/Conversations	<u>10%</u>
	100%