



## **SPANISH 250: Readings & Writings: Intermediate to Advanced Grammar**

**(3 credits)**  
Quito, Ecuador

**Pre-REQUISITES:** SPA 201 or equivalent; or based on placement testing

### **COURSE DESCRIPTION:**

Spanish 202/250 is a 3-credit reading, writing and intermediate to advanced grammar course. In order to increase fluency and grammar accuracy in Spanish, we will utilize authentic readings and student experience outside of the classroom as they interact with people and culture in Quito. This course will teach reading strategies and provide advanced reading practice in a variety of genres which will introduce them to literature in Spanish, increase vocabulary to a more advanced level and prepare students for higher level Spanish classes. 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. Students will be assigned activities in all four modalities: reading, writing, listening and speaking, with a focus on analyzing readings. Readings will be from different genres, which will then be the basis for writing and conversation tasks. We will review and learn new major grammar principles and build on those concepts to more advanced structures.

### **COURSE OBJECTIVES:**

The goal of SPA 202 is to help students achieve **intermediate-mid** (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 or similar tasks in Spanish at the intermediate-mid level:

- Talk about your future plans
- Talk about and discuss work
- Interview for a job
- Express agreement and disagreement

- Talk about and discuss the arts
- Express what you would like to do
- Express hesitation
- Discuss current events and issues
- Talk about and discuss the media
- Reflect on experiences, such as travel

Also,

- Students will expand their reading comprehension level through different genres and authentic readings.
- Students will learn to analyze readings and use that analysis to increase vocabulary to more precise words and idioms.
- Students will learn and apply advanced grammar structures, particularly in the subjunctive, focusing on each student's individual level and needs.
- Students will apply what they learn from each reading genre to practice their own writing in compositions in some of the same genres.

## REQUIRED TEXTS:

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

Halty, Raquel and Angela Labarca. **Convocación de palabras: Lectura y redacción**. Thomson/Heinle: 2006. ISBN: 1-4130-0666-3

## SUPPLEMENTAL TEXTS:

Conde, M. y G. Pazmiño. **Antología de Textos Latinoamericanos**. Editorial Lasser Publicitaria: 2003. ISBN 9978-43-172--1

Polansky, Susan. **Puntos de Vista en la Lectura: Genre-based Reading in Spanish**. Boston: 1994. ISBN 0-8384-4652-0

Viteri, Eugenia. **Antología Básica del Cuento Ecuatoriano**. Raul Serrano Sánchez: 2001. ISBN-9978-40-478-3

Wilkie, Irene and Carmen Arnaiz. **Intermediate Spanish: A Grammar and Workbook**. Routledge, London and New York: 2008. ISBN 13: 978-1-134-25609-9.

## COURSE EXPECTATIONS:

- \_\_\_\_\_:  
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. Absences, tardiness and a lack of participation will impact the final grade. (See grading information.) Participation will be graded daily using an 8-point rubric.

(See "Attendance and Participation rubric".) Students will be asked to evaluate their own participation and preparation for each class meeting. 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 will impact the participation grade and could impact the final grade. Students may use laptop computers solely for class purposes.



1. All written assignments should be typed in 12-point professional font, 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/>



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



The syllabus (and class calendar) 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.



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.

## **COURSE REQUIREMENTS:**

### **READING ASSIGNMENTS**

Reading assignments will be of different genres from the textbooks and from other authentic text sources. The analysis of readings will increase active vocabulary and grammar, and create constant sources for new discussion material. The participation grade will reflect in part student's abilities to report back in class on assigned readings using expanded vocabulary acquired from the readings. Written assignments will be based on the different types of readings.

### **WRITTEN ASSIGNMENTS**

Written assignments are based on assigned readings, vocabulary, and grammatical structures. Written assignments are intended to prepare students for discussion in class and to review newly studied advanced grammatical structures. Assignments may include reports on interviews, summaries of readings and research, or review workbook exercises. Students will also keep a writing portfolio, which will be used to practice vocabulary, common language, and respond to readings.

### **CLASS DISCUSSION**

Class discussion will be based on homework assignments and classroom activities. We will seek to incorporate the Christian faith and personal spiritual application into the discussions as well. These will include small group discussion and partner conversation, with daily participation grades assigned for both quantitative and qualitative individual contributions.

### **READING ANALYSIS PROJECTS**

Through reading assignments in and outside of class, as well as the classroom activities and discussions, students will learn to analyze readings. Through this analysis, students will build vocabulary, grammar and develop opinions that can be expressed in Spanish. As part of their assessment, students will complete Reading Analysis Projects that will be practiced in class and then completed independently with authentic readings that have not been previously seen.

### **QUIZZES**

Weekly quizzes will be based on vocabulary and idioms. Quizzes may be cumulative.

## **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

## COURSE OUTLINE/TOPICS

(\*este esquema está sujeto a

cambio)

Clase# y Fecha	Gramática (Vistas, Workbook)	Lectura (Vistas, Workbook, Convocación..., y otros)	Tarea (entregar en fecha)
Clase #1	<b>Introducción</b> <b>Repaso</b> de pretérito e imperfecto	Martes, ni te cases... (Convocación...) Introducción estrategias de lectura	Traer algunas cositas que te describan y explica Asignar el Diario #1
Clase #2	<b>Repaso</b> de tiempos perfectos <b>Futuro y Futuro perfecto</b>	A Julia de Burgos (Vistas)	Leer "To the student" p x de Convocación. Hacer una lista de metas para el curso. Tarea pretérito/ imperfecto Completar tabla de pretérito
Clase #3	<b>Repaso</b> subjuntivo, imperativo	Kinsey Report No 6 (Convocación)	Ensayo 250 palabras, p 566 Tarea futuro/futuro perf
Clase #4	<b>Imperfecto del subjuntivo</b>	3 Poemas de Federico Garcia Lorca (Vistas)	Diario #1(ver canvas) Completar tabla de subjuntivo Lista de 10 letreros de publicidad (mandatos)
Clase #5	<b>Examen</b>	Lectura auténtica	

Clase #6	<b>SALIDA:</b> Mercado, investigar una receta		Investigación sobre el Día de los Difuntos y tradiciones
Clase #7	<b>Condicional y Condicional perfecto</b>	Imágenes Photoshop (Convocación...)	Tarea: Escribir receta Diario #2 (ver canvas)
Clase #8	<b>Pluscuamperfecto del subjuntivo</b>	Don Quijote y los molinos (Vistas)	Ensayo: ¿Quién te gustaría conocer? Tarea condicional/ condicional perfecto
Clase #9	<b>Repaso</b> Evaluación de metas	Lectura: Fábulas	Tarea de pluscuamperfecto del subjuntivo
Clase #10	<b>Examen</b>	Lectura Auténtica	Escoger el tema para la presentación oral
Clase #11	<b>Cláusulas "Si"</b>	Autorretrato (Rosario Castellanos) (Convocación...)	Diario #3
Clase #12	<b>Repaso</b> del subjuntivo	¿Por qué me odias tú? (Convocación...)	Tarea de cláusulas "si"
Clase #13	<b>Repaso</b>	La United Fruit Co. (Convocación...)	Tarea de repaso
Clase #14	<b>Presentación oral</b>	Análisis de lectura final	Diario #4
Clase #15	<b>Examen Final</b>		

### COURSE EVALUATION:

Participation & Attendance	10%
Assignments & Journal	20%
Exams & Quizzes	30%
Reading analysis projects	20%
Final Exam & Presentation	<u>20%</u>

100%