



**LIVING &  
LEARNING**

## **SPANISH 310: Conversation & Advanced Grammar (3 credits)**

Quito, Ecuador

**Pre-REQUISITES:** Spanish 202/250: Intermediate Spanish 2 or by department testing.

### **COURSE DESCRIPTION:**

Spanish 310 is a 3-credit conversation and advanced grammar course. In order to increase fluency and grammar accuracy in Spanish, we will utilize student experience outside of the classroom as they interact with people and culture in Quito. 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 the purpose that glorifies God. Students will be assigned activities in all four language modalities: reading, writing, listening and speaking. Assignments will be both formal and informal. We will review major grammar principles and build on those concepts to more advanced structures.

### **COURSE OBJECTIVES:**

Reading:

- Expand reading comprehension level and increase vocabulary to more precise words and idioms through reading newspaper articles, short stories, essays, cultural and historical articles, etc.

Writing:

- Accurately practice and apply advanced grammar structures, particularly in the subjunctive, and focusing on each student's individual level and needs.

Listening:

- Analyze grammar and idioms in real-life conversations and interviews.

Speaking:

- Accurately practice and apply advanced grammar structures, particularly in the subjunctive.

- Improve pronunciation by targeting individual problem areas.
- Increase confidence in talking with native speakers on informed issues and diverse opinions, through improved vocabulary, expanded reading and research, and constant interviews.

## REQUIRED TEXT:

(2004). **Repaso: A Review Workbook for Grammar, Communication & Culture**. New York, New York: McGraw-Hill.

## SUGGESTED TEXTS:

Rusch, Debbie, Marcela Domínguez, Lucía Caycedo Garner, Donald Tuten, and Carmelo Esterrich. **Fuentes: Conversación y gramática**. Fourth Edition. Heinle Cengage Learning: 2010 ISBN-13: 978-1-4390-8290-4.

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

Makara Biron, Christina and Dale April Koike. **Puntos de Vista: Conversación: Genre-based Conversation in Spanish**. Boston: 1994. ISBN 0-8384-4658-2

## 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 (submit before class via email: [janellegroeneweg@gmail.com](mailto:janellegroeneweg@gmail.com)).
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 may include readings from both texts, readings from magazines and newspapers, and selected Ecuadorian short stories. Comprehensive readings are designed primarily to increase active vocabulary 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 assigned readings.

## **WRITTEN ASSIGNMENTS**

Written assignments are based on assigned readings, interviews, audiovisual recordings, research, 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 daily journal, which will be used to practice daily language and pinpoint weaknesses in common language usage.

## **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, partner conversation, and debate format, with daily participation grades assigned for both quantitative and qualitative individual contributions. Ability to integrate new vocabulary and grammar structures will be noted in daily participation grades.

## **INFORMAL PRESENTATIONS**

Informal presentations are mainly based on interviews and articles in current newspapers or magazines and other research. Presentations will vary in length but should integrate substantial new information along with learned vocabulary and not simply rehash class discussions. An informal presentation should include advanced grammatical structures as well.

## **FINAL PRESENTATIONS**

Individual topics will be chosen the second week of class and students will give a final 10 to 15-minute presentation that displays acquired cumulative vocabulary, increased knowledge in chosen topic, increased fluency, and integration of intermediate and advanced grammatical structures. At the end of the second week, students will present a five-minute presentation of chosen topic, at which time the instructor and students can give advice for further development and investigation. The first presentation is not graded. (See "Rúbrica para la presentación oral".)

## **WRITTEN QUIZZES**

Weekly quizzes are based on vocabulary, structures, idioms, and topics. All quizzes are cumulative.

## **GRADING:**

<b>Grading Scale</b>	
<b>Letter Grade</b>	<b>Numerical Equivalent</b>
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

Clase	Tema	Actividades
Clase #1	Presentación del curso (sílabo) Repaso verbos: características, tiempos, modos, diferenciación Repaso modo indicativo: tiempos presentes, pasados, futuros	<ul style="list-style-type: none"> <li>• presentaciones personales (pasatiempos, aspiraciones)</li> <li>• describir familia</li> <li>• impresiones del Ecuador</li> </ul>
Clase #2	Repaso pretérito e imperfecto (uso y aplicación)	<ul style="list-style-type: none"> <li>• contrastar los dos tiempos en periódico</li> <li>• conversar sobre el futbol</li> </ul>
Clase #3	Ortografía: elementos básicos, sonidos, silabeo	<ul style="list-style-type: none"> <li>• ejercicios</li> </ul>
Clase #4	Acentos: prosódico y ortográfico, Clasificación (agudas, graves, esdrújulas y sobre esdrújulas)	<ul style="list-style-type: none"> <li>• ejercicios</li> </ul>
Clase #5	Razón ortográfico	<ul style="list-style-type: none"> <li>• ejercicios</li> </ul>
Clase #6	Modo subjuntivo: tiempo presente, irregulares, usos en cláusulas principales _____ capítulo 11	<ul style="list-style-type: none"> <li>• ejercicios</li> </ul>
Clase #7	Examen parcial	
Clase #8	Uso del subjuntivo con expresiones impersonales	<ul style="list-style-type: none"> <li>• ejercicios</li> </ul>
Clase #9	Presente perfecto del subjuntivo	<ul style="list-style-type: none"> <li>• ejercicios</li> </ul>

		cambiar oraciones del presente al presente perfecto
Clase #10	Por vs para	<ul style="list-style-type: none"> <li>• presentación proyecto de "por y para"</li> </ul>
Clase #11	_____ capítulo 23: Interrogativas	<ul style="list-style-type: none"> <li>• elaborar una entrevista</li> </ul>
Clase #12	_____ capítulo 24: Negatives and Indefinites	
Clase #13	_____ capítulo 25: Numbers, Time...	
Clase #14	Repaso y presentación oral	
Clase #15	Examen Final	

### **COURSE EVALUATION:**

Participation & Attendance	20%
Assignments & Journal	20%
Exams & Quizzes	20%
Informal Presentations / in class work	20%
Final Exam & Presentation	<u>20%</u>
	100%