Required Text and Materials:
Online WKBK and Lab exercises through CENTRO. McGraw-Hill
http://www.mhcentro.com

Instructor’s information:
Professor: Nancy Noguera
Office: BC 213
Office hours: T: 12:35-1:30
Email: nnoguera@drew.edu
Cellphone (only in case of emergency) 973-452-5754

NOTICE TO THE PROSPECTIVE STUDENT. This syllabus contains the policies and expectations I have established for SPAN 30, Intermediate Spanish. Please review the entire syllabus carefully before continuing in this course, which will require a considerable commitment to excellence on your part. The clearly outlined policies and expectations are intended to foster a productive learning atmosphere for all students enrolled and to provide the parameters for individual responsibility and conduct during the course. You should expect that if your conduct during class disrupts the atmosphere of mutual respect that I expect, you will not be permitted to participate further.

Purpose of the Course:
This course is designed to develop students’ learning experience of Spanish through cultural awareness and linguistic competence from the perspective of a second language acquisition.

Course Content: SPAN 201: Intermediate Spanish (4)
Continuation of the Spanish language sequence with a concentration on refinement of skills in written expression and spoken accuracy. Uses Hispanic cultural and literary texts to assist in vocabulary expansion and to develop techniques in mastering authentic language in context. Twenty-five percent of the course done outside class using various technologies. Special sections of the course may be offered with a focus on Spanish for business.
Prerequisite: Spanish 20, placement, or special permission
**When you complete this course, your Drew language requirement is fulfill. Any course taken after this (SPAN 102 and beyond) will count towards Drew’s Language in Context requirement –applicable only to students who entered Drew before fall 2009, and towards the major or minor in Spanish. All students are strongly encouraged to participate in an off-campus experience using the language.

Course Goals:
Students will:
• Maintain and build upon prior knowledge of Spanish;
• Continue acquiring fluency in the four skills: hearing, speaking, reading and writing.
• Learn and talk about culture(s) of Latin American and Spanish countries. Culture is viewed as an integral part of learning a language.
• Communicate using intermediate Spanish skills.

Expected Outcomes:
Upon completion of SPAN 201 students will be able to:
• Interact successfully in concrete communicative tasks and social situations in Spanish;
• Have a reading comprehension at least adequate to deal with basic personal and social needs;
• Decode authentic cultural documents, and in some cases literary texts;
• Meet a number of practical writing needs;
• Become more aware of one’s own cultural and linguistic identity by experiencing the contrast between English and Spanish;
• Understand and appreciate cultural diversity in order to function successfully in communities where the target language is spoken;

Methods of Instruction:
Spanish 201 uses Punto y Aparte as the designated textbook for introductory Spanish and covers six thematically organized chapters of the textbook, which present essential communicative functions and structures, along with basic cultural information about the countries that make up the Hispanic world. Communicative objectives are presented at the beginning of each lesson.

Grammatical Structures Overview: Los puntos clave
• Descripción: Agreement; Ser y Estar; Past participles used as adjectives; uses and omission of articles
• Comparación: Comparisons of equality; inequality; irregular comparative forms; superlatives
• Narración en el pasado: Pret. and imperfect; using the pret. and imperfect; Verbs with different meaning in pret. and imperfect; The present perfect and pluperfect; Hace... que
• Reacciones y recomendaciones: Pres. Subj.; past subj; using subjunctive in noun clauses; commands.
• Hablar de los gustos: Direct object pronouns; personal a; Indirect object pronouns; double object pronouns; Gustar and similar verbs.
• Hacer hipótesis: Past subjunctive and sequence of tenses; the conditional; Hypothesizing.
• Hablar del futuro: the future tense; the future of probability; Using the subjunctive in adverbial clauses.

Academic Policies:
• Lessons 1-6 from Punto y Aparte
• One test after every other chapter.
• Every test will include an oral component read by the professor. Professor will begin this oral part ten minutes after the beginning of the test. Professor will not read the oral part again should a student arrive late and miss it.
• One final written examination.
• One final oral examination: Assessed by either one-on-one conversation with professor or group-work (2 students) in the format of a skit based on a topic provided by instructor.
• FINAL EXAMINATION: DATE AND TIME ARE NON-NEGOTIABLE. DO NOT MAKE PREMATURE TRAVEL PLANS.
• Short quizzes on vocabulary and/or grammatical points.
• There may be occasional, unannounced quizzes to check for daily preparation.
• Late homework will not be taken or allowed nor for any other assignment due in class on a given due date. Exercises are due on the assigned date, after which you will not be able to finish the exercise(s) and they will be graded accordingly (no grade will be given). This is non-negotiable.
• Compositions and other exercises (not in the WKBK/Lab) are to be turned in during class and they should be typed and double-spaced. No hand-writing assignment(s) will be taken. Assigned written work must be submitted in hard-copy form, not as electronic attachment. If you do not have a printer, make sure you give yourself enough time before class to print the materials (at the library, computer lab, etc) and bring them to class. Arriving late because you were printing it is not acceptable.

Course Policies:
• **Be on time for class: if you are 10 minutes late you will not be allowed in**
• All students should arrive to class on time and be prepared: active participation and unannounced quizzes. More than three late arrivals will affect grade.
• No leaving class once the class session has begun.
• Cellular phones must be turned OFF during class session. Absolutely no text-messaging or email.
• Use of laptops is prohibited during class session, unless it is required as part of a documented academic accommodation.
• No make-up tests or make-up work for extra credit. Do not ask.
• What to do when you know that you are going to miss a test: if you know that you’re going to miss a test, please make the necessary arrangements with your professor to reschedule another time. You will need to write down the reasons for rescheduling before taking the test. You will have only one opportunity to make up a test during the semester. Arrangements must be done prior to the test. After the fact, the request for a make up test will not be considered. Reasons should be approved by Dean Lawler.
• Do not let too much time pass if you are having trouble in the course. See me.
• Tutoring is available for free. Please, contact Ms. Allison Leddy’s office (BC 119).

Attendance Policy:
Attendance will be taken. During the summer it is highly recommended not to miss more than one day of class in order to successfully complete the requirements of the course. More than ONE unexcused absence will affect grade. Grade will go down one letter grade for each subsequence absence. Be aware that your instructor will send a warning notice to you after the FIRST absence. After a warning notice you have to see your instructor and you may be asked to drop the course.

Academic Accommodations:
Should you require academic accommodations, you must file a request with the Office of Educational Affairs (BC 114, extension 3327). It is your responsibility to self-identify with the Office of Educational Affairs and to provide me with the appropriate documentation from that office at least one week prior to any request for specific course accommodations. There are no retroactive accommodations.

1. Tests and/or quizzes .................................................................50%
2. Online workbook exercises via CENTRO ...............................10%
3. Assignments due in class (compositions, exercises, etc.)...... 5%
4. Final Examination:...............................................................20%
   • Written exam
   • Oral exam –presentation/skit, or conversation with professor.
5. Class participation..............................................................15%

Week 1: Presentations/Chapter 1

Day 1: Presentaciones/Descripciones y Comparaciones/Vocabulario del tema
Day 2: Fiestas fascinantes/Prueba Diagnostica/Lugares fascinantes
Day 3: Un artista Hispano: Gaudí/A escribir! Quiz 1

Week 2: Chapter 2

Day 4: La quiero mucho pero.../Vocabulario del tema/El pretérito
Day 5: El imperfecto/Prueba Diagnostica/Expresiones Útiles/Lugares fascinantes
Day 6: Un artista hispano/ A escribir! Quiz 1-2
Week 3: Chapter 3-4/

Day 7: Reacciones y recomendaciones (uso del subjuntivo presente)/ Buscando el Equilibrio/ Vocabulario del tema 3-4 /Prueba Diagnostica p. 85/ Expresiones Utiles/ El callejón del beso

Day 8: Una Noche desilusionante/ Frida Kahlo y Diego Rivera/ Hablar de los Gustos/Lugares fascinantes/ Mandatos con tú en afirmativo y negativo

Day 9: Un artista hispano/ Los Gustos/ El Mate y el tango/A escribir/ Mandatos con usted. Quiz 3-4

Week 4: chapter 5-6

Day 10: Este mundo nuestro/Vocabulario del tema/Pasado del Subjuntivo

Day 11: Prueba Diagnostica/Medicina tradicional/ Lugares fascinantes/ El Futuro/Quiz 5 subjuntivo

Day 12-13 Repaso Examen Final

14:
EVALUATION OF CLASS PARTICIPATION  Use the grid and the rating categories below to track your participation for the week. Your instructor will collect the grid and agree or disagree with your self-evaluation.

<table>
<thead>
<tr>
<th>Nombre _________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puntos</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mes de septiembre:</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mes de octubre:</td>
<td>Total</td>
</tr>
<tr>
<td>Mes de noviembre:</td>
<td>Total</td>
</tr>
</tbody>
</table>

Yo, el profesor (la profesora) de la clase, estoy de acuerdo / no estoy de acuerdo con la autoevaluación.

Firma y fecha

Puntos

Read each category and select the one that most closely describes your participation for each day of the week. Write the number of points associated with the category for each day of the week in the box above.

SUPERIOR  25 PUNTOS
- I attended class and arrived on time.
- I greeted people and took leave using Spanish expressions.
- I worked on my comprehension skills by listening when others spoke.
- I spoke only Spanish.
- I participated in all activities with enthusiasm and a positive attitude.
- I helped others to do all of the above.

AVERAGE  20 PUNTOS
- I attended class and arrived on time.
- I greeted people and took leave using Spanish expressions.
- Every now and then, I didn’t listen to others when they were talking.
- I spoke Spanish in class but also used English on occasion.
- I participated in all activities, sometimes enthusiastically.
- Overall I showed a positive attitude.
- I made participating in class easier for other people.

UNSATISFACTORY  15 PUNTOS
- I arrived late.
- I used more English in class than Spanish.
- I wasn’t listening while others talked.
- My presence in a group didn’t make much difference in getting the task done.
EJEMPLO: TENTATIVE SCHEDULE:

PARA EMPEZAR

Day 1
- Introduce the course and the concept of the seven metas comunicativas and the puntos clave.
- Cara a cara: Introduce characters
- Tarea: Manual: Cara a cara; Prueba diagnóstica

Day 2
- Finish Cara a cara; Perfiles de sus compañeros activity or Bingo.
- Introduce puntos clave: Descripción and Comparación and corresponding green pages.
- Tarea: Manual: Práctica de formas verbales; Descripción y Comparación

Day 3
- Narración en el pasado and Reacciones y recomendaciones and corresponding green pages
- Tarea: Manual: Narración en el pasado y Reacciones y recomendaciones

Day 4
- Hablar de los gustos and Hacer hipótesis and corresponding green pages
- Tarea: Manual: Hablar de los gustos y Hacer hipótesis; Parte oral

Day 5
- Hablar del futuro and corresponding green pages
- Catch up with puntos clave if you were unable to move as rapidly as you expected.
- Tarea: Main Text: Leer Capítulo 1, La historia; Manual: Hablar del futuro
The following five-day schedule for Capítulo 1 will be applied to all subsequent chapters keeping in mind that there are four extra days for testing and other activities.

Day 1: La historia; Vocabulario del tema
Day 2: Puntos clave
Day 3: Rincón cultural
Day 4: Lectura; ¡A escribir! Lluvia de ideas
Day 5: Hablando del tema

DETAILED SCHEDULE WITH SAMPLE HOMEWORK ASSIGNMENTS FOR CAPÍTULO 1

Day 1
- La historia and Vocabulario del tema
- Tarea: Main Text: Repasar las páginas verdes; estudiar el vocabulario del capítulo: Descripción y Comparación; Manual: Vocabulario del tema

Day 2
- Puntos clave: Prueba diagnóstica; Actividades
- Tarea: Main Text: Leer Rincón cultural; Manual: Práctica de formas verbales; Los puntos clave; Parte oral

Day 3
- Rincón cultural: Lugares fascinantes and Un artista hispano
- Tarea: Manual: Las metas comunicativas en contexto
- Rincón Cultural: La música; Lectura: Antes de leer: Begin the reading on Dalí: Point out the 3V icons
- Tarea: Main Text: Terminar la lectura y contestar las preguntas; Manual: Los otros puntos clave

Day 4
- Lectura: Después de leer
- ¡A escribir! Lluvia de ideas
- Tarea: Main Text: Composición; Preparar una ficha para Hablando del tema

Day 5
- Hablando del tema: presentations in small groups
- Tarea: Main Text: Leer Capítulo 2, La historia; Estudiar Vocabulario del tema