
Course Overview

Title: Spanish Language: SPAN 299-A
Prerequisites: Spanish Language: SPAN 199 B (SPAN 103) or level test
Hours: Class meets four times a week for a total of 60 hours
Credits: 6 quarter, 4 semester
Type of Course: Spanish Language – lower intermediate
Term: Fall, Winter, Spring, Summer
Language: Spanish
Instructor: TBD per term
Email: aescala@oregonstate.edu

Course Description

This is an intermediate Spanish language and culture course. It is designed for students who have previously completed an introductory Spanish language class or who already have some basic notions of Spanish. Thus, this course aims to expand the previously acquired language skills and to broaden students' understanding of Spanish Culture.

After a general review aimed at reinforcing language skills and filling in possible gaps, the course will focus on the new program, which follows integrated-skills-approach and is designed to improve both receptive (listening and reading) and productive (speaking and writing) skills. The new grammatical structures and
vocabulary will be introduced within different multimodal contexts, including audio-visual and reading materials that highlight specific cultural aspects.

In-class activities involve collaborative work in groups or pairs with teacher support; interaction and participation in class are encouraged through stimulated role-plays, presentations, group games etc. The course’s aim is twofold: to further expand linguistic skills as well as to help students build sociolinguistic and pragmatic competences in Spanish as a foreign language. The ultimate objective of the course is to enhance more complex and contextually appropriate language use.

**Learning Outcomes**

Students will improve proficiency and communication skills in Spanish. They will develop the skills needed to read, write, speak, and understand spoken Spanish at an intermediate level. They will also increase their awareness of Spanish-speaking regions and cultures.

- Understand many conversation topics (though not all words) when listening to native speakers converse.
- Converse, at an intermediate level, about movies, famous people and traveling abroad, among other topics.
- Use of reflexive verbs, present and past participle, present and past subjunctive tenses, adverbs. Structures like comparisons and conditions.
- Read short texts and understand main ideas of authentic materials.
- Write about topics using grammar and syntactical structures introduced in learning materials.
- Understand more fully the cultural orientation of an assortment of Latino communities and how it is similar to or different from the various communities we belong to.
- Navigate text, audio, and video on the internet and engage them to explore the Spanish language and the cultures of Spanish speaking people.
Learning resources (recommended)


Dictionaries (recommended)


Students may not use automatic translators; they must use the dictionaries (required).

BYOD policy:

Students are encouraged to bring their electronic devices to class to support their educational activities.
Grading

Chapter exams 30%
Pruebas 10%
Field study projects 10%
Oral interview, presentations 15%
Writing, compositions 15%
Participation, assignments. 20%
Total 100%

The final letter grade is determined by the following chart:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (94%-100%)</td>
<td>A (90%-93%)</td>
</tr>
<tr>
<td>B- (80%-83%)</td>
<td>C+ (77%-79%)</td>
</tr>
<tr>
<td>D+ (67%-69%)</td>
<td>D (64%-66%)</td>
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</tbody>
</table>

Tests and quizzes (40%)

There will be three chapter exams and several quizzes based on the textbook, class activities, and topics covered in class. The format will include grammar and vocabulary, listening activities, composition, and reading comprehension.
Field Study projects (10%)

There will be two field studies during the semester. These activities give the students the opportunity to interact with locals and to recognize and understand cultural differences. Students will visit the neighborhood where they study and the Santa Caterina Market located in the Ciutat Vella district.

Oral interview, presentations (15%)

Students will have oral presentations during the quarter using the vocabulary and the grammar structures they learned. Topics will be given by the teacher. PowerPoint and other audiovisual support will be allowed. Grammar, vocabulary, pronunciation, and fluency will be graded. At the end of the term students will have an oral interview with the instructor.

Writing (15%)

Students will have to complete three writing exercises during the semester. The aim is to put into practice the grammar structures and the vocabulary introduced in learning materials throughout the course. Topics will be given by the teacher. Vocabulary, grammar structures, and spelling will be graded.

Participation, progress, assignments, and attendance (10%)

Active participation* and regular attendance are crucial to the learning of a language. This portion of the grade will therefore be based on both the quantity and the quality of the student's participation. Quality is determined by active, on-
task participation in-group activities, by coming to class on time, by volunteering to participate, by being prepared when called on, by using Spanish in class, and by listening attentively when others are speaking. Role-play or any other kind of presentation will be part of this grade as well. Inappropriate use of technology during class will negatively affect this grade.

Every absence will affect the grade and consistently late arrival or early departure will affect the grade. You are allowed up to four unjustified emergency absences. Justified emergency absences: notifying the instructor beforehand and providing proper documentation are typically required for such exceptions.

There will be no make-ups for any assignment missed due to an unjustified absence. Make-ups will be given only under exceptional circumstances. Such cases always require that the student provide documentation for the absence and that he or she notifies the instructor ahead of time. Students are responsible for the material covered in class and homework due on the days they are absent.

**Class workload**

Learning a foreign language is demanding and cumulative in nature, since a considerable amount of material is covered in a relatively short period of time. Students are strongly encouraged to seek help from their instructor at the first sign of difficulty, and to keep up with the work on a daily basis. Students should calculate that for every hour of class they will need to spend a minimum of two hours on homework and studying.
About Academic Integrity

Students are expected to be honest and ethical in their academic work. Academic dishonesty is defined as an intentional act of deception, some of which are the following:

- Cheating: use or attempted use of unauthorized materials, information or study aids.
- Fabrication: falsification or invention of any information.
- Assisting: helping another student commit an act of academic dishonesty.
- Tampering: altering or interfering with evaluation instruments and documents.
- Plagiarism: presenting the words or ideas of another person as one's own.

It is important that the written work that students submit reflects their own writing ability. If students have a tutor or someone help them with writing assignments, the tutor can indicate errors, but cannot correct or rewrite any part of the student's work. Online or other electronic translations (e.g. from the internet or hand-held translators) cannot be used to translate phrases. Translating groups of words robs students of the opportunity to practice creating with the language and robs the instructor of seeing what their writing abilities are.

Use of online or other electronic translators is an act of academic dishonesty, the consequences of which may be failure of the course and a report to the appropriate authorities. Cheating, plagiarism, and any other forms of academic dishonesty are not acceptable and will not be tolerated.
Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services at your university. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Incompletes

An incomplete will be given ONLY if you have made regular and systematic progress (e.g., you are passing the class) at the time when the incomplete is requested. The reasons must also meet university policy regarding incompletes.
Course Content

This syllabus is tentative and is subject to change depending on the academic term and dates. The instructor will inform students of changes.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Activities</th>
<th>Assignments</th>
<th>Due</th>
</tr>
</thead>
</table>
| 1 & 2 | Unidad 1  
Expresar prohibición, obligatoriedad e impersonalidad/ hablar de hábitos | Texto: ¿Qué sabes de los españoles?  
Texto: Los hábitos alimenticios de los españoles | Expresiones útiles para vivir en España  
Práctica de las estructuras de prohibición, obligatoriedad e impersonalidad (oral y escrita)  
Comparación costumbres EEUU y España (oral y escrita)  
Una receta de cocina (Se impersonal)  
Práctica de cuantificadores | Tradiciones y costumbres en diferentes situaciones | Mier. |
| | Unidad 2  
Hablar hábitos y circunstancias en el pasado/ relatar experiencias pasadas/ Expresar duración o inicio | Carta sobre experiencia laboral  
Texto sobre cambios en la vida de una persona | Ejercicios sobre pretérito indefinido y pretérito perfecto.  
Ejercicios sobre perífrasis verbales  
Audio: Práctica perífrasis  
Biografía: Elena Arzak  
Práctica expresiones: desde/desde que/desde hace  
Buscar al candidato ideal de un trabajo | Entrevista a un compañero  
Test psicológico | Juev. |
| 3 & 4 | Unidad 3  
Hablar de hábitos y circunstancias en el pasado/ Argumentar y debatir | Antes y ahora | Ejercicios sobre el pretérito imperfecto  
Hablar sobre la historia de España  
Juego: La reencarnación  
Un viaje al pasado.  
Grandes inventos  
Audio: debatir y argumentar | Redacción n.1: Cuando tenía 10 años | Miér. |
<table>
<thead>
<tr>
<th>Unidad 4</th>
<th>Recomendar y aconsejar</th>
<th>Dar instrucciones</th>
<th>Describir un anuncio</th>
<th>Texto: La publicidad</th>
<th>EXAM PARCIAL</th>
<th>Práctica del imperativo afirmativo y negativo</th>
<th>Elaborar un anuncio</th>
<th>Las normas de clase</th>
<th>Normas para un mundo Mejor. Práctica del imperativo:</th>
<th>Juev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5&amp;6</td>
<td>Unidad 4 (Cont.)</td>
<td>Recomendar y aconsejar</td>
<td>Dar instrucciones</td>
<td>Describir un anuncio</td>
<td>Texto: Anuncios</td>
<td>Práctica de los pronombres de Objeto directo e indirecto</td>
<td>Juego: somos robots</td>
<td>Busqueda de ejemplos reales (revistas, periódicos, fotos…)</td>
<td>PRESENTACIONES ORALES</td>
<td>Mart.</td>
</tr>
<tr>
<td></td>
<td>Unidad 5</td>
<td>Relatar en pasado</td>
<td>Secuenciar acciones</td>
<td>Expresar emociones</td>
<td>Texto: Una anécdota</td>
<td>Práctica contraste pasados (pretérito indefinido/pretérito imperfecto)</td>
<td>Escribir y contar una historia de terror</td>
<td>Expresar emociones ante diferentes situaciones</td>
<td>Redacción n.2: Titulares insólitos</td>
<td>Juev.</td>
</tr>
<tr>
<td>7&amp;8</td>
<td>Unidad 5 (Cont.)</td>
<td>Secuenciar acciones</td>
<td>Expresar emociones</td>
<td>Texto: Una anécdota</td>
<td>Práctica del futuro imperfecto</td>
<td>Escribir y contar una historia de terror</td>
<td>Expresar emociones ante diferentes situaciones</td>
<td>Ejercicios de conectores para secuenciar acciones</td>
<td>Mart. Miér.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unidad 7</td>
<td>Hablar de acciones y situaciones futuras</td>
<td>Expresar condiciones</td>
<td>Formular hipótesis sobre el futuro</td>
<td>Texto: Numerología</td>
<td>Práctica del futuro imperfecto</td>
<td>Juego. Las galletas de la suerte</td>
<td>Redacción n.3: El futuro de mi país.</td>
<td>Juev.</td>
<td></td>
</tr>
</tbody>
</table>
| 9&10 | Unidad 8  
Resumir el argumento de una película o libro  
Vocabulario cine | Hacer hipótesis sobre los compañeros de clase (oral) |  |
|------|-----------------------------------------------|------------------------------------------------|------|
|      | Texto: Argumento de una película o de un libro | Juego: Adivinar películas  
EXAMEN PARCIAL  
ENTREVISTAS ORALES | Describir una película o libro | Mart. |
