

## **Spanish 201: Spanish IV**

Instructor:

E-mail:

Office:

Mailbox:

**Term:**

Phone:

Web Site:

Office Hours:

### **Course Description:**

Spanish 201, intermediate Spanish, is the first trimester in the second year Spanish sequence. Spanish 201 meets three hours per week. The goal of the sequence is to review and to reinforce and to expand on the grammatical structures and cultural knowledge acquired in the 100 sequence to develop reading, writing, listening and speaking skills at the intermediate level. Emphasis should be on students' production beyond the sentence level. in Spanish. Students are expected to work in pairs and groups in class as well as practice outside the class with a conversation partner. The class will be held in the target language.

### **Learning Objectives:**

The student

1. Will review and practice grammatical structures seen in the basic levels of Spanish.
2. Will increase their knowledge about contemporary Spain and Latin America, and Spanish institutions and culture.
3. Will further develop their communicative skills (reading, writing, listening and speaking) in the target language.
4. Will develop their ability to use Spanish in extended discourse and in more abstract discussions.
5. Will work on their written and analytical skills. By the end of the term the students most are able to write a two-two and a half page composition on topics assigned and studied in class.

### **Textbook:**

Blanco, José & María Colbert. (2011). *Enfoques*, curso intermedio de lengua española, 3rd edition. Boston, Massachusetts: Vista Higher Learning.

### **Course requirements:**

**Withdraw Policy:** Drexel University allows students to withdraw from a course through the end of the sixth week of the term. This means that a student will not be allowed to withdraw from a course, even if she/he is failing, after the sixth week of the term. The number of times she/he has already been absent, and the result of his/her midterm testing and other evaluations (chapter tests, quizzes, homework) are his/her best guide to decide whether or not she/he should withdraw from the course.

**Attendance policy:** Because learning a foreign language is a participatory endeavor, attendance is mandatory. Students are allowed to miss **no more than ten percent of the class time** during the term. Students who exceed the maximum number of allowable absences will find that their final grade will be adversely affected.

1. Students should arrive on time and leave by the time the class ends. If they arrive late or leave early, their participation should be lowered.
2. Lateness to class or leaving early class may affect students' attendance: two days arriving late to class will become an absence. Two days that a student leaves early class will become an absence too.

**Participation in the class:** students are expected to participate actively in class. If they are not in class, **they are not able to receive credit for participation in class.** Description of the participation grades:

A: Student attends class. She/he speaks Spanish in class. She/he is focused in class, participates freely, and asks questions. She/he volunteers rather than waits to be called on. She/he shows signs of reading assigned pages and completing assignments, which means coming to class prepared.

B: Student is sometimes absent. She/he usually waits to be called. She/he speaks English in class at times although responds to questions in Spanish when called on. She/he is generally prepared for class.

C: Student usually attends class. She/he speaks more English than Spanish in class. She/he is not usually prepared. She/he rarely attempts to ask questions.

D: Student is absent frequently. She/he is not prepared; she/he arrives late; she/he leaves early.

F: student cannot participate in class if he/she is not in class.

**The grade will be calculated as follows:**

Chapter Exams:	15%
Pop Quizzes	20%
Skits	8%
Participation:	6%
SAM (electronic Workbook & Lab Manual):	7%
Compositions	7%
Written Projects	7%
Oral Midterm/Final Exam:	12%
Written Midterm/Final Exam:	<u>18%</u>
	100%

A+ = 98-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93-97	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	

**Chapter exams:** Students have a chapter exam on the dates specified in the syllabus based on the material covered in class (readings and grammar). **There are not makeup quizzes and exams.** Chapter exams missed due to **a serious illness or extreme circumstances** will be dealt with on an individual basis. The exam has several sections: listening comprehension, reading comprehension, writing and culture as well as discrete grammar questions.

**Pop Quizzes:** There are random pop quizzes based on what was covered the previous class.

**Skits:** Students are required to present two 3-5 minute skits in class during the term; these can be based or inspired by speaking activities in *comunicación*; *después del corto*; *después de leer* and *atando cabos* sections in the textbook.

**Participation:** This was explained under course expectations above.

### **SAM (Lab Manual & Workbook)**

When students purchase *Enfoques*, curso intermedio de lengua española, 2nd edition, a code for the Web-SAM (electronic lab manual and workbook) is included in the package. Students should register the access code at <http://enfoques.vhlcentral.com> and follow the instructions.

**Class code:** TBA

**Compositions:** Students are required to write three major compositions throughout the semester. The students should follow the calendar provided to hand in these compositions. They will be evaluated according both content and grammar. All compositions should be type written, double-spaced, with a 12pt font. All accent marks and tildes must be typed. Students must make sure that the number of words is the requested. They should carefully read over the draft composition before turning it in to their instructor. The topics and dates for the compositions are as follows:

The composition should be handed in on time. If students hand in the composition late, their mark will be lowered one grade per day.

### Topics of Compositions

#### **Semana III**

First draft: First day of classes during week III.

Final draft: First day of classes during week IV

You have a friend who quit studying at the university. Now he/she is really considering returning to school. Write a 350 word e-mail encouraging continuing his/her studies. Refer to your college life to persuade him/her.

#### **Semana VII**

First draft: First day of classes during week VII

Final draft: First day of classes during week VIII

Define beauty. Research the concept of beauty in different parts of the world. Write a 400 word composition where you express whether these concepts and your own conception of beauty.

#### **Semana IX**

First draft: First day of classes during week IX

Final draft: First day of classes during week X

Write a 400 word composition where you narrate a life changing event where you played an important role, i.e. you saved someone from drowning, from being run by a car, etc.

### **Written Projects:**

Students should write at least a 10-15-sentence paragraph based on Proyecto and other section in the textbook; the pages these activities are based on are listed below. Students should hand these paragraphs in the second day of class of the week. Students will be graded on the content and grammar. Students must follow the calendar attached to the syllabus. Each instructor might change the proyecto's topic if he/she wishes to practice something specific that week. However, the proyecto activity should be submitted the week indicated in the calendar.

**Oral Midterm/Final Exam:**

Students will have an oral proficiency interview in the midterm and final oral exams. The interview lasts 10-12 minutes. Students should have a conversation with the instructor and will act a role-play that they will receive at the time of the interview. The value of each interview is 6%. Failure to appear at the appointed time will result in a grade of zero.

**Written Midterm/Final Exam:** The midterm and final exams are comprehensive. The midterm will be held on the fifth week of classes. The final exam will be held the day and time scheduled by Drexel University Calendar of final exams.

**Final Exam:** The Student Administrative Services Office (SAS) schedule the final exams on a University-wide basis. The final exam date **cannot** be changed and may not correlate to the class meeting time/days. **Final exam week runs Monday through Saturday. The Modern Language programs must abide by the final exam day and time scheduled by SAS.**

**Mode of Instruction:** All class sessions are a combination of short lecture, pair and group work activities.

**EXPECTED LEARNING OUTCOME**

This course will provide students with a fundamental understanding of the Spanish language in several core competencies. Specifically, the five areas of assessment are: listening, reading, spoken interaction, spoken production, and writing. Below is a table intended to clarify the expected learning outcome for students of this Spanish 201 course, which align with the ACTFL standards for language learners at the “Intermediate low” level. For more information on these metrics, please see the ACTFL Proficiency Guidelines.

<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>	<b>Writing</b>
At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though	At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although	Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations.	Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are

<p>comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.</p>	<p>there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.</p>	<p>Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions.</p>	<p>recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may</p>
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As well as gaining a fundamental understanding of the Spanish language, this course will provide the students the tools to develop the **Standards for Foreign Language Learning: the five Cs**, describe the content what students should know and be able to do in foreign language education (Communication, Cultures, Connections, Comparisons, Communities).

**Communication: communicate in language other than English.**

Standard 1.1: students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.2: Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

**Cultures: Gain knowledge and understanding of other cultures**

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspective of the culture studied.

**Connections: connect with other disciplines and acquire information**

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

**Comparisons: Develop insight into the nature of language and culture**

Standard 4. 1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Standard 4.2: Students demonstrate understanding of the concept of the world through comparisons of the cultures studied and their own.

**Communities. participate in multicultural communities at home and around the world**

Standard 5. 1: Students use the language both within and beyond the school setting.

Standard 5. 2. students show evidence of becoming life-long learners by using language for professional enjoyment and enrichment.

For this reason students are encouraged to practice the language with a conversation partner, either a Spanish Native speaker or with another student of Spanish an hour per week outside the classroom. Students could attend the conversation network activity that generally takes place during the second or third week of classes. During that activity students can obtain the name and e-mail of a Spanish Native Speaker to practice the language at least once a week. The participant Spanish-speaking student will practice Spanish with you and you will practice English with him/her. The Spanish-speaking student will practice Spanish with the student of Spanish in exchange for practicing English with him/her. This activity will allow both language students to gain knowledge and understanding of the "other".

Students can check the participants list at [www.drexel.edu/elc](http://www.drexel.edu/elc) The new Participant list is available by the third week of every term. Scroll down to **Activities** on the website. Click on **Activities. Conversation Network** is on the upper left hand side of the screen. Students can submit a sign up form with information about him/her online.

**Drexel University encourages all students to study and/or work abroad as part of their academic program.**

Available options include:

**1. Intensive Language Study Abroad:**

Various programs are available, primarily in the summer. Information is available on the Study Abroad website: <https://drexel.studioabroad.com/> and also at the Modern Language Programs office (Language & Communication Center 210) <http://www.drexel.edu/culturecomm/lang/>, in the IAS Office (MacAlister 2024) <http://www.drexel.edu/ias/>, and in the Office of International Programs (Randell 230) <http://www.drexel.edu/international/>

**2. Co-op and Internships Abroad:**

Drexel Abroad programs in languages and the liberal arts are administered by the director of International Area Studies and include study-internship programs in Europe and intensive language programs in China, Japan and Russia. They require junior status, with a 3.0 average (3.5 for pre-juniors), completion of level 203 of the target language (except in London), and at least two upper-division courses in history, politics and sociology. Internships in Belgium are with the European Parliament, and in other countries with multinational corporations or with organizations and agencies in a variety of disciplines. <http://www.drexel.edu/scdc/coop/abroad/>

**3. International Programs:**

The Office of International Programs offers a number of discipline-specific programs abroad (most of which do not require substantive language skills), including the opportunity for Drexel students in a variety of majors to study/co-op in London. Information is available on the Study Abroad website: <https://drexel.studioabroad.com/> , by emailing the Study Abroad office at: [studyabroad@drexel.edu](mailto:studyabroad@drexel.edu) or by contacting Daniela Ascarelli, Study Abroad Director at (215) 895-1704.

<u>Week</u>	<u>Lessons</u>
<b>Semana I</b>	<b>Capítulo 1</b> Written Project
<b>Semana II</b>	<b>Capítulo 1</b> Written Project SAM Checked
<b>Semana III</b>	<b>Capítulo 1, Capítulo 2</b> Chapter Exam I SAM Checked Composition 1- Draft Written Project
<b>Semana IV</b>	<b>Capítulo 2</b> Written Project Composition 1- Final draft
<b>Semana V</b>	<b>Capítulo 2 Capítulo 3</b> Written Project SAM Checked Midterm- Oral and Written
<b>Semana VI</b>	<b>Capítulos 3</b> Written Project <u>Last week to withdraw from a course</u>
<b>Semana VII</b>	<b>Capítulo 3</b>

	Composition 2- Draft SAM Checked Exam- Capítulo II
<b>Semana VIII</b>	<b>Capítulos 3 , Capítulo 4</b> Written Project SAM Checked Composition 2- Final draft
<b>Semana IX</b>	<b>Capítulo 4</b> SAM Checked Composition 3-draft Written Project Exam- Capítulo III
<b>Semana X</b>	<b>Capítulo 4 &amp; Review</b> SAM Checked Composition 3-final draft Oral Final Exam

### **Academic Policies**

Please review the following applicable policies and statements regarding classes at Drexel University.

- [Office of the Provost: Policies on Academic Misconduct](#)
- [Office of Student Conduct and Community Standards: Academic Integrity Policy](#)
- [Office of Disability Services: Students with Disability Statement](#)
- [Office of the Provost: Course Drop Policy](#)

### **Course Change Policy**

This syllabus is designed to provide students with ample understanding of course expectations, so that meeting these expectations is a clear and attainable goal. Changes may be implemented at any time, before or during the course, at the instructor's discretion. In the event of any changes to the syllabus, students will be provided with an updated copy via email.