

## COMPREHENSIVE COURSE GUIDE

COURSE DEPARTMENT AND NUMBER: SPAN2001

TITLE: Intermediate Spanish I

CREDIT HOURS: 3

CONTACT HOURS: 3 class

COURSE DESCRIPTION: Continues SPAN1002. Review of idiomatic expressions and the past tenses; introduction of new vocabulary, structures, and grammatical concepts. Vocabulary and structures are integrated with cultural highlights.

PREREQUISITE: SPAN1002 or equivalent

FREQUENCY OF OFFERING: Fall semester.

REQUIRED TEXTS: Vistas: Introducción a la lengua española, 2nd ed., Blanco, Donley; Vista Higher Learning: Boston; accompanying student CD-ROMs, workbook/video manual, and lab manual.

SUPPLEMENTAL MATERIALS: Vistas audio program in the Foreign Language Lab, occasional handouts, tutorial programs in the Lab, and language and culture information websites on the Internet. Useful websites may be accessed via the Darton College Spanish Web Page at <http://www.darton.edu/programs/Humanities/foreign-language/spanish.php>.

COURSE OBJECTIVES: To give students primary communication skills, enabling them to function in a variety of formal and informal settings, to introduce them to the diversity of the globe-spanning Hispanic culture, and to give them a foretaste of Hispanic literature. At the end of the course, students will be able to:

- talk about activities that they have done and events that took place in the past, and tell how long ago they took place.
- engage in dialogue with classmates and instructor about task-oriented and social situations.
- initiate and respond to simple statements about self; family, daily routine, holidays, travel.
- initiate and respond to simple statements in the present, past and future.
- use given colloquial expressions appropriately.
- demonstrate understanding of most classroom instructions.
- demonstrate understanding of clear narrative descriptions by the instructor.
- demonstrate understanding of the reading of a simple paragraph from a short article or story.
- demonstrate understanding of a short passage listened to.
- demonstrate understanding of short, simple examples of written authentic material with cognates and some definitions by the instructor on topics that are relevant and/or interesting to the students.
- demonstrate understanding of written descriptive texts, chronological narrations, and dialogues.
- write compositions guided by a reading passage.

- write narration about events that happened when they were children, yesterday, or last year.
- write a paragraph about self; family, friends, with basic chronology.
- express thoughts in more complex constructions by using relative pronouns.
- talk about diverse forms of artistic and cultural expression.
- talk about cars and auto maintenance.
- use a variety of reading strategies to aid comprehension of selected authentic texts in Spanish.
- discuss at least one issue of current concern in the Spanish-speaking world and relate it to issues of concern in the United States.
- recognize the growing Hispanic presence and its influence in the United States.
- identify and discuss some of the contributions of the Hispanic world to the humanities and to world civilization.
- relate given cultural features of the Hispanic world with those of the United States.
- locate and utilize supplemental language and culture resources on the Internet.

MINIMAL PROCEDURAL REQUIREMENTS: Acquisition of vocabulary and structures (enhanced through usage in class), readings, discussions, introduction of grammatical and syntactical rules, pertinent exercises, and impromptu discussions of current affairs in Spain and Latin America.

Written lesson tests that include aural comprehension, a variety of grammatical and structural exercises, cultural awareness, and written expression, with occasional written compositions. The student's ability to communicate orally is also evaluated on an individual basis at the end of the semester. Email account required for the course.

OTHER REQUIRED EVALUATIVE WORK: Students will prepare a research paper on an assigned topic related to Hispanic history, culture, or current events, and may be called upon to make a brief oral presentation to the class about his findings. This research assignment will equal one test grade. In addition, students are required to work a **minimum** of one hour per week in the Foreign Language Lab in addition to class time. Lab work may include viewing videos as assigned, working through audiotape activities, use of foreign language tutorial software, accessing information from the Internet, and other assigned activities. Students may bring blank audiocassettes for duplication if they wish to do listening activities at home.

#### POLICIES:

- A. Attendance - Irregular attendance reduces a student's opportunity for success in the course. **More than five absences will deduct 75 points from the attendance portion of the final grade. Two tardies count as one absence. On the day a student returns to class after an absence, he should see the instructor before class to collect any handouts he may have missed. Otherwise he is unprepared for class and unable to participate, further lowering this portion of his grade.** Students in GSAMS classes should contact their instructor by phone or email in the case of an absence, and should speak with their facilitators about seeing the video(s) for the day(s) missed, if available.
- B. Make-up work - **If it is necessary for a student to be absent on a testing day, the student must notify the instructor and make arrangements in advance to take the test at another time.** This may be done by phone or by email if necessary. **Unless the instructor has prior notice, and unless legitimate documentation for the absence is provided, students will not be allowed to make up work.**

C. Grading.

Option One (Regular): Grading is on a 100-point scale (no curving). The final grade is made up of individual test scores (totaling 40%), class attendance and participation, evaluated on the basis of evidence of preparation and collection of selected assignments (20%), lab attendance (10%), final oral examination (10%), and final written examination (20%). The written final examination is largely a reformulation of all the previous tests.

Option Two (Service Learning Component): Grading is on a 100-point scale (no curving). The final grade is made up of service learning component (10%), individual test scores (totaling 30%), class attendance and participation, evaluated on the basis of evidence of preparation and collection of selected assignments (20%), lab attendance (10%), final oral examination (10%), and final written examination (20%). The written final examination is largely a reformulation of all the previous tests.

Option Three (Service Learning Component): Grading is on a 100-point scale (no curving). The final grade is made up of service learning component (10%), individual test scores (totaling 40%), class attendance and participation, evaluated on the basis of evidence of preparation and collection of selected assignments (10%), lab attendance (10%), final oral examination (10%), and final written examination (20%). The written final examination is largely a reformulation of all the previous tests.

- D. Disability – In compliance with the Americans with Disabilities Act (ADA), Darton College will honor requests for reasonable accommodations made by individuals with disabilities. Student must self-disclose their disability to the Office of Disability Services before academic accommodations can be implemented.
- E. Plagiarism – Presenting someone else’s phrasing and/or ideas as one’s own will result in 0 for the assignment and may result in an F for the course.
- F. Individual Conferences - **Students are always encouraged to visit or call the instructor during office hours.** They may also contact the instructor via email. Students are referred to the peer tutoring program if necessary, and should be aware from the beginning of the course that they will have a private oral performance session with the instructor near the end of the semester.

Congratulations on your completion of reading this comprehensive course guide, which will certainly give you a better chance to succeed in this course. Please log into **MyDC** and send an email message to your instructor to acknowledge that you have read the complete document and understand the objectives, requirements, and policies of this course.