

COMPREHENSIVE COURSE GUIDE

COURSE DEPARTMENT AND NUMBER: SPAN2003

TITLE: Intermediate Spanish III

CREDIT HOURS: 3

CONTACT HOURS: 3

COURSE DESCRIPTION: A study of lexical items and grammatical structures and concepts of the Spanish language. The student will review basic grammatical structures as well as study more advanced linguistic concepts. Emphasis is on speaking and writing skills, though listening and reading skills will also continue to be developed. The course is taught exclusively in Spanish. Active classroom use of the Spanish language is mandatory and expected; speaking English will neither be permitted nor tolerated.

PREREQUISITE: SPAN2002 or equivalent.

FREQUENCY OF OFFERING: On demand.

REQUIRED TEXTS: *Noticias: An Advanced Intermediate Content-Based Course*, Bell, Schwartz; McGraw Hill: N.Y.; accompanying *Manual de trabajo*, Schwartz, Bell, Guzmán; McGraw Hill.

SUPPLEMENTAL MATERIALS: Video accompanying *Noticias: An Advanced Intermediate Content-Based Course*; selected web sites, news articles, and handouts.

COURSE OBJECTIVES: At the end of the course, students will be able to communicate with the instructor and fellow students on selected topics and in appropriate situations at the intermediate-low to intermediate-mid level proficiency, as described in ACTFL guidelines (see below).

Students will demonstrate mastery with regard to the following concepts:

- Subject pronouns
- Verb formation of present indicative
- Verb usage of present indicative
- Expressing future action

Students will demonstrate partial mastery with regard to the following concepts:

- Accents (syllabification and stress)
- Agreement of gender and number
- Demonstrative and possessive adjectives
- Direct object, indirect object, prepositional, reflexive, possessive, and demonstrative pronouns
- Interrogatives
- Verb formation and usage of preterite, imperfect indicative, future, compound tenses, conditional situations, probability, *gustar* and similar verbs, *ser* vs. *estar*, past and present participle, commands, and subjunctive mood (present, imperfect, present perfect and pluperfect)

ACTFL Guidelines

- **Listening: Intermediate-low**

Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.
- **Listening: Intermediate-mid**

Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberated speech, such as simple announcements and reports over the media. Understanding continues to be uneven.
- **Speaking: Intermediate-low**

Able to handle successfully a limited number of interactive, task-oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversations, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
- **Speaking: Intermediate-mid**

Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
- **Reading: Intermediate-low**

Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has

to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

- **Reading: Intermediate-mid**

Able to read consistently with increased understanding of simple, connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wider audience.

- **Writing: Intermediate-low**

Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics.

- **Writing: Intermediate-mid**

Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time and at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.

MINIMAL PROCEDURAL REQUIREMENTS: Acquisition of vocabulary and structures (enhanced through usage in class), readings, discussions, introduction of grammatical and syntactical rules, and pertinent exercises. Formal evaluations will include written lesson tests, written compositions, and oral class presentations, as well as selected homework activities and performance in oral class discussions. Some homework assignments may require work in the Foreign Language Lab.

OTHER REQUIRED EVALUATIVE WORK: Students are expected to be present for all of each class session, and all communication in the class will be conducted in Spanish.

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. If the course is scheduled to meet, more than two absences will deduct 75 points from the attendance portion of the final grade. Two tardies count as one absence. In the case of an absence, it is the student's responsibility to see the instructor before class to collect any**

handouts he may have missed and inform himself/herself of assignments. Otherwise he is unprepared for class and unable to participate, further lowering this portion of his grade.

- B. Make-up work - Make-up work will be allowed at the discretion of the instructor, and only in the case of a **documented** medical emergency, death in immediate family, extreme illness, car accident or other unforeseen emergency situation. Documentation may be in the form of a doctor's note, police report, subpoena for court appearance, etc. **If it is necessary for a student to miss a test, an oral presentation, or a composition, the student must notify the instructor immediately.** This may be done by phone or by email if necessary.
- 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 20%), class attendance and oral participation, evaluated on the basis of evidence of preparation and collection of selected assignments (15%), written compositions (20%), formal oral class presentations (30%), and final written examination (15%).
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 20%), class attendance and oral participation, evaluated on the basis of evidence of preparation and collection of selected assignments (10%), written compositions (20%), formal oral class presentations (25%), and final written examination (15%).
- 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 by email.

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.