

# Beginning Spanish II

**COURSE DESIGNATOR** ARGN 1002

**Language of Instruction** Spanish

**NUMBER OF CREDITS** 5 credits

**Contact Hours** 75 hours

## COURSE DESCRIPTION

Second semester college-level Spanish. Develop basic listening, speaking, reading, and writing skills. Some cultural readings are included. This class is designed to further develop and strengthen the language skills acquired in Spanish I.

## INSTRUCTOR

Fundación Ortega y Gasset staff

## COURSE OBJECTIVES

Students should reach level A2 of the CEFR (Common European Reference Framework) by the end of the course.

## METHODOLOGY

Action- oriented approach, where the student is the focus of the language class and must carry out tasks using the target language.

## COURSE PREREQUISITES

SPAN 1001 or equivalent

## REQUIRED READING/MATERIALS

Jaime Corpas, Agustín Garmendía, Carina Kosel. (Buenos Aires: Voces del Sur, 2010)

## GRADING

### CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of how grades are weighted:

Class participation	20%
Oral and written assignments	20%
Midterm and final exams	60%
Overall Grade	100%

## COURSE CONTENT

### In this course students will learn to:

- Talk about habits
- Express duration of events
- Talk about motivation
- Make recommendations
- Express tastes and preferences
- Describe a house or apartment: furniture, rooms.
- Compare
- Talk about coincidences
- Talk about objects and their location in space. Describe objects.
- Describe people (appearance)
- Talk about relationships and similarities between persons
- How to introduce yourself, respond to introductions. Social behavior rules.
- Make requests
- Ask for/grant permission
- Apologize, excuse themselves
- Talk about leisure activities and hobbies
- Talk about past events
- Talk about timetables and schedules
- Talk about plans and projects
- Talk about food and dietary habits
- Talk about personal experience
- Express wishes
- Offer advice
- Talk about moods, illness, physical pain
- Talk about habits in the past, and about a sequence of events in the past
- Debate
- Give instructions
- Talk about hypotheses
- Talk about future events
- Express conditions

### Structures, Vocabulary and Grammatical Items:

- Indicative Mood: Present Simple, regular and irregular verbs
- Reflexive verbs

- *Porque/para*
- Irregular present: c- zc
- *llevarse bien/mal*
- *este/esta/estos/estas, ese/esa/esos/esas*
- *el/la/los/las+adjective*
- *el/la/los/las+de+noun*
- *el/la/los/las+que verb*
- Clothing
- *Estar+gerund*
- Present perfect
- *Ir a +infinitive*
- *ya/todavía no*
- Direct object personal pronouns
- Impersonal forms with *se*
- Some uses of *ser* and *estar*
- Weighing and measuring
- *y/pero/además*
- Uses of the present perfect and the indefinite preterite
- *parecer, caer bien/mal*
- *me/te/le/nos/les gustaría+infinitive*
- The human body
- Form and uses of the imperfect
- Contrast: preterite indefinite and imperfect
- *Estar+ gerund (past progressive)*
- Time markers
- Imperative: conjugation and use
- Direct and indirect object and reflexive pronoun collocation
- *Si+ present simple, future*
- time expressions to talk about future events
- *seguramente/probablemente/posiblemente/seguro que/supongo que+ future*

## ATTENDANCE POLICY

Students are expected to attend classes, and those academic activities that form part of each course, regularly and punctually. Credits will be received for academic performance and for the number of class hours attended. Absences should be justified to the Academic Coordinator. **75% of attendance to classes is required to earn credits for each course. Being more than 15 minutes late to classes will imply a half absence.**

## UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic

record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

#### STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.