



Intermediate Spanish I

Course Details

Course Designator & Number: MADR 1003

Number of Credits: 5

Language of Instruction: Spanish

Contact Hours: 75

Instructor: On-Site Faculty

Course Description

This course is designed for students who have completed one year (or equivalent) and are relatively comfortable expressing their personal needs and describing their immediate environment in Spanish. The main goal of the course is to move the students toward fluency by means of significant vocabulary expansion and mastery of the seven communicative functions (i.e. describing, comparing, reacting and recommending, narrating, discussing likes and dislikes, creating hypotheses, and talking about the future). The course also focuses on the application of the seven communicative functions to authentic social contexts and cultural situations. It emphasizes the development of speaking skills, although attention is given to listening, reading, and writing as well.

Course Objectives

Upon completion of the semester, a successful student:

- **Vocabulary-** Will have acquired a more diverse and elaborate vocabulary pertaining to authentic social contexts and cultural situations. They will have developed strategies for inference of meaning and will have progressed from memorizing isolated words to learning and using groups of thematically related words (i.e., word families) and idiomatic expressions
- **Grammar-** Will have acquired the structures necessary to form and use the seven communicative functions (i.e. describing, comparing, reacting and recommending,

narrating, discussing likes and dislikes, creating hypotheses, and talking about the future).

- Culture- Will have developed sensitivity toward and appreciation of various aspects of Spanish-speaking cultures (e.g., origins, immigration).
- Listening- Will display more accuracy in their comprehension of basic speech and will improve their ability to understand authentic materials (film, radio, etc).
- Speaking- In addition to significantly improved pronunciation, they will be able to engage in extended discourse and substantially elaborate a topic. Their speech will be relatively spontaneous and cohesive through the usage of transitions and connectors.
- Reading- Will be able to read relatively complex texts from a variety of genres (literary, journalistic, historical, etc.) by means of developing reading strategies such as deciphering the words based on context, relating them to the words they know (word families), and visualizing the content of the text.
- Writing- With topics pertaining to social and cultural issues as the basis, they will be adept at constructing cohesive paragraphs through the usage of transitions and connectors, will know to identify the well-constructed structural elements of an essay (e.g., introduction, thesis, argument, and conclusion), and will be able to develop a well-structured essay with guidance.

Learning Outcomes

- Listening- Students will demonstrate the ability to understand simple sentence-length speech on familiar topics. They can understand the main facts of short non-complex narrative and descriptive speech using familiar vocabulary and structures.
- Speaking- Students will demonstrate the ability to interact effectively in straightforward, concrete conversational situations, for example by responding to direct questions or requests for information.
- Reading- Students will demonstrate the ability to understand short, non-complex texts that convey basic information and deal with familiar topics. They can understand the main facts of short narrative and descriptive texts using familiar vocabulary and structures.
- Writing- Students will demonstrate the ability to communicate simple facts and ideas in a series of loosely connected sentences on familiar topics, primarily in present time, with some references to other time frames.

Methodology

The course is comprised of two modules: Fundamentals (taught Monday, Wednesday, Friday) and Applications (taught Tuesday and Thursday). The Fundamentals module is designed with a focus on form, whereas the Applications module is designed primarily with a focus on content. For more specific areas that will be covered in the two modules, please see the table below:

Fundamentals	Applications
Contextualized grammar	Oral expression and pronunciation
Contextualized vocabulary	Writing
Reading	Listening comprehension
Culture	Culture

Experiential Learning & Field Visits

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Methodology Sub-Subheading

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Required Reading / Materials

Forester, Sharon W., and Anne Lambright. Punto y aparte: expanded edition. New York, NY: McGraw-Hill, 2011.

- Textbook
- Centro Online (requires registration key to log on)

Supplemental Materials

A good two-directional Spanish/English dictionary is recommended. Dictionaries published by Oxford and Larousse are some examples, as is the online dictionary Word Reference (wordreference.com).

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
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 fully meet 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

Assignments	Percentage of Grade
Centro (online workbook)	5%
Daily grade (includes homework assignments, quizzes, and participation/preparation/courtesy)*	20%
Exam 1 (Ch. 1)	15%
Exam 2 (Ch. 2)	15%
Oral interviews (2)	10%
Interactive cultural presentation	5%
Compositions (3)	10%
Listening comprehension (2)	5%
Final exam	15%
Overall grade	100%

*Each individual instructor will determine the precise breakdown of this portion of your grade.

Assessment Details

Daily Grade (Fundamentals & Applications): This portion of your grade is made up of a combination of homework assignments; quizzes (announced and/or pop); and preparation, participation, and courtesy. Your instructors will provide you with specific information regarding the breakdown of this portion of the grade for your section. Note that you will receive a daily grade for your Fundamentals section and a separate daily grade for your Applications section. Below are some details on each of these subcategories:

1. Participation, Preparation, Attendance, and Courtesy

a. Participation means that the student will actively contribute to class and group discussions by both asking and answering questions. It also means that they will willingly engage in class

activities and use the language of the course (used by both the instructor as well as the classmates), i.e., Spanish. Active, thoughtful, and informed participation is expected at each class meeting.

b. Preparation implies that the student will have read the reading assignment and completed the written homework and any other pertinent assignment in advance of the day it will be discussed in class. Students are expected to devote at least two hours of studying and preparation before each class meeting.

c. Attendance refers to the expectation that all students will attend, arrive prepared, and participate. Although no grade will be given for physical attendance per se, all students are expected to attend class regularly in order to fully benefit from this course. Three hours of absence (three class meetings) will be overlooked regardless of the reason. Every additional hour of absence, either excused or unexcused, will result in a 2% reduction of the student's final grade. If more than seven hours of class time are missed, the student will be administratively dropped or assigned an F for the course. In addition, three tardies will count as one hour of absence. Finally, it is the student's responsibility to keep track of their own absences to avoid failing the course. The student is also responsible for obtaining any notes and/or assignments from the days that they were absent (regardless of whether excused or unexcused).

d. Courtesy means being respectful of one's classmates, the instructor, and the learning process in general. Food, cell phones, and poor manners (such as burping, indiscreetly yawning, sleeping, playing video games, sending text messages, etc.) interfere with that principle, as do tardies, early departures, and regularly leaving and re-entering the classroom while class is in session.

2. Other homework assignments (Fundamentals & Applications) This can include any additional daily work assigned by your instructors. An assignment is given for each class day in the attached schedule in the column labeled "Assignments." Your instructors may add to or modify the assignments in the column by announcing it in class and/or posting it on Blackboard. If you are absent for any reason, it is your responsibility to become informed of any changes in the assignment and to be fully prepared for the following class. Absence does not excuse you from being prepared for class. Your instructors will collect assignments at their discretion and count them toward your daily grade at their discretion.

3. Quizzes (Fundamentals & Applications) Some grammar quizzes are built into the syllabus (see attached schedule). These quizzes will be approximately 10-20 minutes in length. In addition, your instructor may give brief (five-minute) pop quizzes at their discretion to gauge your preparation.

Exams

- Unit Exams (Fundamentals): There will be two unit exams over the course of the semester. Exam #1 will cover Chapter 1 and exam #2 will cover Chapter 2. These exams will focus on vocabulary and grammar, as well as culture. They will contain material from the textbook and other assigned materials, as well as from class discussions.

- Final Exam: The final exam is cumulative (i.e., it covers all the material taught throughout the semester in Chapters 1, 2, and 3.). It will test listening comprehension, vocabulary, grammar, reading comprehension, writing, and culture. The final exam will be administered as specified in the official university examination schedule, and shall not be administered during the last week of classes or during the reading period or any other time. The students are strongly advised to consult the final examination schedule prior to making any travel arrangements. If the student makes travel arrangements prior to determining the final exam schedule and has to miss the exam, they will receive a grade of zero for that work. The instructor does not have the obligation to accommodate cases like these.

Note: The use of anything but a pen, pencil, and eraser is not allowed on any of the previously described exams (this includes but is not limited to cell phones, tablets, laptops, etc).

Oral Interviews (Applications): There will be two graded oral interviews, each worth 5% of the final grade. The first interview will be conducted in pairs and the student should be prepared to engage in negotiation of meaning and conversation with the interview partner as well as with the instructor. The second interview will be one on one with the instructor, and the student will initiate the conversation and suggest the topics by preparing ahead of time the questions that reflect the seven communicative functions. During both oral interviews, the student has to demonstrate their speaking skills and knowledge of vocabulary, as well as the ability to negotiate meaning in Spanish and to integrate the seven communicative functions. The instructor will provide additional information and guidelines during the course of the semester. The approximate duration of this activity is five minutes per pair.

Interactive Cultural Presentation (Applications): Each student will be assigned a topic pertaining to a cultural aspect of the Spanish-speaking world. The student will be responsible for researching this topic and presenting it to the class on the assigned day. Students must use some type of visual aids (music, photos, posters, PowerPoint, etc.). The visuals can only contain names of people and places. The approximate duration of this activity is a minimum of five minutes per student, with an additional one to two minutes to follow for a brief question-and-answer session. The cultural presentation will be graded on criteria including but not limited to organization, audience involvement (the ability to attract the attention of the audience and engage with them), content (synthesis, analysis), and expression (clarity, vocabulary, grammar).

Compositions (Applications): Over the course of the semester there will be three graded in-class compositions. The composition topics will be assigned by the instructor, and the student must make sure that each composition includes topic-appropriate grammar and new vocabulary as appropriate. Each composition has to be coherent and well articulated, with transitions and connectors adequate for this level, as well as demonstrating that with guidance the student is able to construct an elaborate thesis and supporting paragraphs (introduction, development, conclusion, etc). For both compositions the student has to write the original (80%) and the revised version (20%), as the final grade for a composition will be based on both elements. The revision must incorporate the instructor's feedback and abide by the formatting requirements listed in the "Miscellaneous" section.

Listening Comprehension (Applications): There will be two graded listening-comprehension activities over the course of the semester.

Course Content

Unit 1

Fundamentals

- Introducción al curso (metas, libro, sílabo, explicación de Fundamentals Daily Grade, etc.)
- Repaso de gramática (verbos: tiempo, modo, aspecto)
- Más repaso de gramática Register for Centro (bring your laptop to class) Last day to enroll, add courses or drop courses without grade record or tuition billing.

Applications

- Introducción al curso (metas, libro, sílabo, explicación de Applications Daily Grade, etc.)
- Acentos

Unit 2

Fundamentals

- Prueba de gramática (verbos: tiempo, modo, aspecto) Puntos clave (D, C, P)
- Puntos clave (R, G, H, F)
- Capítulo 1: Perspectivas Parte A: Percepciones e impresiones Preguntas para considerar (p.18); La historia: Las primeras impresiones (p.19); Actividades (p.20)
- Vocabulario del tema (pp.21 -22); Actividades (pp.22 -25); Para conversar mejor (p.24)

Applications

- Más práctica con los acentos
- Cara a cara

Unit 3

Fundamentals

- Gramática: Agreement, ser & estar, past participle as adjective; use and omission of article
- Puntos clave -- Descripción y comparación
- Prueba de gramática: Agreement, ser & estar, past participle as adjective; use and omission of article Más actividades sobre las descripciones y comparaciones

Applications

- Lugares fascinantes: España (Barcelona; Sevilla; Toledo; Bilbao) Last day to request excused absence for the observance of a religious holiday

- Hablando del tema

Unit 4

Fundamentals

- Cap. 1B: La relación entre la historia y el arte Preguntas para considerar (p.40); La entrevista: Un curso en el extranjero (pp.41-42); Actividades (pp.42-43) Vocabulario del tema (p.44); Para conversar mejor (p.44); Actividades (pp.44-47)
- Puntos clave -- Descripción y comparación; pasado y gustos Prueba diagnóstica (p.48); Actividades (pp.48 -51)
- Un momento histórico: La Guerra Civil española (pp.54 -56) Lectura: Antes de leer (pp.57 -58)

Applications

- Rincón cultural: Un artista hispano-- Antoni Gaudí; La música española Preparación para la composición #1
- Composition #1 Actividades de comprensión

Unit 5

Fundamentals

- Lectura: Salvador Dalí: La novela de su vida
- Repaso para el examen 1
- Exam #1 (Cap. 1)

Applications

- Actividades de comprensión (práctica para Graded Listening Comprehension)
- Graded Listening Comprehension #1 Práctica para la entrevista oral

Unit 6

Fundamentals

- Capítulo 2: Conexiones Parte A: Nuestras raíces Preguntas para considerar (p.64); La historia: ¡La quiero mucho, pero me vuelve loco! (p.65); Actividades (p.66)
- Vocabulario del tema (pp.67 -68); Actividades (pp.68 -71); Para conversar mejor (p.69)
- Gramática: preterite & imperfect; present perfect & pluperfect; hace...que

Applications

- Más práctica para la entrevista oral
- Oral Interview #1 (Pairs)

Unit 7

Fundamentals

- Puntos clave – Narración en el pasado: Prueba diagnóstica (pp.72 -73); Expresiones útiles (p.73 -74); ejercicios adicionales
- Prueba de gramática: preterite & imperfect; present perfect & pluperfect; hace...que Más actividades sobre la narración en el pasado
- Cap. 2B: La inmigración Preguntas para considerar (p.86); La entrevista: La situación de los inmigrantes en un nuevo país (pp.87 -88); Actividades (pp.88 -89)

Applications

- Oral Interview #1 (Pairs)
- Lugares fascinantes: El Caribe (La Habana, Cuba; San Pedro de Macorís, República Dominicana; El Viejo San Juan, Puerto Rico; Mérida, Venezuela) Instructor announces Interactive Cultural Presentation topics and dates Preparación para la composición #2

Unit 8

Fundamentals

- Vocabulario del tema (p.89); Actividades (pp.90 -92); Para conversar mejor (p.90)
- Puntos clave – Narración en el pasado, también descripción y reacción/recomendación Prueba diagnóstica (pp.93 -94); Actividades (pp.94 -98)
- Un momento histórico: La Revolución cubana (pp.101 -103)
- Lectura: Antes de leer (p.104)

Applications

- Composición #2
- Hablando del tema

Unit 9

Fundamentals

- Lectura: Habana Blues

Applications

- Rincón cultural: Un artista hispano —Nick Quijano; La música caribeña
- Instructor turns in Midterm grades for freshmen and sophomores
- Actividades de comprensión

Unit 10

Fundamentals

- Repaso para el examen
- Exam #2 (Cap. 2)
- Capítulo 3: Pasiones y sentimientos Parte A: ¿Está equilibrada su vida? Preguntas para considerar (p.113); La historia: Buscando el equilibrio (pp.114-115); Actividades (p.115)

Applications

- Graded Listening Comprehension #2
- Preparación para la composición
- Interactive Cultural Presentations
- Preparación para la composición

Unit 11

Fundamentals

- Vocabulario del tema (pp.116-117); Actividades (pp.117- 121); Para conversar mejor (p.117)
- Gramática: present & past subjunctive forms; subjunctive in noun clauses
- Last day to drop a course
- Gramática: Commands

Applications

- Composition #3
- Interactive Cultural Presentations
- Interactive Cultural Presentations
- Hablando del tema: B. Debate: Cómo conocer a su media naranja

Unit 12

Fundamentals

- Puntos clave – Reacciones y recomendaciones: Prueba diagnóstica (p.122); Expresiones útiles (p.123); ejercicios adicionales
- Prueba de gramática: present & past subjunctive in noun clauses; commands
- Más actividades sobre reacción y recomendación
- Cap. 3B: La pasión en la historia y arte de México Preguntas para considerar (p.134); La entrevista: Diego: Su tienda, Tesoros (pp.135 - 136); Actividades (p.136)
- Vocabulario del tema (p.137)

Applications

- Interactive Cultural Presentations
- Hablando del tema: Reacción: Ciertas diferencias no son posibles D. Volver a considerar E. El Callejón del Beso
- Lugares fascinantes: México (Guanajuato; México D.F.; Yucatán; Oaxaca)
- Preparación para la composición
- Práctica para la entrevista oral

Unit 13

Fundamentals

- Actividades (pp.137 -141); Para conversar mejor (p.137)
- Puntos clave – Narración en el pasado, descripción y reacción/recomendación Prueba diagnóstica (pp.141 -142); Actividades (pp.142 -147)
- Un momento histórico: La Revolución mexicana
- Lectura: Antes de leer (p.154)
- Last day to withdraw from the university.

Applications

- Rincón cultural: Un artista hispano – José Guadalupe Posada; La música mexicana ●
- Práctica para la entrevista oral
- Oral Interview #2 (Individual)

Unit 14

Fundamentals

- Lectura: La Peregrina
- Lectura (cont): La Peregrina
- Repaso para el examen final

Applications

- Oral Interview #2 (Individual)

Unit 15

Fundamentals

- Repaso para el examen final
- Last day of instruction

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & 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. This information can be found [on the Learning Abroad Center website](#).