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# Beginning Spanish II

**COURSE DESIGNATOR** SPAN 1002

**Language of Instruction** Spanish

**NUMBER OF CREDITS** 5 credits

**Contact Hours** 75 hours

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## COURSE DESCRIPTION

Second semester Spanish. Continue to develop basic listening, speaking, reading and writing skills. Some cultural readings are included. Students will continue to acquire the skills to communicate more effectively in real life situations.

## INSTRUCTOR

Cemanahuac Staff.

## COURSE GOAL

Continue to develop basic listening, speaking, reading and writing skills in Spanish.

## LEARNING OUTCOMES

The fundamental objectives of this program are based upon each student progressively obtaining the ability to:

- Understand frequently used phrases and expressions related to areas of experience which are especially relevant to him or her (basic information about himself or herself, his or her family, shopping, places of interest, occupations, etc.)
- Communicate himself or herself when performing simple daily tasks which do not require more than simple and direct exchanges of information regarding matters that are known to him or her and are habitual.
- Describe, in simple terms, aspects of his or her past and surroundings, such as matters relating to his or her immediate needs

## METHODOLOGY

This program's Spanish classes are instructed using a communicative approach in the sense that communication is not just an opportunity to practice the language, but rather is the way in which language is learned. This means that, in order to be successful in your learning, you must be willing to try new structures and vocabulary even before you believe you have fully grasped them. As the class is taught in Spanish by native Spanish speakers you will have many opportunities to practice real communication in the classroom; with your host family; and in your daily life around town. This is part of the immersion experience and we expect your active participation in class at all times. At first, learning a language following this method may seem impossible, but if you adhere to it and work hard, you will discover that you are capable of communicating effectively in a short amount of time.

Although grammar is an important part of learning a second language, the explicit knowledge of these rules is not sufficient for communication. Therefore we will not spend lengthy class sessions concentrating on studying grammatical norms. To clear up any questions relating to grammar, you can rely on the textbook which explains the grammatical points of each chapter in addition to the scheduled tutoring sessions offered each week.

## COURSE PREREQUISITES

One semester of college-level Spanish or equivalent.

## REQUIRED READING/MATERIALS

Gente (title), de la Fuente (author), 9781323167076 (ISBN)

Español Fácil Básico 1 and 2, Editorial Trillas (provided on-site at Cemanahuac)

## 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:

Quizzes	30%
Final Exam	20%
Class compositions	10%
Class participation	20%
Journals	10%
Oral Exam	10%
Overall Grade	100%

1. The Quizzes (pruebas) will be on Fridays of weeks 1 and 2.
2. Final exam-Friday of week 3 of each course.

3. Date of the oral exam: There will be a sign up sheet for you to write your name and select the time on Wednesday of week 3. It will be at your level and you will be asked 5 questions and you will then ask the teacher 5 questions related to the same topic.

4. Class compositions will be assigned by the instructor. The outline, the draft, and the final copy will be graded by the instructor of each course level.

5. Class participation will be graded (oral ability, written ability, homework and attendance) by the instructor. With 5 unexcused hours of absences, your grade will be lowered one letter grade. Each subsequent hour of absence will lower your grade one letter grade for every hour missed. If you are 15 minutes late for class, it will be considered as an absence.

6. Journals are to keep in touch with you and to see how your communication skills are improving and they should show improvement throughout the course. Topics are open, you may write about any subject of interest such as new things you are experiencing, unexpected challenges and surprises in the course, current events in México, etc.

**Work, family parties and family vacations are not considered valid reasons for missing, postponing or reprogramming your quizzes, oral exams or final.**

**JOURNALS WILL BE GRADED**

NOTE: Every Wednesday at 8.50 am leave it in the box outside the office.

**CLASS SCHEDULE**

1st period - 9:00 am - 10:50 am    2nd period - 11:10 am - 1:00 pm    3rd period - 1:10 pm - 2:00 pm

<b>Week One</b>	
<b>Text: <u>Español Fácil Intermedio 3, 4, and 5</u></b>	
<b>This week you will learn to:</b>	
<ul style="list-style-type: none"> <li>● Solicit &amp; give information about likes and preferences.</li> <li>● Describe events going on.</li> </ul>	<ul style="list-style-type: none"> <li>● Give orders</li> <li>● Talk about and narrate events in the past tense</li> </ul>
<b>Reinforced by the following framework:</b>	
<b>MONDAY</b>	
<b>1st period</b>	<ul style="list-style-type: none"> <li>➤ <b>Estar + gerund</b> pg. 38</li> <li>➤ Homework EF3 pg. 30-37</li> <li>➤ Composition: prepare your outline</li> <li>➤ Suggested topics               <ul style="list-style-type: none"> <li>➤ - compare your country and Mexico (celebrations, food, customs, traditions, etc.)</li> <li>➤ - life today vs. life in the past (communication, transportation, family life, recreational activities, etc.)</li> <li>➤ - difference between life in the city or the countryside (food, work, transportation, communication, etc.)</li> </ul> </li> </ul>
<b>2nd period</b>	<ul style="list-style-type: none"> <li>➤ Pronunciation</li> <li>➤ Review reflexive, indirect and direct pronouns</li> <li>➤ Homework: EF3 lesson 2</li> </ul>
<b>3rd period</b>	<ul style="list-style-type: none"> <li>➤ Walkabout in the neighborhood to learn how to use public transportation</li> </ul>
<b>TUESDAY</b>	

1st period	<ul style="list-style-type: none"> <li>➤ Review regular and irregular preterit</li> <li>➤ Homework – turn in your outline</li> </ul>
2nd period	<ul style="list-style-type: none"> <li>➤ Review preterit with pronouns EF 3, pg. 89</li> <li>➤ Homework in the workbook</li> </ul>
3rd period	<ul style="list-style-type: none"> <li>➤ EF 3 page 46 <b>Lee y actúa</b></li> </ul>

<b>WEDNESDAY</b>	
1st period	<ul style="list-style-type: none"> <li>➤ Introduction to the imperfect tense EF 4 pg. 48</li> <li>➤ Turn in your journal to Blanca. Write 50 words minimum these first three days. (count and write the number of words)</li> </ul>
2nd period	<ul style="list-style-type: none"> <li>➤ Pronunciation</li> <li>➤ Contrasting preterite and imperfect tenses</li> <li>➤ EF 4 pg. 70 and 117</li> <li>➤ Homework: EF 4 pg. 137 and 145</li> </ul>
3rd period	<ul style="list-style-type: none"> <li>➤ role play of a children's story</li> </ul>

<b>THURSDAY</b>	
1st period	<ul style="list-style-type: none"> <li>➤ Definite and indefinite pronouns with infinitive, <b>estar+gerundio</b>; and <b>querer + infinitive</b></li> <li>➤ EF 3 lesson 4 pages 100 – 110</li> <li>➤ Homework in the workbook</li> </ul>
2nd period	<ul style="list-style-type: none"> <li>➤ Negative and positive imperative with pronouns</li> <li>➤ Homework: bring a recipe (ask your host family)</li> </ul>
3rd period	<ul style="list-style-type: none"> <li>➤ TPR exercise giving orders</li> </ul>

<b>FRIDAY</b>	
1st period	<ul style="list-style-type: none"> <li>➤ General review for the first test</li> </ul>
2nd period	<ul style="list-style-type: none"> <li>➤ Test One</li> </ul>

<h2 style="margin: 0;">Week Two</h2> <p style="margin: 0;"><b>Texto: <u>Español Fácil intermedio 3 y 4</u></b></p>
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<p><b>This week you will learn to:</b></p> <ul style="list-style-type: none"> <li>● Give and receive orders</li> <li>● Make suggestions</li> <li>● Express plans for the future</li> </ul>	<ul style="list-style-type: none"> <li>● Talk about hypothetical actions and situations</li> <li>● Talk about things that started in the past and continue in the present</li> </ul>
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**Reinforced by the following framework:**

<b>MONDAY</b>	
1st Period	<ul style="list-style-type: none"> <li>➤ Formal and plural use of imperative; also affirmative and negative</li> <li>➤ Homework in the workbook</li> <li>➤ Composition: turn in the 200 word draft (count and write the number of words)</li> </ul>
2nd Period	<ul style="list-style-type: none"> <li>➤ Pronunciation.</li> <li>➤ Practice imperative – regular, irregular, forma., informal and plural EF 3 pg157</li> <li>➤ Homework in the workbook</li> </ul>
3rd Period	<ul style="list-style-type: none"> <li>➤ Conditional sentences of the first type: <b>si+</b> present indicative and present/future</li> </ul>

<b>TUESDAY</b>	
1st Period	<ul style="list-style-type: none"> <li>➤ Future tense EF 3 lesson 7</li> <li>➤ Conditional tense in EF 4 lesson 4 (handout)</li> </ul>

	➤ Homework in the workbook
<b>2nd Period</b>	➤ Impersonal <b>se</b> and reflexive <b>se</b> EF 3 pg. 169 ➤ Homework in the workbook
<b>3rd Period</b>	➤ Practice adverbs in 'mente' and expressions with <b>por</b> and <b>para</b>

<b>WEDNESDAY</b>	
<b>1st Period</b>	➤ <b>Antepresente</b> EF 3, lesson 9 ➤ Contrast present perfect vs. preterite ➤ Homework: turin in the journal to Blanca. Write 200 words. Count and write the number of words.
<b>2nd periodo</b>	➤ Pronunciation ➤ <b>Antecopretérito</b> EF 5, lesson 1 ➤ Uses of <b>ya</b> and <b>todavía no</b> ➤ Homework in the workbook
<b>3rd Period</b>	➤ Songs with José

<b>THURSDAY</b>	
<b>1st Period</b>	➤ Relative pronouns EF 5 lesson 2 pg. 42 and 37 (handout) ➤ Homework in the workbook
<b>2nd Period</b>	➤ Introduction to present subjunctive ➤ Homeowrk: EF 5 lesson 3
<b>3rd Period</b>	➤ Verbs with inverted construction using nouns in singular, plural and infinitive

<b>FRIDAY</b>	
<b>1st Period</b>	➤ General review for the second test
<b>2nd Period</b>	➤ Test Two.

**Week Three**  
**Text: Español Fácil Intermedio 3**

<b>This week you will learn to:</b>	<ul style="list-style-type: none"> <li>• Express opinion, probability and doubt</li> <li>• Suggest/suppose.</li> <li>• Summarize.</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Talk about your emotions</li> <li>• Make judgements</li> </ul>	

<b>Reinforced by the following framework:</b>	
<b>MONDAY</b>	
<b>1st period</b>	➤ Present subjunctive with verbs of opinion (contrasting with indicative) ➤ Handouts ➤ Homework: turn in the final composition of 200 words. (count and write the number).
<b>2nd period</b>	➤ Pronunciation ➤ Present subjunctive (probability and doubt) ➤ EF 5 lesson 3 ➤ Homework in the workbook
<b>3rd period</b>	➤ Use of <b>Ser/Estar + adjective</b>

<b>TUESDAY</b>	
<b>1st period</b>	➤ Relative clauses with indicative and subjunctive ➤ Relative clauses with a preposition. Handout

	➤ Homework in the workbook
<b>2nd period</b>	➤ <b>Donde, cuando, como, lo que, todo lo que + subjuntivo</b>
<b>3rd period</b>	➤ <b>Ya, todavía no/ aún (no) (+ present perfect)</b>

<b>WEDNESDAY</b>	
<b>1st period</b>	➤ Subjunctive in present tense (verbs of emotion). Handout ➤ Homework in the workbook ➤ Turn in your journal to Blanca. Write at least 200 words. Count and write the number of words)
<b>2nd period</b>	➤ Pronunciation ➤ Present subjunctive with impersonal expressions (judgements). Handout ➤ Prepare and practice final presentation
<b>3rd period</b>	➤ Songs with Jose for the final presentation

<b>THURSDAY</b>	
<b>1st period</b>	➤ Practice the subjunctive
<b>2nd period</b>	➤ <b>Ponerse/volverse + sustantivo</b> ➤ <b>Hacerse + adjetivo</b>
<b>3rd period</b>	➤ <b>Final student presentations.</b>

<b>VIERNES</b>	
<b>1st period</b>	➤ General review for the final exam.
<b>2nd period</b>	➤ Final Exam

## ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

## 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.