

**SPAN 1501 Intermediate Spanish I**  
**Tuesdays, Wednesdays and Thursdays**  
**9:00 - 12:00**

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**Fordham University, Verano 2018**  
**Modern Languages & Literatures**

Office: Faber Hall 560  
Office Hours: TWF: 12:30 – 1:30

### **I. Course Description**

Intermediate Spanish I will continue introducing students to the fundamentals of Spanish language and culture, emphasizing the five fundamental components of language acquisition: reading, writing, listening, speaking, and cultural competence, using a task and content-based Spanish learning program. Within a task- and content- based classroom approach, time in class is dedicated to interaction and collaborative work: that is, students' learning progresses by doing. In this task- and content- based approach the teacher is a facilitator of this learning process. By the end of the semester, students will have developed:

- Knowledge of basic Spanish grammatical structures and vocabulary (Chapters 14-19)
- Familiarity with some aspects of the Spanish culture
- Cognitive strategies related to foreign language and processing

### **II. Course Components**

**Participation and Preparedness:** In order to best learn a language, it is necessary for the student to engage with the language on a daily basis – through vocabulary and grammar work – and to make his or her best effort to learn the vocabulary and understand the grammatical concepts before each and every class. Class sessions will provide a forum for students to apply the knowledge gained from working in the textbook and completing its corresponding activities. Students must participate actively in class at all times, even when others are speaking. That is, they must remain attentive to what is being discussed and participate actively as both listener and speaker.

**Cellular telephones and other electronic devices must be turned off during class time.**

*Attendance Policy:* Given the necessity of daily preparation, attendance is mandatory in this course.

- A maximum of **three unexcused absences is permitted before a penalty is issued.** Deans will be notified when students have more than two absences.
- Each absence after the third unexcused absence will lower the final grade by one third of a letter grade (e.g. B+ > B).
- Lateness to class also falls under this policy.
- Excessive absences may result in failure.

In the event of a family emergency, death, or severe illness, please submit appropriate documentation to the Dean or Advisor before returning to class. Students participating in scheduled University-sanctioned events must notify the instructor in advance. **No makeup quizzes or exams will be given with full credit except under these special circumstances.**

**"IN CASE A STUDENT IS ABSENT THE DAY OF THE COMPOSITION AND CANNOT JUSTIFY THEIR ABSENCE, THE GRADE WILL BE AFFECTED AS FOLLOWS:**

**A. IF THE STUDENT TAKES THE COMPOSITION WITHIN THE THREE SCHOOL DAYS THAT FOLLOW THE ASSIGNED DAY, THE COMPOSITION WILL BE GRADED ON A SCALE OF 90 OUT OF A 100.**

**B. IF THE STUDENT TAKES THE COMPOSITION A WEEK LATER, THE COMPOSITION WILL BE GRADED ON A SCALE OF 60 OUT OF A 100.**

**C. AFTER THE AFOREMENTIONED PERIODS, THE STUDENT WILL NOT HAVE THE POSSIBILITY TO TAKE THE COMPOSITION AND THE GRADE WILL BE 0"**

**"IN CASE A STUDENT IS ABSENT THE DAY OF A TEST (NOT AN EXAM) AND CANNOT JUSTIFY THEIR ABSENCE, THE GRADE WILL BE AFFECTED AS FOLLOWS:**

**IF THE STUDENT TAKES THE TEST AFTER THE ASSIGNED DAY, THE TEST WILL BE GRADED ON A SCALE OF 85 OUT OF A 100."**

\*\*\*\*Instructors will take into consideration if students are always in class, arrive on time, do not use the phone or texts, always speak in Spanish (both with the instructor and classmates), participate actively and enthusiastically, volunteer on a daily basis (not just answer when asked), are always ready (prepare ALL homework, read texts assigned etc.), help and cooperate with other students and listen when other students talk.

#### Criteria for class participation

##### **A Excellent**

1. Always present in class.
2. Always on time.
3. Student does not leave the class (unless there is an emergency situation)
4. Student does not use the phone or texts.
5. Student speaks only in Spanish (both with the instructor and classmates)
6. Student participates actively and enthusiastically.
7. Student volunteers on a daily basis (not just answers when asked)
8. Student is always ready (prepares ALL homework, reads texts assigned etc.)
9. Student helps and cooperates with other students.
10. Student listens when other students talk.

##### **B Good**

1. Always present in class.
2. Always on time.
3. Student does not leave the class (unless there is an emergency situation)
4. Student does not use the phone or texts.
5. Student speaks mostly in Spanish (both with the instructor and classmates)
6. Student participates actively and enthusiastically.
7. Student volunteers often (not just answers when asked)
8. Student is almost always ready (prepares homework, reads texts assigned etc.)
9. Student cooperates with other students.

10. Student listens when other students talk.

### **C Fair**

1. Almost always present in class (two or three unexcused absences)
2. Always on time (one or two minutes late sometimes)
3. Student does not leave the class (unless there is an emergency situation)
4. Student does not use the phone or texts.
5. Student speaks sometimes in Spanish (both with the instructor and classmates)
6. Student participates when asked.
7. Student answers when asked.
8. Student is not always ready (prepares PART of the homework)
9. Student cooperates with other students.
10. Student listens sometimes when other students talk.

### **D Unsatisfactory**

1. Missed more than the allowed amount of classes (two or three unexcused absences)
2. Almost always late (three or five minutes late sometimes)
3. Student always leaves the class (unless there is an emergency situation)
4. Student uses the phone or texts.
5. Student does not try to speak Spanish often (both with the instructor and classmates)
6. Student participates very little when asked.
7. Student not often answers when asked.
8. Student is not prepared most of the times (prepares PART of the homework)
9. Student cooperates very little with other students.
10. Student does not often listens sometimes when other students talk.

### **F Unacceptable**

1. Student often misses classes and arrives late.
2. Student speaks almost always in English (both to instructor and classmate)
3. Student is not prepared for class (missing homework)
4. Student participates reluctantly and with no enthusiasm.

***Student Activities Manual:*** Students are to complete all exercises and listening activities in the *Student Activities Manual* in order to constantly reinforce the acquisition of each lesson's grammar and vocabulary topics. Activities are to be done on line through MySpanishLab, an electronic, self-correcting version of the activities manual. MySpanishLab includes "Readiness Check", Additional Practice and Chapter Resources, as well as an e-book (textbook with links to audio materials). Students need to check and complete activities in MyLanguageLab on a daily basis. Follow the directions your instructor will give you to register for MyspanishLab on line.

**NOTE: The list of activities to complete for MySpanishLab for the entire semester is already posted on the website. Check homework there on a daily basis.**

**Completing this work is your responsibility, your instructor will not remind you about this course component. Also check homework on syllabus or blackboard for textbook or other assignments**

**Culture:** Integral to the study of language is developing cultural awareness. Increased cultural awareness is facilitated in this course through the many cultural readings in the text, assigned at the discretion of instructors, as well as Spanish language film and additional literary readings. Instructors may also choose to enhance the course with other cultural presentation and/or assignments.

**Compositions:** A minimum of **two compositions** will be written in class throughout the semester. For the in-class compositions, **no texts, dictionaries, notes or any other kind of resources are permitted**. The due dates are listed on the syllabus. Students will decide if they want to do a rewrite of their composition and a maximum of 7 points will be added if the rewrite followed the instructions and suggestions given by the instructor. To rewrite students will take into consideration instructor comments and will refer to the “Tabla de evaluación y corrección de las composiciones.” Additional written activities may be assigned. Note: when re-writing compositions, use of the textbook and/or a Spanish-English dictionary is acceptable.

**NOTE:** **Any other help—from Spanish speaking friends, online translators, etc.—is not allowed and is a violation of the *Policy on Academic Integrity, which can be found here.***

**Other Written Work:** In addition to the Workbook/Lab Manual to be done on line, homework assignments from the text, Workbook or from other sources will be distributed throughout the semester. In-class written assignments may also be completed at the discretion of the instructor.

**Assessment (Tests and Exams):** There will be two chapter tests, a cumulative midterm exam, and a comprehensive (non-cumulative) final examination in this course. Additionally, several short listening or vocabulary quizzes will also be given at the instructor’s discretion in order to assess each student's progress throughout the semester. Tests and quizzes will generally assess vocabulary and grammar use, oral skills, listening comprehension, writing skills, and reading comprehension. Each will cover pertinent linguistic functions, as well as vocabulary.

**Oral Evaluations:** There are two oral evaluations (midterm and final). The instructions on the topic and format will be posted on blackboard and will be explained to you by the instructor in class beforehand. Be aware no notes and reading of notes are permitted during the oral evaluations and you will be penalized if you have them with you or you read “blind notes” from your power point.

**Project:** There is a required project that extends for several weeks throughout the semester and is designed to give the students an opportunity to engage in and discuss topics relevant to Spanish-speaking societies, arts and/or culture. Your instructor will explain in class the different steps and due dates of the project in detail. The directions will also be posted on blackboard and will require the posting of your project in your class blog of blackboard so that all students can access, view and make comments of other students’ contributions.

### III. Final Grade

<b>Oral Communication Skills / Active Participation</b> determined by preparedness, accuracy of speech, daily in-class participation, interaction during group work and attentiveness.	10%
<i>Student Activities Manual</i> (MySpanishLab and textbook homework)	10%
2 Compositions (5% each)	10%
2 Chapter tests ( <i>Pruebas</i> )	15%
Midterm Oral Evaluation	5%
Midterm	15%
Final Oral Evaluation	10%
Final Examination	20%
Project	5%

### Reminder: Absences negatively affect the final grade.

A	93-100	B	83-86	C	73-76	F	0-59
A-	90-92	B-	80-82	C-	70-72		
B+	87-89	C+	77-79	D	60-69		

NOTE: Upon submission to the office of the University Registrar, all grades are final. No grades will be changed once entered into the University's records.

### IV. Required Texts

*Gente*. Fordham University Edition. Volumen II.

MySpanishLab (To register in MySpanishLab you will need an Access Code and an ID number. The access code comes in the package for Fordham University. The same access code works for Intermediate I and II. You will only need to enter it the first time you register for Intermediate I. You will need two different ID numbers for each class)

**NOTE:** Please, make sure you **use the new access code** that comes with your new textbook. If you don't, you will have problems next semester. You should also save the leaflet with the code in case you have problems in the future. (Don't confuse access code, the one that comes with the new textbook that you bought for this semester and the ID for your class that the instructor will give you. You will need to use both new numbers. The access code proves you paid for access to MySpanishLab, the ID gives you access to your section).

### V. Required Film

*El hijo de la novia*. You are required to watch the movie in Spanish. You can find it at the Modern Languages

Lab in Rose Hill Keating Hall room # B25 and at Lincoln Center, Lowenstein room # 412.

### **Tutoring services:**

The Department of Modern Languages and Literature offers free tutoring services to all students. There are two kinds of tutoring: student and professional tutoring. Schedules are usually available after the second week of classes.

(If you are a student athlete, there are specific tutoring services. Please, contact athlete advisers)

All students are encouraged to visit tutors any time they feel they need help or extra practice.

However, tutors are not allowed to correct or help you correct your compositions, write your oral assessments or your homework. If you need assistance with those activities you should consult with your instructors.

It is mandatory to visit tutors if you receive a C or less in your first test or midterm. Instructors will also recommend you through a “Diagnostic update sheet” to visit the tutors if you are experiencing problems. That sheet will contain specific recommendations on the areas you need to work on and the materials or activities you need to do with the tutors.

### **VII. Resources.**

Follow us on Twitter (@fordhamspanish) and Facebook

(facebook.com/fordhammodernlanguages) to stay informed about Spanish-related events in the Department of Modern Languages and Literatures and in New York City.

### **VIII. Office of Disability Services**

*“If you are a student with a documented disability and require academic accommodations, you need to register with the Office of Disability Services for Students (ODS) in order to request academic accommodations for your courses. Please contact the main ODS office at Rose Hill at 718-817-0655 to arrange services. Staff at ODS can walk you through the process and arrange appointments depending on which campus you take courses at. Accommodations are not retroactive, so you need to register with ODS prior to receiving your accommodations. Please see me after class or during office hours if you have questions or would like to submit your academic accommodation letter to me if you are already registered for accommodations with Fordham.”*

If you are not already registered with the Office of Disability Services, please make an appointment to register ASAP.

### **Contact Information:**

Please direct all Rose Hill disability questions to: [disabilityservices@fordham.edu](mailto:disabilityservices@fordham.edu) or (718)817-4362

Please direct all Lincoln Center disability questions to: [disabilityservices@fordham.edu](mailto:disabilityservices@fordham.edu) or (212)636-6282

## **IX. Important information**

### **PLEASE NOTE:**

"As a faculty member, I am a mandatory reporter and am required to contact and provide information to Public Safety, to the Dean of Students, and/or to the Title IX Coordinator if I learn you have been sexually harassed (verbally or physically), sexually assaulted /raped, stalked, had domestic violence or dating violence occur in a relationship, or been a victim / survivor of any behavior prohibited by the University's sexual misconduct policy: [www.fordham.edu/sexualmisconduct](http://www.fordham.edu/sexualmisconduct). Once reported, the University will promptly seek to properly support any student and make efforts to stop the discrimination, prevent it from recurring, and remedy its effects. There are two confidential places on campus where you can seek support and it will not be "reported": counselors in Psychological & Counseling Services and Campus Ministries. The Student CARE brochure can provide you with on and off-campus resources for support and more information: [www.fordham.edu/care](http://www.fordham.edu/care). "

### **COURSE PROGRAM**

► Please be sure to *study* all material (vocabulary and grammar) listed throughout the syllabus *before* coming to class on the given day. Class time will be spent *using* what you have studied to communicate in Spanish with your teacher and classmates.

***Semana 1: 29, 30 y 31 de mayo***

**martes 29** **Introducción al curso.** Prueba diagnóstica. Presentación.

**Tarea en casa para el 29 de mayo:** Comprar el libro y registrarse en *MyLanguageLab*.

**Capítulo # 9.** Gente de ciudad. Del texto: pp. 146-147.

**En clase:** Hacer Act. 9-1, 9-2, 9-3

Hacer Act. 9-7. Estudiar vocabulario p. 160.

Estudiar “the weather” p. 163.

**jueves 31** **Capítulo # 9.** Del texto: pp. 148-150. Hacer Act 9-4, 9-5, 9-6, 9-8 (explicar comparativos, del “Consultorio grammatical” p. 161-162). Corregir Act. 9-7. Hacer Act. 9-9. Estudiar “Consultorio gramatical” pp. 161-162.

**Capítulo # 9.** Del texto: pp. 150-151. Leer y estudiar el consultorio grammatical pp. 161-162. Corregir la actividad 9-9. Hacer 9-10, 9-11 (pronombres relativos ). Act. 9-16 (p. 153).

**Tarea en casa para el 5 de junio:** Hacer Act. 9-12 por escrito. Estudiar “Consultorio grammatical” p. 162-163.

**Capítulo # 9.** Del texto: pp. 151. Corregir 9-12.

Hacer 9-13, 9-14 (“gustaría” y expresar y contrastar opiniones).

Hacer “Antes de leer” 9-18, 9-19.

**En casa para el 5 de junio:** Leer “Lima, ciudad de los reyes” y hacer Act. 9-20 (156, 157).

Corregir 9-20. Hacer Act. 9-21, 9-22. Hacer TAREA 154-155.  
Leer “Cultura” (p.159) y hacer Act. 9-25.

**Capítulo # 9.** Del texto: 159-160. Corregir 9-25.

**En clase:** hacer en clase 9-23, 9-24.

Repaso cap. 9.

**En casa para el 5 de mayo:** Estudiar para la prueba del capítulo 9.

**Semana 2:            5, 6 y 7 de junio**

**martes 5**        **Prueba capítulo 9.** (No books, notes, dictionary or cellular allowed during the test)

**Capítulo # 10:** Hacer Act. 10-3.

**Capítulo # 10.** Gente e historias (I). Del texto: pp. 164-165 (Repaso de números y fechas); Presentar el pretérito (179); Hacer Act. 10-1, 10-2. Corregir Act. 10-3.

Leer textos y hacer 10-4 (p. 166); Estudiar vocabulario p. 178.  
Estudiar “Consultorio gramatical” p. 179.

**Capítulo # 10.** Del texto: pp 166-168. Corregir 10-4.

Hacer 10-5 y 10-6. Hacer 10-7, 10-8, 10-9 (pretérito y fechas).

Leer y estudiar consultorio gramatical pp. 179-181. Hacer actividad 10-13 del texto.

**Capítulo # 10.** Del texto: pp 169-171. Hacer Act. 10-10.

Corregir 10-13. (Trabajar los usos del pretérito).

Hacer “Antes de leer” 10-16, 10-17. Opcional: 10-14.

**En casa para el 6 de junio:** Leer “La isla Rapa Nui” y hacer 10-18 (174-175).

**Capítulo # 10.** Del texto: pp 172-173, hacer TAREA.

Corregir 10-18. Hacer 10-19 y 10-20.

**En casa para el jueves 7 de junio:** Estudiar vocabulario y gramática para la composición # 1.

**miércoles 6**        **ANUNCIO: Evaluación oral de medio semestre para el miércoles 14 de junio.**

**jueves 7**            Presentar la lectura “Un instante en la estación” (Actividades de vocabulario antes

de leer; Blackboard)

**Composición # 1 EN CLASE** (no se puede usar libros, diccionarios o notas. No books, notes or dictionary allowed. No cellular phones).

**Semana 3: 12, 13 y 14 de junio**

**martes 12** **Corregir la lectura:** *Un instante en la estación*, de Antonio Nieto. (blackboard).  
**Taller de escritura:** explicación de la tabla de corrección e instrucciones para la re-escritura.  
Hacer Act. 10-22, 10-23 (177).

Leer Cultura (182); **Capítulo # 11**. Del texto: Hacer 11-1, 11-2, 11-3.

**Capítulo # 11**. Gente e historias (II). Del texto: pp 182-183; Presentar el imperfecto (197). Corregir 11-1.  
Hacer Act. 10-22, 10-23 (177).

**ANUNCIO: Evaluación oral de medio semestre el miércoles 14 de junio.**

**miércoles 13** **Capítulo # 11**. Del texto: pp 184-185. Corregir 10-22, 10-23. Hacer 11-5, 11-6, 11-7; 11-4; 11-8; 11-9; 11-13; 11-16; 11-17; 11-18; 11-19; 11-20; 11-21.

**En casa para el jueves 14 de junio:** Prepararse y estudiar para el examen parcial capítulos 9, 10 11 (pp. 182-186; Consultorio gramatical: “The Imperfect Tense” y “Uses of the Imperfect Tense” pp. 197-198)

Del texto: pp. 185-186; Corregir: act. 11-4. Hacer 11-8. Gente e historias (II). Del texto: pp 186-187. Leer “Cultura” (185). Hacer “preparación” para la TAREA (P. 190)  
Hacer Act. 11-22 y 11-23 (voluntarios). Actividades de práctica del pretérito e imperfecto en contexto.

**REPASO PARA EL EXAMEN PARCIAL**

**jueves 14** **EXAMEN PARCIAL. (Capítulos 9, 10 y 11. EVALUACIÓN ORAL**

**Semana 4: 19, 20 y 21**

**martes 19** **Capítulo # 12**. Gente sana. Del texto: pp. 200-201. Hacer 12-1, 12-2. Corregir Act. 12-3. Presentar los mandatos (el imperativo) p. 215.  
Hacer Act. 12-4. Estudiar el vocabulario p. 196.

**En casa para el 19 de junio:** Lee el artículo del periódico de la Act. 12-3 sobre consejos para un corazón sano. ¿Tienes un corazón sano? ¿Por qué? (especifica 3 cosas que haces).

**ANUNCIO:** Ver película, *El hijo de la novia* (en el laboratorio de idiomas) y hacer las Actividades asignadas por el instructor (en blackboard) para el jueves 21 de junio.

**Capítulo # 12.** Gente sana. Del texto: pp. 202-203. Corregir Act. 12-4. Hacer 12-5, 12-6, 12-7. Hacer Act. 12-12 (lee el texto y escribe 4 mandatos y 2 “tú” impersonal, como mínimo); Estudiar “Consultorio gramatical”, los mandatos p. 215.  
Del texto: pp. 203- 204. Hacer Act. 12-8, 12-9, 12-10. Corregir 12-12.

**miércoles 20 En casa para el 20 de junio:** Hacer Act. 12-15 (p. 207). Leer “Cuidado médico de calidad para todo el mundo” y hacer 12-19, 12-20 y 12-21 (pp. 210, 211). Hacer Act. 12-15 (p. 207). Prepararse para la composición # 2.

**Capítulo # 12.** Del texto: pp. 210-212. Corregir 12-19, 12-20, 12-21 y hacer Act. 12-23.

REPASO DE LOS CAPÍTULOS 11 Y 12.

**jueves 21** Discusión de la película. *El hijo de la novia* (traer el paquete de Blackboard)

**Composición # 2 EN CLASE** (no se puede usar libros, diccionarios, notas o teléfono celular) (35 minutos)

En la casa: Estudiar para la prueba del capítulo 11 y 12. Leer “Cultura” (213)

**Semana 5: 26, 27 y 28**

**martes 26** Prueba del capítulo 11 y capítulo 12 (pp. 186-199)

**Capítulo # 13.** Gente y lenguas. Del texto: pp. 218-219. Corregir Act. 13-1. Hacer Act. 13-2, 13-8 y 13-9 (repaso de verbos como “gustar”). Leer “La riqueza de las lenguas” (p. 221) y hacer 13-5 (p. 220). Estudiar vocabulario p. 232. Estudiar el “presente perfecto” en el consultorio gramatical pp. 233-234. Hacer 13-4. Corregir 13-25. Presentar “presente perfecto” (Consultorio gramatical 233-234. Hacer Act. 13-12 (solo la forma y el uso del pretérito perfecto), 13-13. Leer y estudiar “Consultorio gramatical” p. 233. Hacer la actividad 13-25.

(No estudiar el contraste en España y Latinoamérica o usos del gerundio)

**ANUNCIO:** Presentación oral final de semestre para el jueves 28 y de junio.

**En casa para el miércoles 27 de junio:** Leer “No Speak English” y completar las actividades del paquete en Blackboard.

**miércoles 27** Estudiar “Estrategias para la comunicación oral” (p. 224).

Leer “Paraguay, un país bilingüe” p.229 y completar las actividades 13-21, 13-22, 13-23. Hacer Act. 13-15 y 13-17. Del texto: pp. 223. Hacer “Antes de leer” 13-19, 13-20 (p. 228). Hacer TAREA pp. 226-227 (Preparación, Paso 1 y 2)

**Prepararse para las presentaciones orales finales y el examen final escrito.**

**REPASO PARA LA PRUEBA FINAL**

**jueves 28** **Presentación oral final.**

**Examen final** (Capítulos 11, 12 y 13)

