I. Course Description

Intermediate Spanish I will continue introducing students to the basics 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. Students learn Spanish in the classroom through interaction and collaborative work, by doing, and the teacher acts as 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 9-13)
- Familiarity with some aspects of the Spanish culture.
- Cognitive strategies related to a foreign language.

You will have developed listening, reading, and writing skills at the B1 level according to the Common European Framework of Reference for Languages (CEFR) or at the Novice High level according to the ACTFL proficiency guidelines. You will have developed speaking skills at the A1 level according to the Common European Framework of Reference for Languages (CEFR) or at the Novice Mid level according to ACTFL.

II. Course Components

Participation and Preparedness: In order to best learn a language, it is necessary for the student to practice and review the language on a daily basis and to make his or her best effort to learn all vocabulary and understand all grammatical concepts before each and every class. Class sessions will provide a forum for students to apply the knowledge gained from studying the text 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. Please, don’t leave them visible on your table or desks. They can be very distracting.
**Attendance Policy:** Given the necessity of daily preparation, attendance is mandatory in this course.

- A maximum of **two unexcused absences is permitted before a penalty is issued**, Deans will be notified when students have too many absences.
- Each absence after the second unexcused absence will lower the final grade by a 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 your **class dean** 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 except under these special circumstances.**

In case a student is absent the day of a composition and cannot justify the absence, the grade will be affected as follows:

A. If the student completes the composition within the three school days that follow the assigned day, the composition will be graded on a scale of 90 out of 100.
B. If the student completes the composition a week later, the composition will be graded on a scale of 60 out of 100.
C. After the aforementioned periods, the student will not have the possibility to complete 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 the 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 100.

**Criteria for class participation**

**A Excellent (90-100)**
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.
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 answering 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.
11. Students participate in cultural activities inside and outside the classroom.

**B Good (80-89)**
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.
5. Student speaks mostly in Spanish (both with the instructor and classmates)
6. Student participates actively and enthusiastically.
7. Student volunteers often (not just answering 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 (70-79)**
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.
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 (60-69)**
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 (not necessarily due to an emergency situation)
4. Student uses the phone.
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 sometimes does not listen when other students talk.

**F Unacceptable (0-59)**
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.

**MySpanishLab.com:** Students are to complete all assigned exercises and listening activities on MySpanishLab.com in order to constantly reinforce the acquisition of each lesson's grammar and vocabulary topics. MySpanishLab includes “Readiness Check”, Additional Practice and Chapter Resources, as well as an e-book (textbook with links to audio materials). Students can use the Language Learning Centers (**Keating Hall B25 at Rose Hill; Lowenstein Room 412 at Lincoln Center**).
Culture: Integral to the study of language is developing cultural awareness, which is achieved in this course through the many cultural readings in the text, assigned at the discretion of instructors. Instructors may also choose to enhance the course with other cultural presentations and assignments.

Compositions: A minimum of two compositions will be written in class on the dates indicated on the syllabus. For the in-class compositions, no texts, dictionaries, notes or any other kind of resources are permitted. Students will have the option to rewrite their composition, and a maximum of 7 points will be added if the rewrite follows 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.” Note: when rewriting compositions, use of the textbook and/or a Spanish-English dictionary is acceptable. Any other help—from Spanish speaking friends, online translators, etc.—is not allowed and is a violation of the Policy on Academic Integrity.

http://www.fordham.edu/info/25380/undergraduate_academic_integrity_policy/6943/sanctions_for_violations_of_academic_integrity%20%E2%80%93%2020k#

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 that no notes are permitted during the oral evaluations and you will be penalized if you have them with you or if you read “blind notes” from your Powerpoint.

Project: There is a required project that extends for several weeks throughout the semester and is designed to give students an opportunity to engage in and discuss topics relevant to Spanish-speaking societies, arts, and/or cultures. 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.

III. Final Grade

<table>
<thead>
<tr>
<th>Oral Communication Skills / Active Participation</th>
<th>determined by preparedness, accuracy of speech, daily in-class participation, interaction during group work and attentiveness.</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activities Manual (MySpanishLab and textbook hw)</td>
<td></td>
<td>10%</td>
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<tr>
<td>2 Compositions (5% each)</td>
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<td>10%</td>
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<tr>
<td>2 Chapter tests</td>
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<td>15%</td>
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<tr>
<td>Midterm Oral Assessment</td>
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<td>5%</td>
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<tr>
<td>Midterm Examination</td>
<td></td>
<td>15%</td>
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<tr>
<td>Final Oral Assessment</td>
<td></td>
<td>5%</td>
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</tbody>
</table>
Final Examination  20%
Project  10%

Reminder: Absences negatively affect the final grade.

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.

Reminder: Absences negatively affect the final grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69</td>
<td></td>
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<tr>
<td>F</td>
<td>0-59</td>
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</tbody>
</table>

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 Movie. *El hijo de la novia.* You are required to watch the movie in Spanish. You can find it on the computers in the Language Learning Center at Rose Hill Keating Hall room # B25 and at Lincoln Center, Lowenstein room # 412. If you choose to access the film via other means, please be sure that it is in Spanish, not dubbed into English.

VI. Extra help. Students having difficulty in the course should:
1. make an appointment to meet with their instructor during office hours;
2. seek the assistance of the Modern Language Dept. tutors, located in Faber 568 at Rose Hill and Lowenstein 924 at Lincoln Center;

**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.

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, through a “Diagnostic update sheet,” that you 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 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 and bring me your accommodations letter as soon as you receive it from ODS.

Contact Information: Please direct all Rose Hill disability questions to disabilityservices@fordham.edu or (718)817-4362; all Lincoln Center disability questions to 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. 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.

Office for Counseling and Psychological Services (CPS): We all experience emotional distress and personal difficulties as a normal part of life. As your instructor, I am not qualified to serve as your counselor. However, Fordham’s office for Counseling and Psychological Services (CPS) provides free and confidential mental health services that are not connected to your academic record in any way. If you are experiencing mental health distress, I strongly encourage you to take advantage of CPS’ services. For
more information about CPS, please visit their website at www.fordham.edu/counseling. To make an appointment, please call 718-817-3725 (RH) or 212-636-6225 (LC)

X. CHOSEN NAME POLICY

Some members of the Fordham community are known by a name that is different from their legal name. Students who wish to be identified by a chosen name can contact their instructor via email and request their chosen name and pronoun be used.

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 learned to communicate in Spanish with your teacher and classmates.

Semana 1: 26, 27 Y 28 de mayo

Nota: Hacer actividades del Student Activities Manual en MyLanguageLab. (The homework for MySpanishLab for the entire semester is already posted there. You will need to check it and do it there on a daily basis).

martes 26  Introducción al curso. Prueba diagnóstica.

Tarea para el 27 de mayo
Hacer 9-7.
Leer y estudiar el consultorio gramatical pp. 161-163.


Tarea para el 28 de mayo
Gente que lee 156-157 (Leer en casa. Hacer de tarea 9-20, 9-21; Opcional voluntarios para 9-22, traer un powerpoint con fotos)
Estudiar para la prueba del capítulo 9 (vocabulario, gramaatica e información cultural)

            Prueba capítulo 9.

            Capítulo 10. Gente e historias (I). Del texto: pp. 164-165 (Repaso de números y de fechas; de tarea). Explicar el pretérito.

Tarea para el 2 de junio
Hacer 10-2, 10-3
Estudiar el pretérito en “Consultorio gramatical” p. 179

Nota: Hacer actividades del Student Activities Manual en MyLanguageLab. (The homework for MySpanishLab for the entire semester is already posted there. You will need to check it and do it there on a daily basis).

ANUNCIO: Prepararse para la evaluación oral de medio semestre del miércoles 10 de junio.

Semana 2: 2, 3 y 4 de junio

martes 2  Capítulo 10. Del texto: pp. 165-175. Hacer 10-4, 10-5, 10-6, 10-7, 10-8, 10-9, 10-12, 10-13 (Opcional 10-14). Leer “Estrategias para leer” y hacer “Antes de leer” 10-16, 10-17.

Tarea para el 3 de junio
Leer “La isla Rapa Nui” y hacer 10-18, 10-19 (pp. 174-175)
Leer y estudiar consultorio gramatical pp. 179-181.


Tarea para el 4 de junio
Leer Un instante en la estación y hacer actividades en blackboard asignadas por el profesor.

jueves 4  Corregir actividades sobre Un instante en la estación. Composición # 1 EN CLASE (no se puede usar libros, diccionarios o notas) (30 minutos)

Tarea para el 9 de junio
Estudiar el imperfecto y sus usos en “Consultorio gramatical” p. 197. (Contrasting the Preterit and the Imperfect will be studied after the midterm exam)
Hacer 11-4

Nota: Hacer actividades del Student Activities Manual en MyLanguageLab. (The homework for MySpanishLab for the entire semester is already posted there. You will need to check it and do it there on a daily basis).

ANUNCIO: Prepararse para la evaluación oral de medio semestre del miércoles 10 de junio.
AVISO: Ver película para el miércoles 17 de junio (Completar todas las actividades en blackboard mientras ven la película)

Semana 3: 9, 10 y 11 de junio

martes 9  Capítulo 11. Del texto: pp 183-186; Hacer 11-6, 11-7, 11-8, 11-13, 11-14

Tarea para el 10 de junio
Estudiar para el examen midterm (Capítulo 9, 10 completos y sólo vocabulario e imperfecto del capítulo 10).
Preparar la presentación oral

miércoles 10  Evaluación oral. Repaso general.

EXAMEN PARCIAL. (Capítulos 9-10).

TAREA (pp. 190-191). Leer “Estrategias para leer” y hacer “Antes de leer” 11-6, 11-7.

Examen Parcial 9-10

Tarea para el 16 de junio
Hacer 11-10 (preparar por escrito. Actividad difícil de práctica del imperfecto y pretérmino).
Leer Rafaela Herrera, una heroína nicaragüense y hacer 11-18, 11-19.
Estudiar contraste entre el pretérito e imperfecto en Consultorio gramatical pp. 198-199.

AVISO: Ver película para el miércoles 17 de junio (Completar todas las actividades en blackboard mientras ven la película)

ANUNCIO: Presentación oral final del semestre el jueves 25 de junio.

Semana 4: 16, 17 y 18 de junio


Hacer 12-1, 12-2, 12.3, 12.4, 12-5, 12-9
Explicar presentaciones orales para el 27 de junio

Tarea para el 17 de junio
Hacer 12-4 (leer texto, aprender vocabulario y hacer actividad por escrito)
Ver película El hijo de la novia y contestar a las preguntas del cuestionario en blackboard.

Hacer 12-6, 12-7, 12-8, 12-10, 12-12. Leer “Estrategias para leer” y “Antes de leer”, 12-17, 12-18.
Discusión sobre la película, *El hijo de la novia*. Actividades sobre la película.

Tarea para el 18 junio
Leer “Cuidado médico de calidad para todo el mundo” y hacer 12-19, 12-20 en pp. 210-211

**jueves 18**  

**Prueba del capítulo 11 y 12**


Tarea para el 23 de junio  
Lee el texto “La riqueza de las lenguas” en p. 221 y hacer 13-5.  
Lee y estudiar el consultorio gramatical pp. 233 (solo verbos como “gustar”)

**ANUNCIO: Prepararse para la presentación oral final del semestre del jueves 25 de junio.**

**Semana 5: 23, 24 y 25 de junio**

**martes 23**  
**Composición # 2 EN CLASE** (no se puede usar libros, diccionarios o notas)  

Tarea para el 24 de junio  
Lee y estudiar el consultorio gramatical pp. 233-235 (except “use in Spain of Perfect vs. Preterit”).  
Lee “Paraguay, un país bilingüe” y hacer 13-21, 13-22.  
Lee y complete las preguntas de la lectura para discutir en clase.  
*No Speak English*  (blackboard)

**miércoles 24**  
Corregir 13-21, 13-22. hacer 13-14, hacer preparación a la TAREA y Paso 1 (pp. 226-227). **Discusión de la lectura:** *No Speak English*  (blackboard)

**jueves 25**  
**Presentación oral final.**  
**EXAMEN FINAL**