I. Course Description

Intermediate Spanish II 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 14-19)
- Familiarity with some aspects of the Spanish culture
- Cognitive strategies related to a foreign language.

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.***

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

- A maximum of **ONE (1) unexcused absence (3 hours) is permitted before a penalty is issued.** Deans will be notified when students have more than ONE absence.
- Each absence after the first 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, **whether excused or unexcused**, may result in failure.

For details, visit:
http://www.fordham.edu/info/24145/undergraduate_faculty_handbook/6597/on_classes_and_exams/4
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 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:


B. IF THE STUDENT COMPLETES 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 BE ABLE 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 TEST WILL BE GRADED ON A SCALE OF 85 OUT OF A 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 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 or the instructor talk.

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 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 ALL homework, reads texts assigned etc.)
9. Student cooperates with other students.
10. Student listens when other students or the instructor talk.

C Fair (70-79)
1. Almost always present in class.
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, reads some texts assigned etc.)
9. Student cooperates with other students.
10. Student listens sometimes when other students or the instructor talk.

D Unsatisfactory (60-69)
1. Student sometimes misses classes and/or arrives late.
2. Student leaves class.
3. Student speaks often in English (both to instructor and classmates).
4. Student is not well prepared for class (missing homework).
5. Student answers when asked with no enthusiasm.

F Unacceptable (0-59)
1. Student often misses classes and/or arrives late.
2. Student speaks almost always in English (both to instructor and classmates).
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. 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. Late submission of online activities are accepted with a penalty of 30%.

Students can use the Language Learning Center (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 presentation and assignments.
Compositions: A minimum of two compositions will be written in class throughout the semester. There will be a rewrite of each composition and they will be factored into the final composition grade. Note: No books, notes or dictionaries will be allowed when writing the first version in class. When re-writing compositions at home the use of the textbook and/or a Spanish-English dictionary is acceptable. Any other help —from Spanish speaking friends, tutors, online translators, etc.—is not allowed and is a violation of the Policy on Academic Integrity.

Check link and further information about it:
http://www.fordham.edu/info/25380/undergraduate_academic_integrity_policy/6943/sanctions_for_violations_of_academic_integrity%20%E2%80%93%2020k#

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 (Quizzes and Exams): There will be two chapter tests, a cumulative midterm exam, and a comprehensive 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 oral skills, listening comprehension, writing skills, and reading comprehension. Each will cover pertinent linguistic functions, as well as vocabulary.

III. Final Grade

<table>
<thead>
<tr>
<th><strong>Oral Communication Skills / Active Participation</strong> 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><strong>Student Activities Manual</strong> (MySpanishLab and textbook homework)</td>
<td>10%</td>
</tr>
<tr>
<td>2 Compositions (5% each)</td>
<td>10%</td>
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<tr>
<td>2 Chapter tests (Pruebas)</td>
<td>15%</td>
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<tr>
<td>Midterm Oral Evaluation</td>
<td>5%</td>
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<tr>
<td>Midterm</td>
<td>15%</td>
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<tr>
<td>Final Oral Evaluation</td>
<td>10%</td>
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<tr>
<td>Final Examination</td>
<td>20%</td>
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</table>
Remind: **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**

*MySpanishLab (it comes in the package for Fordham University)*

- If you bought the book for Intermediate I last semester, SPAN 1501, you can still use the textbook and the access code for the online activities, MySpanishlab, but using the new ID for this class, SPAN 1502, which is on the first page of the syllabus).
- If you did not take Intermediate I at Fordham you need to buy the textbook, the Fordham edition, which comes with the access code. Be aware you will need the access code for the online activities = 10% of the grade and very valuable practice)

V. **Extra help.**

Students having difficulty in the course should:  
1. make an appointment to meet with their instructor during office hours;  
2. for accents visit: [http://www.elcastellano.org/acentos.html](http://www.elcastellano.org/acentos.html),  
   [http://www.fundeu.es/?s=acentuaci%C3%B3n](http://www.fundeu.es/?s=acentuaci%C3%B3n)

VI. **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.

VII. **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

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

**VIII. 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.

**IX. 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.
IX. COURSE PROGRAM

► Please be sure to check blackboard on a daily basis to check what the homework is for that day. You will also have to log in My Language Lab to do your Student Activities Manual homework. Class time will be spent using what you have learned to communicate with your teacher and classmates.

Semana 1  30 de junio y 1 de julio

| martes | Introducción al curso.  
Prueba diagnóstica. Proyecto  
Capítulo #14.  
Gente con personalidad.  
Hacer las actividades 14-2, 14-3, 14-5, 14-6, 14-8, 14-1 (Canción “en mi país”) y 14-15. | Registrarse en MyLanguageLab.  
Estudiar vocabulario p. 250.  
Estudiar verbos como “gustar” (“Consultorio gramatical” p.251)  
Hacer Act. 14-9 (240). Lee la información, contesta las preguntas y haz una ficha con tu información (to hand in). |
miércoles | **Capítulo #14.**
Corregir 14-9 y hacer 14-10, 14-11, 14-12, 14-14, 14-15 y TAREA.

“Antes de leer” Act. 14-17, 14-18.

| Haz actividades en **MyLanguageLab.**
Estudia vocabulario p. 250. Estudia futuro y condicional (“Consultorio gramatical” p.252)

| Estudia para la prueba del capítulo #14.

| jueves | **No hay clases. Día feriado.**

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**Semana 2**

**7, 8 y 9 de julio**

| En clase | **Tarea**

| martes | Corregir las actividades 14-19, 14-20.
Completar en un párrafo corto la actividad 14-22 para discutirla en clase. Repaso

**Prueba del capítulo #14**

| Lee: “El eclipse” de Augusto Monterroso y completa las actividades (En Blackboard) (para entregar)
Estudia el vocabulario p. 268.

| Estudia el subjuntivo en “Consultorio gramatical” p.269

| miércoles | **Discusión en clase: “El eclipse” de Augusto Monterroso (actividades hechas en casa de tarea).**

**Capítulo #15.**

| Haz 15-15. Escribe 4 oraciones (Usa “Te recomiendo” + subjuntivo en 2 oraciones y el condicional en 2 (para entregar)
| --- | --- | --- |

### Semana 3  
**14, 15 y 16 de julio**

<table>
<thead>
<tr>
<th><strong>En clase</strong></th>
<th><strong>Tarea</strong></th>
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<tbody>
<tr>
<td><strong>Martes</strong></td>
<td><strong>Capítulo #16.</strong> Corregir cultura. Hacer 16-1, 16-2, 16-3, 16-4, 16-5. Corregir 16-6 y hacer 16-7, 16-8, 16-9 (adaptación). Taller de escritura.</td>
</tr>
</tbody>
</table>
### ANUNCIO: Prepárate para la evaluación oral para el miércoles 12 de junio.

Mirar instrucciones en blackboard (poner powerpoint en el blog para el 11 de junio)

| miércoles | **Capítulo #16.**  
| Hacer las actividades 16-10, 16-14, 16-16, 16-17 y hacer TAREA.  
| Repaso de capítulos 14, 15 y 16.  
| **Midterm Exam**  
| (capítulos 14, 15 y 16)  
| 1 hora y 15 minutos  
| **Presentaciones orales**  
| 30 minutos  
| **Capítulo #17.** (Video) + 17-1 | Estudia para el examen la cultura, el vocabulario y la gramática.  
| Prepara presentación oral y power point (poner en blog de blackboard).  
| Hacer 17-4 |

#### Semana 4  
**21, 22 y 23 de julio**

| martes | **Capítulo #17.**  
| Hacer 17-2, 17-3 (Explicar usos del pretérito e imperfecto).  
| Corregir Act. 17-4 y hacer 17-5, 17-6, 17-7 (explicar pluscuamperfecto).  
<p>| Repasar conectores. ¡OJO! No se aprende la distinción entre pretérito e imperfecto en | Hacer adaptación de 17-14 por escrito para entregar. |</p>
<table>
<thead>
<tr>
<th>“Estar” + gerundio.</th>
<th>Presentar la película <em>También la lluvia</em></th>
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<tbody>
<tr>
<td><strong>ANUNCIO:</strong> Tienen que mirar la película: <em>También la lluvia</em>, que está en el laboratorio de lenguas y completar el paquete que tu instructor/a te manda mientras miran la película. <strong>Discusión de película el miércoles, 22 de julio.</strong></td>
<td>Si ven la película durante el fin de semana, hagan también las actividades del paquete. La discusión será el miércoles.</td>
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| **miércoles** | **Capítulo #17.**  
Hacer 17-8, 17-9 y TAREA (Pasos 1, 2, 3, 4).  
Corregir 17-14.  
Hacer Act. 17-21. Leer “Cultura” p. 303. (Presentación de película) | **Ver *También la lluvia* y completar las actividades del paquete para discusión de la película.**  
**Prepararse para la composición # 2**  
(Repasar verbos como “gustar”, el pasado y el subjuntivo para expresar opinión.) |

| **jueves** | **Discusión sobre la película *También la lluvia*.** Actividad sobre la película.  
**Composición #2 EN CLASE**  
(no se puede usar libros, diccionarios o notas)  
**Capítulo #18.**  
Hacer 18-3 y 18-4 (repaso de cláusulas adjetivas) | **Leer: *Me llamo Rigoberta Menchú y así me nació la conciencia* y completar las actividades de la lectura.** |

| **Semana 5 ** | **28, 29 y 30 de julio** |

<table>
<thead>
<tr>
<th><strong>En clase</strong></th>
<th><strong>Tarea</strong></th>
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| **martes** | **Discusión en clase de la lectura: *Me llamo Rigoberta Menchú y así me nació la conciencia***  
Cultura (p. 308 y 321) Hacer 18-1, 18-2, 18-9, 18-10, 18-11, 18-12 y 18-11, 12-12 | **Estudiar para la prueba de los capítulos 17 y 18.** |
<table>
<thead>
<tr>
<th>Día</th>
<th>Actividades</th>
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<tbody>
<tr>
<td><strong>miércoles</strong></td>
<td></td>
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</table>
|          | *Prueba de los capítulos 17 y 18.*  
(50 minutos)  |
|          | **Capítulo # 19.** Gente que opina.  |
|          | Preparar paquete de actividades de repaso.  |
| **jueves** |  |
|          | **Repaso:** Capítulos 17, 18 y 19  |
|          | Prepararse para el oral.  |
|          | Prepararse para las presentaciones orales finales.  |
|          | Prepararse para el examen final escrito.  |
| **Semana 6  4 de agosto** |  |
| **martes** |  |
|          | **Presentaciones orales**  |
|          | **Examen final**  
(Capítulos 16, 17, 18 y 19)  |
|          | ¡FELIZ VERANO!  |