

Spanish 201: Intermediate Spanish I

Fall 2019

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Class: MTWR 10:00-10:50am Class: MTWR 1:00-1:50pm

Office hours: M: 12-1; T&W: 11-12 (NOTE: I am frequently in my office, and welcome pop-ins.)

Course Description

Spanish 201 is the first one of two courses at the intermediate level designed to strengthen the abilities you acquired in the courses at the novice level (Spanish 101 and 102 or equivalent).

Through traditional and non-traditional learning experiences, this course will help you develop all areas of language proficiency: COMMUNICATION (comprehension of oral and written texts, interpersonal conversation, and presentational skills), knowledge of CULTURE of Spanish-speaking peoples, help you CONNECT Spanish with other disciplines, establish COMPARISONS between languages and cultures, and participate in a multilingual and multicultural COMMUNITY.

Learning Outcomes¹

COMMUNICATION

- I can **understand** the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or written.
 - I can identify the topic and related information from simple sentences in short informational texts, fictional texts, and short conversations.
- I can **participate** in spontaneous **spoken or written conversations** on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
 - I can request and provide information on familiar topics, interact with others to meet my basic needs in familiar situations, and express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics by creating simple sentences and asking appropriate follow-up questions.
- I can **communicate** information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.
 - I can present personal information about my life, activities and events, express my preferences on familiar and everyday topics of interest and explain why I feel that way, and present on familiar and everyday topics using simple sentences.

CULTURES & COMPARISONS:

- I will deepen understanding and appreciation for the various peoples and cultures that speak the Spanish language.
- In the target language I will make cultural comparisons between products and practices related to everyday life as well as to personal interests or studies across cultures, in order to help me understand perspectives and consider differences with as little biased thinking as possible.

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Proficiency benchmarks and Performance indicators for Intermediate Low.

CONNECTIONS

- I will be able to reflect and discuss aspects of anthropology, diversity, culinary arts, demographics, geography, and gender equality.

COMMUNITY

- I will be able to become part of a community of learners with classmates and other UM students of Spanish through active in-class participation and/or through participation in the Spanish club.
- I will be able to participate in activities to extend the community of bilingual speakers to members of the Missoula community through projects.

Materials

1. Bretz, M.L.; Dvorak, T.; Kirschner, C.; Bransdorfer, R.; and Kihyet, C. (2014). *Avance!* 3rd Edition. McGraw Hill. [Chapters 1-6 will be used]
2. Customized Workbook for SPNS201 [Includes only Ch. 1-6] available at the Bookstore.
3. Helpful online materials that are included with your textbook:
http://highered.mheducation.com/sites/0073385395/student_view0/index.html and
http://highered.mheducation.com/sites/0073513172/student_view0/index.html
4. The Moodle site for this class will include other materials.

Course Requirements

PRIOR KNOWLEDGE: Students should already be familiar with the grammar topics taught in SPNS 101 and SPNS 102 *prior* to enrolling in this course. (A copy of the textbook used in these courses will be available on Reserve at the Mansfield Library.) *The class will be conducted exclusively in Spanish**. Students are expected to address the teacher and one another in Spanish so as to create an ideal atmosphere for total immersion.

*Some useful phrases in Spanish to ask in class:

- *¿Qué significa esta palabra? What is the meaning of this word?*
- *¿Cómo se escribe "filosofía"? How do you spell "filosofía"?*
- *¿Puede/puedes repetir, por favor? Can you please, repeat?*
- *No comprendo/entiendo la pregunta. I cannot understand the question.*
- *¿Cómo se dice "landscape" en español? How do you say "landscape" in Spanish?*

TIME COMMITMENT: The average student will spend a minimum of 8 hours weekly to pass this class satisfactorily (approximately 2 hours of homework and study per class period). Students are expected to learn the material on their own *before* class. Class time will be used to practice language skills. This course will do a **grammar review** that will allow them to be better writers and communicators and gain a deeper understanding of Spanish grammar concepts. As most grammatical points were studied in Span 101 and 102, I will ask you to review the targeted theme at home **alone**, and we will work in class with doubts and exercises.

GRADING

I will keep your grades updated regularly on Moodle. Please be sure to check Moodle on a regular basis, and confer with me immediately if you have any doubts or concerns.

GRADING SCALE:

Letter grade	Points	Letter grade	Points
A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

POINT DISTRIBUTION:

- 3 Exams - 45% of your total score; 15% each
- 3 Quizzes - 15% of your total score; 5% each
- 2 Compositions (250-270 words each): 20% of your total score; 10% each
- Attendance - 10% of your total score; see rubric on Moodle
- Homework and participation - 10% of your total score, see participation rubric on Moodle
- Extra credit: Community development projects etc. as announced, up to 5% of total score

EXAM POLICY:

- Only one missed exam is allowed if you contact me prior to the exam with an excuse I deem acceptable. The final exam grade will be used to replace the excused exam at the end of the semester, and the missing grade may show up in Moodle as a 0 until that time.
- There will be no makeup exams.
- Please note; the final exam is cumulative, with a focus on the last two chapters. All electronic devices must be packed away for the duration of the exam. Baseball caps or hats with visors cannot be worn for any of the exams. Once graded, exams will be available for viewing and review during office hours. Students will not keep their exams.

QUIZZES:

I will give quizzes on a regular basis, and will announce them at least a day in advance to allow time for preparation. Only one missed quiz is allowed if you contact me prior to the quiz with an excuse I deem acceptable. If you miss a quiz for an acceptable excuse, the subsequent quiz grade will also be entered in the grade book in place of the missed quiz grade. All electronic devices must be packed away for the duration of the quiz.

COMPOSITIONS:

You will be asked to write two compositions for assessment. Each one will consist of a first and second draft. The first draft will be written in class, whereas the second draft will be composed at home. You will be required to use only the vocabulary and grammatical structures that you have learned by the time of the assignment to complete these. Take on the challenge and be creative in expressing yourself with the language you know. Ultimately, you will have much more success in a second language if you are able to engage in this process. *Please note that the use of online translators is strictly prohibited. (It is very obvious when students have translated phrases, so please set yourself up to succeed and resist the temptation entirely. I recommend that you hand write your composition away from a computer, but your final draft will be typed and double-spaced.) You are permitted to use a dictionary or your book's glossary. www.wordreference.com is an excellent online dictionary.

- *1st DRAFT:* Neatly hand-written, double-spaced with minimal cross-outs, on loose leaf paper (no spiral fringe). I cannot make suggestions if I cannot read your writing. Grading will be done using a rubric and codes that will be available on MOODLE. You will use the codes to improve your first draft into a second draft.
- *2nd DRAFT:* Will be completed outside of class using the cues provided in order to improve upon the first draft.
- *Not everyone is naturally talented at writing. If you need help, please check Moodle for professional UM resources that support students' writing success.* Also, although teaching composition is not my professional specialty, I am happy to provide assistance during office hours.
- NOTE: You are not allowed to make drastic changes to the second draft unless it is recommended by the instructor. The second draft should be printed, double-spaced, and include your name and student ID. Also, you are required to staple DRAFT 1 to DRAFT 2. Without the first draft it is impossible for the instructor to assess your improvements and necessary corrections. DRAFT 2 should be ready to hand in at the start of class on the due date, unless otherwise specified. Please note that you may NOT submit these via email, and failure to turn in the draft at the beginning of class will result in a reduction of points.

ATTENDANCE:

Please arrive to class on time, and take care of bathroom visits before or after class to reduce classroom interruptions. Attendance will be recorded daily at the beginning of class; if you come in late, please be sure to check in with me immediately after class, as tardiness may result in an absence or lowered participation grade. **More than four absences will result in a lower attendance and participation grade**, as will unexcused late arrivals or early departures. Lessons, interactions, conversations and discussions in class are impossible to make up, which is why it is crucial to be in class every day. Find an accountability partner now. Exchange contact information with at least two other classmates for this purpose.

Absences:	Attendance grade:	Absences:	Attendance grade:
0-4	100	17-19	50
5-7	90	20-22	40
8-10	80	23-25	30
11-13	70	More than 25	0
14-16	60		

HOMEWORK and PARTICIPATION:

- **Homework:** You will be assigned homework every day. I will post all homework on Moodle, and will check your completion and comprehension of the material in a number of different ways in class. Homework checks may be announced or unannounced, as this method demonstrates an improvement in student learning outcomes. *If you miss class, it is YOUR responsibility to check Moodle or contact a classmate to learn what was missed.* Please see the "Class Activities and Homework" below for more information.
- **Review:** In addition to spending time on new material, you should incorporate review on a regular basis. Please note that university guidelines state that for every one hour spent in class, you should expect to spend two hours on homework and studying. This course is 4-credits and fast-paced, and your success will depend on consistent dedication to your work, both in and outside of class. It is important that you plan to spend a minimum of 8 hrs./ wk. on this course outside of class time.
- **Participation:** Participation will be assessed by:
 - Frequency of volunteering to respond to the instructor's questions and/or offering of ideas and opinions to the entire class
 - Efforts made to exclusively speak Spanish while in class (even after the completion of assigned activities)
 - Nurturing of an academic environment conducive to Learning. This includes (but is not limited to) the demonstration of an attentive, alert, and engaged attitude during class, displays of academic courage, and welcoming, respectful behavior toward others, etc.
 - *NOTE: The use of cell phones or other electronic devices during class without prior arrangement with your instructor is unacceptable, and will result in a participation grade reduction.* If you have purchased access to your textbook via an online platform, you are welcome to have your computer open to your book. Any usage of electronic devices outside of their *positive academic* contributions to the learning environment is strictly prohibited.

Extra credit: There will be extra credit points in this class assigned in an all-or-nothing way, to be applied to your final exam or up to 5% of your final score (whichever has the greatest positive impact at the end of the semester.) In order to receive them, you need to engage in four of the opportunities that the Spanish section will provide, in our attempt to nurture communities of learners and/or outreach projects. These may include Sunday Streets in Missoula, Spanish Club activities or other opportunities created by me or another instructor; they will be posted on Moodle as they arise. If you have an idea, please let me know; I value student input and interests.

CLASS ACTIVITIES AND HOMEWORK

IMPORTANT MISC. NOTES:

- **DAILY HW:** YOU WILL RECEIVE A DETAILED PLAN OF ACTIVITIES AND HOMEWORK FOR EACH CHAPTER. *Be sure to check Moodle daily for the final assignment list.*
- **WORKBOOK (WB:)** You need to *self-correct* your workbook assignments; the answers are at the back of the book. You will get the most out of your efforts if you complete all work before checking answers. If you have questions, please ask them in class or during office hours; curiosity leads to learning. Be sure to bring your workbook to class *every day* so that you have it with you in order to receive full credit for completed homework during checks. There is no partial credit for homework; be sure to complete the full assignment to receive credit.
- The exercises marked ** do not have ONE correct answer. We will go over these exercises in class as necessary, time permitting. *Again, you are always welcome to attend office hours for answers to questions or further elaboration. You may also find the online Grammar tutorials helpful.*

- At times, you will need to first read about and study grammar points that will later be further explained and practiced in class; you can ask further questions at that time. If you have a question outside of class, be sure to consult the online Grammar tutorials or stop by my office.

TUTORING:

If you feel like you need extra help, talk to your instructor right away. The UM app has a new Tutoring Board where you can search for tutors in various disciplines. Also, to help you study for your exams, ask your instructor about “study jams,” or consider forming one yourself! Getting the help you need is one of the most powerful academic self-advocacy choices.

OTHER POLICIES and INFORMATION

- **E-mail/Companion site/Moodle:** All students must frequently access their email, the student companion site to the textbook, & our Moodle site. The preferred mode of communication with your instructor is the *mso.umt.edu* email address. You are required to use your student email account.
- For **technical assistance:** try UOnline Help Desk: 406-243-4999, 1-866-225-1641 or umonline-help@umontana.edu.
- **Accessibility issues** with Moodle: Marlene Zentz at 406-243-6434 or marlene.zentz@umontana.edu.
- NetID and email accounts and general computer technical assistance: IT Central Help Desk, 8am-5pm: 406-243-4357
- **General registration information:** Contact the Registrar’s Office in the Lommasson Center at 406-243-2995

Academic Honesty and Plagiarism: Students are morally compelled and required to practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or a disciplinary sanction by the University. All students should be familiar with the Student Conduct Code and the process UM requires to handle such incidences: http://www.umt.edu/vpsa/policies/student_conduct.php

Special Considerations and/or Disabilities: The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Office hours: One of the best ways to take full advantage of learning in this course is by coming to my office hours. I love supporting students in their academic pursuits. Please take advantage of the hours listed at the top of page one or email me for an appointment if those times do not work for you. If you come for help with the course materials, please bring your notes and prepare your questions in advance, whenever possible.

Incomplete Grade: No “I” grade will be given in this class.

SCHEDULE:

NOTE: FIRST WEEK of class (Aug. 27-30) will be a REVIEW

On WEEK 2 (starting Sept. 3) you will need to begin to bring the text and workbook to class.

	Day	Date	Chapter	TENTATIVE SCHEDULE - SUBJECT TO CHANGE Because this is the first time I have taught this class, this column is an estimated schedule. Please check Moodle daily for your actual assignment.
1.	M	8/26	INTRO	Introduction to course
2.	T	8/27	REVIEW	Review Present
3.	W	8/28	REVIEW	Review Preterite
4.	R	8/29	REVIEW	Review Preterite vs. Imperfect
5.	M	9/2	X	LABOR DAY - No class From https://www.dol.gov/general/laborday/history : "Labor Day, the first Monday in September, is a creation of the labor movement and is dedicated to the social and economic achievements of American workers. It constitutes a yearly national tribute to the contributions workers have made to the strength, prosperity, and well-being of our country."
6.	T	9/3	Ch. 1	Pgs. 2-4. Vocabulary. Descriptions. <i>Practica</i> and <i>Conversacion</i> in class
7.	W	9/4	Ch.1	Gender and Number: <i>Practica</i> and <i>Conversacion</i> . Pgs. 6-7; 10-11.
8.	R	9/5	Ch. 1	Verbs "ser" and "estar". "Estar"+ Past participle. Pgs. 14-17
9.	M	9/9	Ch. 1	Pgs. 19-23. Practice with Present indicative tenses and subject pronouns.
10.	T	9/10	Ch. 1	COMPOSICIÓN #1 (first draft - in class)
11.	W	9/11	Ch. 1	Pgs. 25-26. Practice Direct Object Pronouns.
12.	R	9/12	Ch.1	Pgs. 28-29. Practice " <i>Un poco de todo</i> ".
13.	M	9/16	Ch.1	P. 30. <i>Lectura Cultural</i> . Review ALL grammar points and vocabulary for short Quiz.
14.	T	9/17	Ch. 1	QUIZ #1 (on Ch. 1)

15.	W	9/18	Ch. 2	P. 42: Practice with <i>Vocabulario</i> . P.44: Conversacion: "Missoula" "Tus antepasados" " Tus relaciones familiares".
16.	R	9/19	Ch. 2	Practice PP. 45-46.Impersonal "se" and Passive "se". COMPOSICIÓN 1 second draft due
17.	M	9/23	Ch. 2	Práctica: 48 y 50: Indirect objects. Indirect object Pronouns.
18.	T	9/24	Ch. 2	Práctica: PP. 52-53: Sequence of Object pronouns: direct and indirect.
19.	W	9/25	Ch. 2	Práctica: PP. 55-56.
20.	R	9/26	Ch. 2	Práctica: PP. 59-61.
21.	M	9/30	REVIEW	Repaso para el examen #1.
22.	T	10/1	Ch. 1,2	EXAM 1: Chapters 1 and 2
23.	W	10/2	Ch. 3	TBA
24.	R	10/3	Ch. 3	Práctica Vocabulario: PP. 72-74:
25.	M	10/7	Ch. 3	Práctica Gramática 11: PP. 76-78
26.	T	10/8	Ch. 3	Práctica Gramática 12: PP. 81-82
27.	W	10/9	Ch. 3	Práctica Gramática 13: PP. 84-86
28.	R	10/10	Ch. 3	Práctica Gramática 14: PP. 90-94
29.	M	10/14	Ch. 3	Práctica Gramática 15: PP. 96-97 EVALUACIONES esta semana
30.	T	10/15	Ch. 3	QUIZ 2: chapter 3
31.	W	10/16	Ch.4	Vocabulario. La familia. Pág. 110-111. En clase: Pág. 110: Describir y comentar. P. 112.
32.	R	10/17	Ch.4	Práctica <i>Imperatives</i> . PP. 114-116. ESCRIBIR. Pág. 116: Mis consejos.
33.	M	10/21	Ch.4	Composition #2 (first draft -in class)

34.	T	10/22	Ch.4	En clase: Práctica. Pág. 118, 120, 121.
35.	W	10/23	Ch.4	En clase: Práctica. Pág. 120-122. HW: Escribir comentarios de "Temas familiares". SE asignarán grupos para cada pregunta. P.123-124: <i>Imperatives: Informal Direct Commands</i> .
36.	R	10/24	Ch.4	En clase: Discusión de "Temas familiares". Práctica y Conversación. Pág. 125-126.
37.	M	10/28	Ch.4	En clase: PP 128-129.
38.	T	10/29	Ch.4	REPASO para el EXAMEN.
39.	W	10/30	Ch. 3, 4	EXAM #2 (Chapters 3 and 4)
40.	R	10/31		TBA
41.	M	11/4	Ch. 5	En clase: Vocabulario. Geografía, demografía, tecnología. Págs. 135-139.
42.	T	11/5	X	ELECTION DAY - NO CLASS. Please vote!!!
43.	W	11/6	Ch. 5	En clase: Autoprueba (p.142), Conversación Págs. 142-143.
44.	R	11/7	Ch. 5	Turn in 2nd Draft of Composition #2. En clase: Conversación Págs. 146-149.
45.	M	11/11	X	VETERANS DAY - NO CLASS Please honor and thank veterans for their sacrifices.
46.	T	11/12	Ch. 5	En clase: Conversación Págs. 152-154. / HW: Leer Un poco de Todo (pp. 155). Hacer: "Volviendo al dibujo" (p. 156).
47.	W	11/13	Ch. 5	En clase: Entre todos p. 157. Lectura cultural (p. 158 o 130 o 64)
48.	R	11/14	Ch. 5	Repaso para el Quiz 3* (*Es posible que hagamos el repaso el lunes y la prueba el martes, o que nos adelantemos un día empezando el martes que viene...)
49.	M	11/18	Ch. 5	QUIZ #3 (Chapter 5)
50.	T	11/19	Ch. 6?	TBA
51.	W	11/20	Ch. 6	En clase: Vocabulario. El hombre y la mujer en el mundo actual. Págs. 167-170.

52.	R	11/21	Ch. 6	En clase: Conversación (p. 172-173).
53.	M	11/25	Ch. 6	En clase: Conversación (p. 175-177).
54.	T	11/26	Ch. 6	En clase: Conversación (p. 179-180).
55.	W	11/27	X	NO CLASS - TRAVEL DAY
56.	R	11/28	X	NO CLASS - THANKSGIVING BREAK
57.	M	12/2	Ch. 6	En clase: Entre todos (p. 182), Guiones (p. 183).
58.	T	12/3		Review?
59.	W	12/4		Review
60.	R	12/5		Review. LAST DAY OF REGULAR CLASS
61.		TBA		EXAM #3 - FINAL EXAM