SPANISH 201, SPRING 2018

MS. MILAGROS SWERDLOW
420 Thompson-Clark, x7264
Office Hours: MF 11:40 am -12:40 pm and Wednesdays 8:10-9:10 am
Course ID: CRSKLJ6-609080

(You may not use the Instructor’s edition under any circumstance)
Castells / Guzmán / La Puerta / Liskin-Gasparro
On-Line Component: MySpanishLab (Must be purchased and registered under your name)

COURSE OBJECTIVES:

This course aims to develop students’ target language skills to the intermediate-mid level in terms of spoken and written communication, as well as listening and reading comprehension. The course also advances student understanding and appreciation of the target cultures.

COURSE OUTCOMES AND ASSESSMENT (IN PARENTHESES):

Upon successful completion of this course, students should be able to:

- Communicate effectively at the intermediate-mid level of proficiency as described in the ACTFL guidelines (classroom activities, writing activities, homework assignments, and exams).
- Demonstrate an understanding of relevant aspects of high and popular culture in their original context (written and oral classroom activities, reading comprehension activities and presentations).
- Make effective connections to additional areas of knowledge relevant to the use of foreign languages in other disciplines (writing activities, reading comprehension activities, and interviews).
- Demonstrate an understanding of world communities framed by the students’ experience of their own culture and perception of the world (cultural research activities, presentation and discussion of research, and reflection journal entries).
- Compare and contrast their own language and culture to the target language and demonstrate an understanding that there are multiple ways of viewing the world (analysis of reading assignments, presentations, and grammar exercises).

COURSE STRUCTURE:

*Mosaicos* is a college Spanish textbook designed to encourage the development of communicative proficiency through an integrated approach to the teaching of all four language skills: listening, reading, writing, and speaking. It also aims to foster cultural awareness of customs and traditions of the Spanish speaking world. In this course, we will cover chapters 11, 12, 13, 14 and 15 of your *Mosaicos* components. Students are expected to know and correctly use the material covered in Spanish 101 and Spanish 102 as we continue our study of the language. While some attention will be given to explanations of grammar, more time will be devoted to group work where students will complete tasks, both in and outside of class, with other students in Spanish. Preparation for class is absolutely necessary since class sessions will be primarily for communicative language use.
Your final grade will be based on the following percentages:

- Exams (4) 45%
- Participation (Textbook activities & preparation of in-class activities) 10%
- Presentation 15%
- MySpanishLab activities (online) 15%
- Final Exam 15%

There will be an exam at the end of each chapter. They are full length tests (100 pts) and may include exercises that correspond to all four skills. In preparation for an exam, it is your responsibility to review the material studied in the textbook, MySpanishLab and class. All exams will have an oral component.

It is crucial that students come prepared thoroughly for every class. When you are called upon in class, your participation is expected as it will be based on your preparation of assigned work, class activities, notes, handouts and in-class activities. Class participation also includes your willingness to take risks to communicate in Spanish, your cooperation in group and pair work, and your respect for and attitude towards the class and your peers. Be enthusiastic about speaking in class. It can only help you learn more. If a student fails to either have completed or to turn in Textbook activities when asked, his or her participation grade will be affected adversely.

Each student will give a Presentation during the semester. Presenters may need to respond to questions from the audience. Only the target language (Spanish) may be used during this presentation. Evaluation will focus on communication, accuracy, fluency, vocabulary, and pronunciation. Additional guidelines will be provided. Careful preparation is expected. There will be no make-ups if this assignment is missed.

There will be a Final exam at the end of the semester. The written portion will focus mostly on material covered in chapter 15, and the oral portion will test oral skills developed over the course of the semester.

**ATTENDANCE POLICY**

Attendance at all meetings is mandatory. Valid excuses will be accepted; however, only the instructor will decide if an excuse is valid. Excuses must be provided to the instructor within one week of the absence. Beyond three unexcused absences, the student’s final average will be lowered one level for each class missed. For example, a student whose average is “B” will have the grade lowered to “B-” for 4 absences, to “C+” for 5, to “C” for 6, to “C-“ for 7, etc. Furthermore, if you are unable for any reason to attend a class, it is your responsibility to find out what was missed by checking with a classmate. If you do not bring your textbook / workbook to a class session, you will be marked absent – unless an exam is scheduled for that day.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED. NO MAKE-UPS OF EXAMS WILL BE GIVEN IN THE EVENT OF AN UNEXCUSED ABSENCE. IN THE EVENT THAT YOU MISS AN EXAM FOR A VALID REASON, A MAKE-UP WILL BE GIVEN IN AN EXCLUSIVELY ORAL FORMAT. ADDITIONALLY, NO INCOMPLETES FOR THIS COURSE WILL BE GIVEN.

Cell phones are to be turned off and out of sight during the entire class period. If you break this policy, you will be marked absent for the day and your participation grade will suffer.
ACADEMIC INTEGRITY
The College’s policy on academic integrity can be found in the latest version of the student handbook, and it can be accessed through the college’s website. This policy will be strictly enforced, and you are expected to be familiar with its provisions.

GRADING SCALE

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<td>93-100</td>
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<td>D-</td>
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TENTATIVE SCHEDULE  (instructor may change these dates at her discretion)

Exam # 1  February 05  
Exam # 2  February 26  
Exam # 3  March 26  
Exam # 4  April 16  
Final Exam  TBA  

Presentación Proyectos: Feb.14, Mar.19, Apr.11  

Note:

Textbook activities must be completed in advance of the class periods indicated.  

MySpanishLab® activities must be submitted online no later than 11:59 pm on the day indicated on the syllabus. Submissions after this time will NOT be accepted by the instructor for any reason.

MySpanishLab provides the following advantages:

- Self-pacing. You can work ahead. However, you can’t fall behind.
- Opportunity for Improvement: You can attempt each exercise up to six times. The program keeps your highest score. –An attempt counts when a student clicks and opens an activity in the course. Even if the student closes the activity and does not submit it for grading, that attempt will count. Each time the activity is opened, no matter what the student does after that point, an attempt has been used.
- Easy access. It works from any computer with internet access.
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<tr>
<th>Fecha</th>
<th>Actividad</th>
<th>Textbook Activities</th>
<th>MySpanishLab Activities</th>
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<tbody>
<tr>
<td>Enero 17</td>
<td>Introducción del curso</td>
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<tr>
<td>Enero 19</td>
<td>Capítulo 11: ¿Cómo te sientes?</td>
<td>Leer y estudiar <strong>Vocabulario en contexto</strong>: Médicos, farmacias y hospitales (pg. 383)</td>
<td>Grammar Readiness Check 11, Student Activities Manual (SAM): 11-02, 11-05, 11.06 y 11-08</td>
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<td>Enero 22</td>
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<td>Leer y contestar preguntas <strong>Cultura</strong>: (pg. 384)</td>
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<td>Enero 24</td>
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<td>Estudiar <strong>Vocabulario en contexto</strong>: Las partes del cuerpo</td>
<td>SAM: 11-09 a 11-15</td>
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<td>Enero 26</td>
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<td>Estudiar <strong>Funciones y formas</strong>: Introduction to the present subjunctive** (pgs. 391-92)</td>
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<td>Enero 29</td>
<td>Actividades en clase</td>
<td>Preparación <strong>Presentaciones</strong></td>
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<td>Enero 31</td>
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<td>Estudiar <strong>Funciones y formas</strong>: The subjunctive with expressions of emotion** (pgs. 398-99)</td>
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<td>Febrero 02</td>
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<td>Leer y contestar preguntas <strong>Cultura</strong>: (pg. 398)</td>
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<td>Febrero 05</td>
<td>EXAMEN # 1</td>
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<td>Febrero 07</td>
<td>Capítulo 12: ¿Te gusta viajar?</td>
<td>Leer y estudiar <strong>Vocabulario en contexto</strong>: Los medios de transporte** (pgs. 417-18)</td>
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<td>Trabajar 12-2 y 12-3</td>
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<td>Leer y contestar preguntas <strong>Cultura</strong>, (pg. 420)</td>
<td>Grammar Readiness Check 12, SAM: 12-05 a 12-09</td>
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| Febrero 09 | Estudiar **Vocabulario en contexto**: El alojamiento y las reservaciones  
Escribir oraciones con cada una de las palabras nuevas **en negro**, (pg. 421)  
Preparar 12-7 (escribir mini-diálogos) | SAM: 12-11 y 12-12 Pronunciación 12 (more practice with linking), Pronunciación 12-01 y 12-02 |
| Febrero 12 | Estudiar **Vocabulario en contexto**: Viajando en coche  
Trabajar 12-9 y 12-10  
Leer y contestar preguntas **Cultura**, (pg. 424) | SAM: 12-13 a 12-15 Entrevistadas Video 12, Actividades 12-01 y 12-02 |
| Febrero 14 | PRESENTACIONES (1)                                                                                             |                                                                                                                      |
| Febrero 16 | Estudiar **Funciones y formas**: Affirmative and negative expressions**  
(pgs. 426-27),  
Trabajar **Piénsalo**, 12-13 y 12-14  
Leer y contestar preguntas **Cultura**, (pg. 428) | Grammar Tutorials: *Indefinite (affirmative) and Negative Expressions, Uses and Placements of Negative Expressions*  
SAM: 12-20 a 12-23 |
| Febrero 19 | Estudiar **Funciones y formas**: Subjunctive in adjective clauses** (pgs. 430-31)  
Trabajar **Piénsalo, ¿Comprendes?** y actividad 12-18   | SAM: 12-25 a 12-29                                                                                       |
| Febrero 21 | Estudiar **Funciones y formas**: Possessive pronouns** (pgs. 434-35)  
Trabajar **Piénsalo**, 12-22 y 12-24 | SAM: 12-33,12-34,12-36 y 12-38  
Games 12-01 y 12-02 |
| Febrero 23 | Estudiar **Funciones y formas**: Subjunctive with expressions of doubt**  
(pgs. 437-38)  
Trabajar **Piénsalo**, actividad 12-25 | Grammar Tutorial: *Subjunctive in Clauses with Verbs of Doubt and Denial*  
SAM: 12-39,12-40 y 12-43  
Games 12-03 |
| Febrero 26 | **EXAMEN # 2**                                                                                                 |                                                                                                                      |
| Febrero 28 | **Capítulo 13**: ¿Qué es arte para ti?  
Leer y estudiar **Vocabulario en contexto**: La literatura y el cine**  
(pg.451), trabajar 13-2 y 13-3 (traer párrafo de aprox. 60 palabras en papel aparte) | Grammar Readiness Check 13, SAM: 13-02,13-05 y 13-06 |
| Marzo 02 | Estudiar **Vocabulario en contexto**: La pintura y el arte  
Trabajar 13-6 y 13-8 | SAM: 13-03, 13-13 y 13-14 Pronunciación 13  
(pronunciation-based changes in “y” and “o”)  
Pronunciación 13-01 y 13-02 |
| Marzo 12 | **Lectura**: “El Crimen Perfecto” (Enrique Anderson Imbert)  
Completar actividades hoja |                                                                                                                      |
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| Marzo 14 | Estudiar **Vocabulario en contexto**: La música y la cultura popular  
Trabajar 13-9  
Leer y contestar preguntas **Cultura** (pgs. 457 y 458!) | SAM: 13-04, 13-09, 13-10, 13-12 y 13-15                                          |
| Marzo 16 | Estudiar **Funciones y formas**: Review of the preterit and the imperfect  
Trabajar Piénsalo y ¿Comprendes?  
(Revisa la teoría de los capítulos 6 y 8!) | Grammar Tutorial: **Summary of Uses of Preterit and Imperfect**  
SAM: 13-19 a 13-21 y 13-23 |
| Marzo 19 | PRESENTACIONES (2)                                                   |                                                                                   |
| Marzo 21 | Estudiar **Funciones y formas**: The conditional  
Trabajar Piénsalo y actividad 13-16                                  | Grammar Tutorial: **Use of Conditional**  
SAM: 13-25 a 13-27                                                          |
| Marzo 23 | Estudiar **Funciones y formas**: Reciprocal verbs and pronouns (pg.468)  
Trabajar Piénsalo, 13-20 y 13-21                                      | SAM: 13-31 a 13-33  
Games 13-01 a 13-03                                                          |
| Marzo 26 | EXAMEN # 3                                                            |                                                                                   |
| Marzo 28 | **Capítulo 14: ¿Cómo vivimos los cambios sociales?**  
Leer y estudiar **Vocabulario en contexto**: Cambios en la sociedad (pg. 481-82), Trabajar 14-1 y 14-2  
Leer y contestar preguntas **Cultura** (pg. 483) | Grammar Readiness Check  
14, SAM: 14-05 a 14-07 y 14-09                                              |
| Abril 03 | Estudiar **Vocabulario en contexto**: Temas de hoy-los jóvenes y la emigración  
Trabajar 14-7 y 14-8           | SAM: 14-10, 14-13 y 14-14  
Pronunciación 14: Intonation, Pronunciación 14-01 y 14-02 |
| Abril 04 | Estudiar **Funciones y formas**: Adverbial conjunctions that require the subjunctive (pgs. 488)  
Trabajar Piénsalo, 14-10 y 14-11                                     | Grammar Tutorial: **Adverbial conjunctions that require the subjunctive**  
SAM: 14-17, 14-19 a 14-21                                        |
| Abril 06 | Estudiar **Funciones y formas**: Adverbial conjunctions that take the subjunctive or the indicative (pgs. 491-92)  
Trabajar Piénsalo, ¿Comprendes? y actividad 14-13                     | SAM: 14-23 y 14-24  
14-26 y 14-27                                                               |
| Abril 09 | Estudiar **Funciones y formas**: The past perfect (pgs. 496)  
Trabajar Piénsalo, ¿Comprendes? y actividad 14-17                | Grammar Tutorials: **Formation and Use of Past Perfect (Pluperfect Indicative)**  
SAM: 14-29, 14-30 y 14-32                                        |
<p>| Abril 11 | PRESENTACIONES (3)                                                   |                                                                                   |</p>
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<tr>
<td>Abril 13</td>
<td>Estudiar <strong>Funciones y formas: The infinitive as subject or object</strong> (pg. 499)</td>
<td>Trabajar <strong>Piénsalo, ¿Comprendes?</strong> y actividad 14-20</td>
<td>SAM: 14-35 y 14-39</td>
<td>Games 14-01 a 14-03</td>
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<td>Abril 16</td>
<td><strong>EXAMEN # 4</strong></td>
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<td>Abril 18</td>
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<td>Abril 20</td>
<td><strong>Capítulo 15: ¿Qué nos trae el futuro?</strong></td>
<td>Leer <strong>enfoque cultural: Puerto Rico</strong> y Trabajar ¿Cuánto sabes? (pgs. 511-12)</td>
<td><strong>Cultura Videos: Puerto Rico</strong> (introducción, los festivales y los ecosistemas)</td>
<td>SAM: 15-02, 15-05 a 15-07</td>
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<td>Abril 23</td>
<td><strong>Vocabulario en contexto: La conservación del medio ambiente</strong> (pg. 515), trabajar 15-5 Leer y contestar preguntas <strong>Cultura</strong> (pg. 516)</td>
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<td>SAM: 15-03, 15-08 a 15-11</td>
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<td>Abril 25</td>
<td><strong>Vocabulario en contexto: Otros retos</strong> (pg. 517-18) Trabajar 15-8 y 15-10 (escribir un párrafo de aprox. 60 palabras) Leer y contestar preguntas <strong>Cultura</strong> (pg. 519)</td>
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<td>SAM: 15-04, 15-13 y 15-14 <strong>Pronunciación 15: More on regional variation,</strong> Pronunciación 15-01</td>
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<td>Abril 30</td>
<td>Estudiar <strong>Funciones y formas: If-clauses</strong> (pg. 525) Trabajar <strong>Piénsalo</strong> y actividad 15-17</td>
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<td><strong>Grammar Tutorials: If-Clause with Present Indicative and Future, If-Clause with Imperfect Subjunctive and Conditional</strong> SAM: 15-28 a 15-31</td>
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<td>Mayo 02</td>
<td>Estudiar <strong>Funciones y formas: Se for unplanned occurrences</strong> (pg. 529) Trabajar <strong>Piénsalo, ¿Comprendes?</strong> y actividad 15-21</td>
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<td>SAM: 15-35 y 15-36 15-38 y 15-39</td>
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