COURSE: SPN 2200, INTERMEDIATE SPANISH I FOR NON-HERITAGE LEARNERS
TERM: Spring 2015
DAYS: Monday, Wednesday, Friday
CREDIT: 3 semester hours
PREREQUISITE: SPN 1131 or equivalent

ACCESS CODE: Myspanishlab access code for the online homework, www.myspanishlab.com

Spanish 2200 is the third course of a four semester sequence which focuses on the acquisition of communicative language competence. Attention is paid to the functional use of the structures presented in class. Spanish language knowledge and skills are developed through varied learning activities and extensive exposure to high frequency spoken and written forms. The student will act as the main agent of her/his own learning with the instructor as the facilitator.

By the end of the course, students should have developed an intermediate level of fluency and accuracy of:

- Communicative competence.
- Listening comprehension skills.
- Grammatical and written capabilities.
- Culturally appropriate language skills.

SPN 2200 is not designed for heritage learners who are able to comprehend to a great extent the spoken language even if they lack adequate knowledge of the written, reading, and the communicative aspects of the language. Heritage learners should sign up for either SPN 2340 or SPN 2341 depending on their level of speaking and writing proficiency in Spanish.
ATTENDANCE AND PARTICIPATION (15%): Students are expected to attend class regularly and to come to class prepared and ready to participate actively. Instructors may have pop quizzes as deemed necessary. Each week, your instructor will evaluate your participation level and you will have the opportunity to earn 5 points for every class if you arrive for class on time, speak in Spanish during the whole class and in group discussions and participate in all activities with enthusiasm and a positive attitude.

Tardiness is disruptive to the class; therefore, students should be on time for class. Attendance will be taken at the beginning of each class period. At least 2 points may be deducted if the student is not present when his/her name is called. The instructor has the prerogative to deny admission to those who arrive more than 10 minutes late.

A student will automatically receive a grade of F as the final grade for the course if the student is absent from 40% (or more) of the total number of classes for the semester.

NOTE: In order to maintain an environment conducive to learning, students are asked to turn off or silence Smart phones, Ipods and all electronic devices before entering the classroom. Instructors reserve the right to ask the student to leave the classroom if they disturb the class with any of these devices.

HOMEWORK (20%): Students are responsible for reading, prior to class, the textbook pages containing the explanations of the grammatical points to be used and practiced during the in-class activities. Students will complete the homework exercises (listening, reading, grammar) in MySpanishLab http://myspanishlab.com/ by the due date.
INDIVIDUAL PRESENTATION (5%): Students will prepare ONE brief (5-min. long) individual presentation in Spanish during the semester. Here is a list of possible topics on which students can give presentations:

1) a cultural trip you took to a country, city, or area of the Spanish-speaking world,
2) the plot and/or symbolism of a literary piece originally written in Spanish,
3) the plot and/or symbolism of a movie originally filmed in Spanish,
4) the history and meaning of a tradition or holiday typical of a Spanish-speaking country, city, area,
5) a specific historical event or a current political and/or social situation in a country, city of area of the Spanish-speaking world, or
6) the life and work of an author or artist from the Spanish-speaking world, among other possible topics.

You will need to submit an outline of your talk to your instructor by the deadline stipulated in the syllabus for your instructor to approve the topic of your presentation and for your instructor to be able to help you both organize the flow of your presentation and identify audiovisual aids with which to illustrate and enliven your presentation. Reading is not allowed.

GROUP PRESENTATION (10%): Each group will deliver a PowerPoint presentation in Spanish on some aspects of a chosen country such as: location, population, history, economy, food, music, traditions, etc. Students are expected to present an organized, clear, concise and easy to follow presentation appropriate to the language level for this course. Your instructor will provide you with more information on the presentation.

COMPOSITIONS (15%): You will be required to write in class a total of 3 compositions in Spanish on a topic assigned by your instructor on the date indicated by him/her.

MIDTERM EXAM (15%) and FINAL EXAM (20%): There will be two in-class exams: a midterm and a final exam. Both exams will consist of the following sections: vocabulary, grammar, reading comprehension, and writing. The midterm will be over chapters 11, 12, and 13, and the final will be comprehensive over Chapters 11, 12, 13, 14, and 15. There will be no make-ups without a valid reason. In order to re-schedule the exam, a documented valid reason must be presented.

STUDENT RESPONSIBILITIES

INCOMPLETE GRADE: A grade of “I” is only given when there is a valid, documented reason, which prevents the student from completing the course. A student should have completed at least 60% of the course work in order to get an Incomplete grade. If such reason arises, please advise your instructor immediately, and make arrangements for removing the Incomplete as soon as possible.

ACADEMIC DISHONESTY: All course work must be the work of the student; otherwise, it is considered cheating. Plagiarism, cheating, and forgery are serious offenses and will not be tolerated as stated in the Academic Misconduct section of FIU’s Academic Affairs Policies, Manuals, and Handbooks.

STUDENTS WITH DISABILITY: It is the responsibility of any student with a disability who requests a reasonable accommodation to contact the Disability Resource Center (DRC). DRC will then contact the instructor so that a reasonable accommodation can be made.

IMPORTANT DATES

January 15: Last day to drop/withdraw courses without incurring a financial liability.
February 1: Last day to drop/withdraw courses with a 25% refund of tuition.
March 18: Last day to drop/withdraw courses with a DR/WI grade.
May 2: Grades available to students by web and kiosks.

COURSE CALENDAR

WEEK 1: JAN 7 – 13

DAY 1: Lección 11: La salud es lo primero.
Lesson goals: Discussing health-related issues.
A primera vista pp. 364, 366, 368-369
A escuchar p. 386

DAY 2: Lección 11: La salud es lo primero.
Lesson goals: Expressing expectations and hopes.
Present Subjunctive pp. 372 - 374
Communicative activities

DAY 3: Lección 11: La salud es lo primero.
Lesson goals: Expressing expectations and hopes.
More about the present subjunctive p. 376
Communicative activities

WEEK 2: JAN 14 – 20

DAY 1: Lección 11: La salud es lo primero.
Lesson goals: Expressing emotions, goals, purposes, and means.
The Subjunctive with expressions of emotion. p. 378
Communicative activities

DAY 2: Lección 11: La salud es lo primero.
Lesson goals: Expressing emotions, goals, purposes, and means.
Uses of por and para pp. 380 – 381
Communicative activities

DAY 3: Mandatory training. Bring your MSL access code

Note: The training day is subject to change. You will be informed by your instructor.

WEEK 3: JAN 21 – 27

DAY 1: MARTIN LUTHER KING HOLIDAY

DAY 2: Lección 11: La salud es lo primero.
Lesson goals: Referring to people and things.
Relative pronouns p. 384
Communicative activities

DAY 3: Lección 11: La salud es lo primero.
Lesson goals: Learning about Cuba and República Dominicana
Group Presentations: Cuba and República Dominicana
Individual Presentations

WEEK 4: JAN 28 – FEB 3

DAY 1: Lección 12: ¡Buen viaje!
Lesson goals: Discussing vacations and trips. Talking about things that may not exist.
A primera vista pp. 398 – 399, 401, 402-403
A escuchar p. 420

DAY 2: Lección 12: ¡Buen viaje!
Lesson goals: Talking about things that may not exist.
Subjunctive in adjective clauses pp. 406 – 407
Communicative activities

DAY 3: Lección 12: ¡Buen viaje!
Lesson goals: Expressing possession.
Possessive pronouns pp. 410 – 411
Stressed possessive adjectives pp. 413 – 414
Communicative activities

WEEK 5: FEB 4 – 10

DAY 1: Lección 12: ¡Buen viaje!
Lesson goals: Talking about the past.
Review of the preterit and imperfect p. 416
Communicative activities

DAY 2: Lección 12: ¡Buen viaje!
Lesson goals: Communicative activities

DAY 3: Lección 12: ¡Buen viaje!
Lesson goals: Learning about Panamá and Costa Rica
Group Presentations: Panamá and Costa Rica
Individual Presentations

WEEK 6: FEB 11 – 17

DAY 1: Lección 13: Las artes y las letras
Lesson goals: Talk about art and culture.
A primera vista pp. 432 – 433, 435, 437
A escuchar p. 454

DAY 2: Lección 13: Las artes y las letras
Lesson goals: Expressing affirmation and negation.
Affirmative and Negative expressions pp. 440 – 441
Communicative activities
DAY 3: Lección 13: Las artes y las letras
Lesson goals: Expressing doubt and uncertainty.
Subjunctive with expressions of doubt pp. 443 – 444
Communicative activities

WEEK 7: FEB 18 – FEB 24

DAY 1: Lección 13: Las artes y las letras
Lesson goals: Hypothesizing.
The conditional pp. 447 – 448
Communicative activities

DAY 2: Lección 13: Las artes y las letras
Lesson goals: Expressing reciprocity.
Reciprocal verbs and pronouns p. 451
Communicative activities

DAY 3: Lección 13: Las artes y las letras
Lesson goals: Learning about Bolívia and Paraguay
Group Presentations: Bolivia and Paraguay
Individual Presentations

WEEK 8: FEB 25 – MARCH 3

DAY 1: Communicative activities

DAY 2: Review for Midterm

DAY 3: Midterm Exam

WEEK 9: MARCH 4 – 10

DAY 1: Lección 14: Los cambios sociales
Lesson goals: Discuss demographic and social conditions.
A primera vista pp. 466 – 467

DAY 2: Lección 14: Los cambios sociales
Lesson goals: Discuss demographic and social conditions
A primera vista p. 469, 471
A escuchar p. 486

DAY 3: Lección 14: Los cambios sociales
Lesson goals: Expressing conjecture.
Adverbial conjunctions with Subjunctive pp. 474 – 475
Communicative activities

WEEK 10: MARCH 11 – 17
SPRING BREAK

WEEK 11: MARCH 18 – 24

DAY 1: Lección 14: Los cambios sociales
Lesson goals: Expressing conjecture.
Adverbial conjuctions that take the subjunctive or indicative pp. 477-478
Communicative activities

DAY 2: Lección 14: Los cambios sociales
Lesson goals: Talking about the past from a past perspective.
The Past Perfect p. 481
Communicative activities

DAY 3: Lección 14: Los cambios sociales
Lesson goals: Expressing actions.
The infinitive as subject or object p. 484
Communicative activities

WEEK 12: MARCH 25 – 31

DAY 1: Lección 14: Los cambios sociales
Lesson goals: Learning about Chile
Group Presentation: Chile
Individual Presentations

DAY 2: Lección 15: Hacia el futuro
Lesson goals: Talking about advances in science and tecnology.
A primera vista p. 498

DAY 3: Lección 15: Hacia el futuro
Lesson goals: Talking about advances in science and tecnology
A primera vista pp. 500, 502-503
A escuchar p. 516

WEEK 13: APRIL 1 – 7

DAY 1: Lección 15: Hacia el futuro
Lesson goals: Expressing wishes and recommendations.
The Imperfect Subjunctive pp. 506 – 507

DAY 2: Communicative activities

DAY 3: Lección 15: Hacia el futuro
Lesson goals: Hypothesizing about the present and the future.
If – clauses pp. 510 – 511

WEEK 14: APRIL 8 – 14

DAY 1: Lección 15: Hacia el futuro
Lesson goals: Expressing the unexpected.
DAY 2: Communicative activities

DAY 3: Lección 15: Hacia el futuro
Lesson goals: Learning about Puerto Rico
Group Presentation: Puerto Rico
Individual Presentations

WEEK 15: APRIL 15 – 21

DAY 1: Review for Final Exam
DAY 2: Review for Final Exam
DAY 2: Review for Final Exam

WEEK 16: APRIL 22 – 26

FINAL EXAM WEEK

SUMMARY OF DEADLINES

All activities are due by 23:55 EST on the dates indicated.

MYSPANISHLAB HOMEWORK:
Lesson 11: January 27
Lesson 12: February 10
Lesson 13: February 24
Lesson 14: March 25
Lesson 15: April 14

MIDTERM EXAM: March 1