

# Departamento de español y portugués, UCSB

## Español V - Otoño 2017

---

Instructor's information will be available on the *Gauchospace* site for the course

### Required material:

1. *MÁS ALLÁ DE LAS PALABRAS*, 3rd Edition (libro de texto + WileyPlus access code) <sup>1</sup>
2. *Cajas de cartón*, by Francisco Jiménez. (ISBN-10: 0618226168, ISBN-13: 978-0618226160)

### Course Description:

The primary goal of the Intermediate Spanish Program is to develop proficiency in Spanish at the **Intermediate-high level** (as established by the *American Council on the Teaching of Foreign Languages Proficiency Guidelines, 2012*<sup>2</sup>). Students are expected to learn to use Spanish for communication in real, meaningful situations. It is also intended that students develop an understanding of grammatical concepts and an appreciation of the various cultures of the Spanish-speaking world.

By the end of the quarter you will have learned vocabulary to allow communication in topics including familial relationships and friendships, biculturalism, bilingualism, cultural and religious traditions and identity, and African, Hispanic and Indigenous heritage of Spanish-speaking countries. The major grammar points covered to support communication on those topics are the preterit and imperfect contrast, double object pronouns, present and imperfect subjunctive, indicative and subjunctive contrasts in nominal, adjectival and adverbial clauses, formal and informal commands, impersonal *se*, the future tense, relative pronouns, the conditional tense and conditional sentences.

### Course learning outcomes:

- **Participate in conversations** and social interactions on familiar topics and talk about events and experiences in various time frames.
- **Write** on familiar topics using simple paragraphs in an organized way. Write about events and experiences in various time frames and using a variety of verb tenses (present indicative and subjunctive, future, preterit and imperfect, conditional)
- **Read and understand** the main idea and some details of texts related to everyday life, personal interests and studies by applying different reading strategies.

### A note about reading in this course

Reading a novel outside of class is a major component of this course. The novel is accessible to the intermediate-level student of Spanish with the support of reading guides and vocabulary lists. Nevertheless, reading will be challenging at first and you should expect to dedicate approximately 2-3 hours of time to reading each chapter. Specific reading strategies will be discussed in class so that reading in Spanish can become more automatic and, ultimately, rewarding.

---

<sup>1</sup> You can buy the loose-leaf version + *WileyPlus* access code bundled together at the UCSB bookstore. This is the cheapest option.

<sup>2</sup> ACTFL Proficiency Guidelines can be found here:

[https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

## Attendance:

Due to the nature of language learning in general, class attendance is mandatory since it is absolutely critical for developing communicative abilities in Spanish. At the same time, it is understood that things such as illness, weddings, funerals, job interviews, family emergencies, etc. may prevent your attendance. Therefore, you will be allowed a total of three absences during the quarter. These are not free days, so plan accordingly. Starting with the fourth absence, regardless of the reasons for the first three, ONE percentage point will be subtracted from the final calculated course grade for every additional absence. Late arrivals and early departures may also count as absences. BE PROMPT! If health or personal issues will prevent your regular attendance, you should not take this class since your final grade will be severely affected. You are ultimately responsible for the material covered in class, regardless of whether you are absent or present. Absences do not relieve you from your responsibilities; you are still expected to have completed all the preparation for the class missed and the class that follows.

## Evaluation criteria and grade breakdown

Exams: 3 @ 10% each	30%
Online activities ( <i>GachoSpace</i> and <i>WileyPlus</i> )	12%
Writing assignments (3 @ 6% each)	18%
<u>Active</u> participation	10%
Final exam	30% (comprehensive)

The course evaluation criteria follow. It is important to remember that no grade is “given”. Instead the student earns points which will be objectively calculated on a 100 point scale. **There is no extra credit.** The following are the cutoff points for each grade:

A+ 98	B+ 88	C+ 78	D+ 68
A 93	B 83	C 73	D 63
A- 90	B- 80	C- 70	D- 60

**Pass/No Pass option:** Students fulfilling the language requirement are strongly discouraged from taking Spanish classes Pass/No Pass. A grade of C or better is required to pass with this option and no student with a final percentage lower than 73 will be assigned a grade of Pass.

## Chapter Exams (3 x 10% each) and Final exam (30%)

All of the exam dates are included in the syllabus. There are **NO** makeup exams except under extraordinary circumstances, and those must be approved by the Lower Division Coordinator. The final exam will be cumulative and will include a final composition. **No make-up exam policy:** No make-up exams will be given for personal events, including weddings, graduations, interviews, etc.

## 33 ASSIGNMENTS

Show 50 1

### Chapter 02 Autopruebas Assignment 3 Owner: LAURA MARQUES-PASCUAL

20 questions  
Covers chapter 02

Type: Questions/Exercises Source: Other Instructor

SPAN 5 M15 Active

Due date: 16 Aug 2015 at 11:45 PM

### 3.2 A ESCUCHAR Owner: LAURA MARQUES-PASCUAL

2 questions  
Covers chapter 03

Type: Questions/Exercises Source: Other Instructor

SPAN 5 M15 Active

Due date: 17 Aug 2015 at 11:45 PM

### 3.2 SUBJUNTIVO CON EMOCION Owner: LAURA MARQUES-PASCUAL

5 questions  
Covers chapter 03

Type: Questions/Exercises Source: Other Instructor

SPAN 5 M15 Active

Due date: 18 Aug 2015 at 11:45 PM

## Online assignments through *Gauchospace* and *WileyPlus* (12%)

Students are expected to complete daily online assignments through WileyPlus. Go to [www.WileyPlus.com](http://www.WileyPlus.com) and look for your institution and course in which you want to enroll. You will have to create an account and enter the registration code for the *MÁS ALLÁ DE LAS PALABRAS* textbook if you already have one, or buy one along the way when creating an account. You should always read the grammatical explanations before doing the corresponding online activities.

## Writing assignments (3 x 6% each, 18%)

There will be three short essays, with two drafts each for the first two. These essays should be written using the MLA style guidelines, spell-checked, and 550-650 words long. **Accent marks and Spanish special characters must be typed too. Essays that do not meet these requirements will not be graded.** The first draft of each composition will count for 60% of the grade; the second (final) draft will count for 40% of the grade: the two scores combined constitute the final grade for that particular composition. The first and final drafts cannot be exactly alike. If no rewriting is done by the student, no credit will be given for the final draft. No help may be obtained outside of class (friends, more proficient speakers or former instructors). If you would like feedback on your writing assignments, you must go to your instructor's office hours or Campus Learning Assistance Services (CLAS). If you use this tutorial service, request the yellow confirmation card from your tutor and attach it to your assignment when you turn it in. The essays are due the day indicated on the syllabus. No essays will be accepted late.

## Active participation (10%)

Your in-class participation involves a number of variables, including, but not limited to, the following:

- Your use of Spanish in the classroom
- Your participation in all in-class activities and online activities through *Gauchospace*
- Your cooperation during group and pair-work
- Your respect and attitude toward the instructor and your peers

Since the class requires active participation, ABSOLUTELY NO TEXT MESSAGING OR WEB BROWSING is permitted during class. Doing so will severely affect your participation grade.

## Cheating and Plagiarism:

All instructors in the Spanish and Portuguese language program will follow University policy concerning cheating and plagiarism, including when evaluating compositions. The following practices, among others, are considered instances of plagiarism:

- copying and pasting from outside references or electronic sources
- paraphrasing or translating without acknowledging the source
- using online translators in any capacity (e.g. not even as dictionaries)
- getting revising/rewriting help from more advanced speakers other than the tutors at CLAS or your instructor

All instructors in the Spanish and Portuguese department are professionals trained in language teaching and linguistic competence. They can EASILY recognize work that is not your own. Know what plagiarism is:

ignorance will not excuse the offense. If you have any questions about plagiarism, please ask your instructor and consult the Academic Conduct guidelines by Judicial Affairs:

<http://judicialaffairs.sa.ucsb.edu/AcademicIntegrity.aspx>. You are allowed to use an online dictionary (not online translators) such as [wordreference.com](http://wordreference.com). The only acceptable revision help is the Campus Learning Assistance Services (CLAS.) Please take a moment to see when composition drafts are due so that you can schedule to meet with a CLAS tutor for revising help.

**In the event that a student is found to have committed plagiarism or other forms of academic dishonesty, he/she will receive a ZERO on the assignment. Furthermore, under University policy, the instructor is obligated to report the incident to the Office of the Dean of Students, whose office will investigate the incident and decide what additional sanctions will be applied.**

## Possible Spanish Majors:

Intermediate Spanish classes are designed to present the tools necessary for learning Spanish. Students do not automatically become either fluent or proficient by completing this program as language acquisition must occur outside the classroom. Students hoping to become proficient and/or major or minor in Spanish are strongly encouraged to participate in an Education Abroad or Immersion program.

## Education Abroad:

This course is designed to present the tools necessary for learning Spanish as a foreign language, and it presents materials at the intermediate level. However, taking this class or even completing the Spanish major does not necessarily mean that you will become fluent or highly proficient in Spanish, since language acquisition occurs through intense exposure and interaction beyond the contact time that any course or program of studies allows. Students hoping to become proficient and/or major/minor in Spanish are strongly encouraged to participate in UC EAP immersion programs, such as the ones at the [Universidad de Granada](http://www.universidaddegranada.es) or the [Universidad Complutense de Madrid](http://www.universidadcomplutense.es). For more information on UC EAP programs, contact Laura Marqués, [lmарques@spanport.ucsb.edu](mailto:lmарques@spanport.ucsb.edu).

# Español V, Otoño 2017

## Programa del curso

<u>FECHA</u>	<u>MÁS ALLÁ DE LAS PALABRAS (texto)</u>	<u>PREPARACIÓN PARA LA PRÓXIMA CLASE</u> (check <i>WileyPlus</i> for the online homework activities. There are online homework assignments due almost every day by 11:45pm)
<b>sept/oct</b>		
28	Presentación / Ejercicio diagnóstico	Leer pp. 45-46, Hacer 2-2, 2-3, <b>PRUEBA 1 (Gaucho)</b>
2	Lectura: Cuestión de familias	Leer Gramática, pp. 48-49, Hacer 2-7
3	Se pasivo e impersonal	Estudiar pp. 51-52, Hacer 2-12, 2-14, 2-16
4	Vocabulario para conversar, A escuchar	Leer p. 57, Hacer 2-21, 2-22
5	Pretérito e imperfecto	Leer pp. 60-61
9	Comparaciones	Leer pp. 62-63, Hacer 2-30
10	Vocabulario para conversar <b>Preparación para Cajas de cartón</b>	Leer pp. 68-69, Hacer 2-39, 2-41
11	Pronombres de OD y OI	Estudiar p. 73, Hacer 2-44
12	Vocabulario para conversar El escritor tiene la palabra	
<b>16</b>	<b>EXAMEN 1 (capítulo 2)</b>	
17	<b>Taller de redacción (pp. 76-77)</b>	Leer p. 87, Hacer 3-4, 3-5
18	<b>Cajas de cartón (Bajo la alhambra y Soledad)</b>	Leer pp. 89-91, Hacer 3-8, 3-9
19	Lectura: Entrando en la materia (pp. 84-86) Introducción al subjuntivo	
23	Lectura (p. 87) / Introducción al subjuntivo Introducción al subjuntivo	Estudiar p. 95
24	Vocabulario para conversar <b>Entregar Redacción 1.1</b>	Leer p. 101
25	El subjuntivo con expresiones de duda, incertidumbre y negación	
26	<b>Cajas de cartón (De dentro hacia fuera y Un milagro...)</b> A escuchar (pp. 98-100)	
<b>noviembre</b>		
30	Entrando en la materia (pp. 106-107) Subjuntivo con recomendaciones	Leer pp. 107-109, Hacer 3-33 Leer p. 111, Hacer 3-36, 3-37
31	Lectura (pp. 109-110), Subjuntivo	
1	El escritor tiene la palabra	
<b>2</b>	<b>EXAMEN 2 (Capítulo 3)</b>	
6	<b>Cajas de cartón (El ángel de oro y El aguinaldo)</b>	
7	<b>Taller de redacción (pp. 116-117)</b>	Leer pp. 129-130, Hacer 4-6, 4-8, 4-9
8	Pronombres relativos	Estudiar vocabulario p. 132, Hacer 4-12
9	Vocabulario para conversar, A escuchar	Leer pp. 139-140, Hacer 4-24, 4-25, 4-26

13	Imperfecto subjuntivo <b>Entregar Redacción 2.1</b>	Leer pp. 151-152, Hacer 4-38, 4-39
14	Práctica del imperfecto subjuntivo	
15	Mandatos formales e informales	
16	Vocabulario para conversar <i>Cajas de cartón (Muerte perdonada y El costal de algodón)</i>	

20	<b>Taller de redacción (157-158)</b>	
21	El escritor tiene la palabra	
22	<b>Examen 3 (Capítulo 4)</b>	
23	<b>Feriado</b>	

27	<i>Cajas de cartón (Cajas de cartón y El juego de la patada)</i>	Leer pp. 167-168, Hacer 5-2, 5-3 Leer pp. 169-170, Hacer 5-6, 5-7, 5-8
28	<i>América no fue descubierta en 1492</i> , El futuro	
29	El futuro, Vocabulario para conversar (p. 172)	Leer p. 177, Hacer 5-18, 5-19
30	Oraciones condicionales <b>Entregar Redacción 3</b> (hay que revisar la redacción con un tutor de CLAS o tu profesor(a) durante sus horas de consulta antes de entregarla)	

**diciembre**

4	Entrando en la materia (pp. 182-183) Oraciones condicionales	Leer pp. 183-184 Leer pp. 185-186, Hacer 5-30, 5-31
5	<i>Cajas de cartón (Tener y retener y Peregrinos inmóviles)</i> , El condicional y las situaciones hipotéticas	
6	El condicional y las situaciones hipotéticas, Vocabulario para conversar	
7	Repaso	
9	<b>EXAMEN FINAL 8:00-11:00 AM</b>	