

Departamento de español y portugués, UCSB

Español 5 – Intermediate Spanish - Invierno 2020

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

Required material

1. **MÁS ALLÁ DE LAS PALABRAS**, 3rd Edition (libro de texto + WileyPlus access code)
Buy it here: http://www.wiley.com/WileyCDA/Section/id-830492.html?6656_rm_id=168.19546083.7
Note that this online price is substantially reduced from that of the UCSB bookstore. You are strongly encouraged to select the "set" rather than "code" option; the "code" option's eBook has no page numbers, making it difficult to navigate, and the physical textbook is very important for the dynamic, active classroom environment of this course.
2. **LinguaMeeting** Registration Card (you will have to buy 9 30-min. sessions, which will turn into 6 45-min. sessions). Buy it here: <http://www.lingumeeting.com> by selecting UCSB.
3. **Cajas de cartón**, by Francisco Jiménez. (ISBN-10: 0618226168, ISBN-13: 978-0618226160)

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.

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*, 2012¹). 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.

¹ ACTFL Proficiency Guidelines can be found here:
https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

Course learning outcomes

By successfully completing Span 5 you will be able to:

- **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.
- **Describe and compare cultural practices, products and beliefs** of several Spanish speaking countries and communities. Student also compares his/her values, behaviors and worldviews with those of Spanish-speaking countries populations.

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, observance of religious holidays, 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: 2 @ 15% 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	24% (comprehensive)
LinguaMeeting conversation sessions (6)	6%

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 (2 x 15% each) and Final exam (24%)

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. **No make-up exam policy:** No make-up exams will be given for personal events, including weddings, graduations, interviews, etc.

Online assignments through GauchoSpace and WileyPlus (12%)

Students are expected to complete daily online assignments through WileyPlus. Go to 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 (link provided above). Follow the syllabus for daily homework assignments. You should always read the grammatical explanations before doing the corresponding online activities.

Assignment Type	
Questions/Exercises	
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Student Access Settings	Current date: July 6, 2018, 08:46 AM
Not Assigned	
<hr/>	
Question Policies	
Attempts per Question:	up to 2 (This limit is set by your instructor.)
Accents Grading:	Accents must match exactly
<hr/>	
Question Assistance	Policies
Show Links:	after first attempt
Show Answer:	after second attempt
<hr/>	
Description/Instructions	
Before doing this assignment you should study the section HABLANDO DE GRAMÁTICA I PP. 281-282.	

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 assignment 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 essay. 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. If your instructor suspects that you have used outside help other than the one allowed you may be reported to Judicial Affairs (see **Cheating and Plagiarism policy** below). 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 *GachoSpace*
- 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 USE OF MOBILE PHONES, TEXT MESSAGING OR WEB BROWSING is permitted during class. Doing so will severely affect your participation grade.

LINGUA MEETING online coaching sessions (6%)

As part of the course, students are expected to attend 6 online conversation sessions. You will sign up for one weekly, 45-minute **individual or small group** language coaching sessions with a trained language instructor, where you will practice speaking in a non-threatening environment. Grades are based on attendance and degree of participation, as reported by your coach. For the activities that will be used in each session, see the “LinguaMeeting Session Activities” folder on GachoSpace. Login and purchase your sessions here:

<http://www.linguameeting.com/> You will need to sign up for a weekly 45-minute time slot. Keep in mind that this appointment will be for the same day/time each week, so make sure to pick a day/time that consistently works well with your schedule. In the event that you need to reschedule your session or make up a missed session, simply use the “Reschedule an upcoming session” option for an upcoming session and the “Make-up credit” option for a session missed. See the “Student information sheet” posted on the GachoSpace site for the course for further directions. Please note that make-up credits are only valid during the duration of the LinguaMeeting schedule, not for the entire quarter.

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 CLAS tutors 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. The only acceptable revision help is the Campus Learning Assistance Services (CLAS). You can also revise your draft with your instructor during his office hours. 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.

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](#) or the [Universidad Complutense de Madrid](#). For more information on UC EAP programs, contact the UCSB EAP Office, <https://eap.ucsb.edu/>

Time requirements

A general guideline for the amount of time you should plan to dedicate to this course is 2-3 hours of homework per hour spent in class. Set aside time to study Spanish on a regular, preferably daily, basis. It is far more effective to study for shorter, more frequent periods of time than to study for one marathon session.

Spanish Speakers

This Elementary Spanish class is far below the level of a native Spanish speaker. If you do not wish to learn another language and choose to be in this class in order to meet a college requirement or to improve your GPA, keep in mind that your instructor will **only give you credit for what you accomplish in this course and not for what you already know**. No credit can be earned if more advanced credit in the language has already been awarded.

Si aprendiste el español de niño, hablas español en casa con tu familia, y tienes interés por conocer la lengua más a fondo con otras personas que hayan pasado por experiencias similares, este curso no es para ti. Debes tomar un examen de competencia oral para determinar si debes pasar directamente a un curso superior. Para más información debes ir a la oficina principal del Departamento de Español en 4206 Phelps Hall.

Español V, Invierno 2019

Programa del curso

<u>FECHA</u>	<u>PURA VIDA (libro de texto)</u>	<u>PREPARACIÓN PARA LA PRÓXIMA CLASE</u> (In addition to completing the homework assignments listed here, check <i>WileyPlus</i> for the online homework activities. There are online homework assignments due almost every day by 11:45pm)
enero		
6	Presentación / Entrando en la materia	Leer pp. 45-46, Hacer 2-3, PRUEBA 1 (Gaicho)
Capítulo 2		
7	Lectura: Cuestión de familias (pp. 45-48)	Leer Gramática, pp. 48-49, Hacer 2-7
8	Se pasivo e impersonal (pp. 48-51)	Estudiar pp. 51-52, Hacer 2-16
9	Vocabulario para conversar (pp. 51-52), A escuchar (pp. 54-56)	Leer p. 57, Hacer 2-21
Register for LINGUA MEETING by Saturday!		
13	Pretérito e imperfecto (pp. 57-59)	Leer pp. 60-61
14	Comparaciones (pp. 60-62)	Leer pp. 62-63, Hacer 2-30
15	Vocabulario para conversar, Color y forma (p. 75)	Leer pp. 68-69
16	Pronombres de OD y OI (pp. 68-72)	
Complete 1st LINGUA MEETING session by Saturday. Complete worksheet 2.1		
20	Feriado – Día de Martin Luther King Jr.	
21	Preparación para Cajas de cartón Vocabulario para conversar (pp. 73-75)	Leer pp. 79-80
22	El escritor tiene la palabra	
23	Taller de redacción (pp. 76-77)	
Complete 2nd LINGUA MEETING session by Saturday. Complete worksheet 2.2		
Capítulo 3		
27	EXAMEN 1 (capítulo 2)	Completar actividades sobre <i>Cajas de Cartón</i> en GS.
28	Cajas de cartón (Bajo la alhambra y Soledad) Lectura: Entrando en la materia (pp. 84-86)	Leer p. 87, Hacer 3-4, 3-5
29	Lectura (p. 87), Introducción al subjuntivo	Leer pp. 89-91, Hacer 3-8, 3-9
30	Vocabulario para conversar (pp. 95-96), El subjuntivo (pp. 89-94) Entregar Redacción 1.1	Completar actividades sobre <i>Cajas de Cartón</i> en GS.
Complete 3rd LINGUA MEETING session by Saturday. Do worksheet 3.1		
febrero		
3	Cajas de cartón (De dentro hacia fuera y Un milagro...) , A escuchar (pp. 98-100)	Leer pp. 101
4	El subjuntivo con expresiones de emoción (pp. 101-103)	
6	Vocabulario para conversar (pp. 104-105) Entrando en la materia (pp. 106-109) Entregar Redacción 1.2	Leer pp. 107-109, Hacer 3-33 Leer p. 111, Hacer 3-36, 3-37
Complete 4th LINGUA MEETING session by Saturday. Complete worksheet 3.2		

10	Lectura (pp. 109-110) Subjuntivo con recomendaciones (pp. 111-113)	Completar actividades sobre <i>Cajas de Cartón</i> en GS.
11	Entrando en la materia (p. 120) <i>Cajas de cartón (El ángel de oro y El aguinaldo)</i>	Leer p. 121
12	El escritor tiene la palabra (pp. 121-122)	
13	Taller de redacción 2 (pp. 116-117)	

Capítulo 4 **Complete 5th LINGUA MEETING session by Saturday. Complete worksheet 3.3**

17	Feriado – Día del presidente	
18	EXAMEN 2 (capítulo 3)	Leer pp. 129-130, Hacer 4-6, 4-8, 4-9
19	Pronombres relativos (pp. 129-133)	Estudiar vocabulario p. 132, Hacer 4-12
20	Vocabulario para conversar (pp. 132-133) A escuchar (pp. 135-138) Entregar Redacción 2.1	Leer pp. 139-140, Hacer 4-24, 4-25, 4-26

Complete 6th LINGUA MEETING session by Saturday. Complete worksheet 4.1

Be aware that the LinguaMeeting course will end this week and no make-ups may be scheduled after Friday.

24	Imperfecto de subjuntivo (pp. 139-142)	Estudiar p. 143, Hacer 4-29 Completar actividades sobre <i>Cajas de Cartón</i> en GS.
25	Vocabulario para conversar (pp. 143-144) <i>Cajas de cartón (Muerte perdonada y El costal de algodón)</i>	Leer pp. 151-152, Hacer 4-38, 4-39
26	Mandatos formales e informales	
27	El escritor tiene la palabra (pp. 162-163) Entregar Redacción 2.2	

marzo

Capítulo 5		Completar actividades sobre <i>Cajas de Cartón</i> en GS.
2	Taller de redacción 3 (157-158)	Leer pp. 167-168, Hacer 5-2, 5-3
3	Entrando en la materia (pp. 166-167) <i>Cajas de cartón (Cajas de cartón y El juego de la patada)</i>	Leer 169-170, Hacer 5-6, 5-7, 5-8
4	<i>América no fue descubierta en 1492</i> Vocabulario para conversar (p. 172)	
5	El futuro (pp. 169-171)	Leer p. 177, Hacer 5-18, 5-19

9	Oraciones condicionales: Expresar posibilidad (pp. 177-178) Entregar Redacción 3 (revisar la redacción con un tutor de CLAS o tu profesor (a) durante horas de consulta antes de entregarla)	Completar actividades sobre <i>Cajas de Cartón</i> en GS.
10	<i>Cajas de cartón (Tener y retener y Peregrinos inmóviles)</i>	Leer pp. 185-186, Hacer 5-30, 5-31
11	El condicional y las situaciones hipotéticas	
12	Repaso	
14	EXAMEN FINAL 8:00-11:00 AM	