

Tennessee Tech University

Department of Foreign Languages

Spanish 2010: Intermediate Spanish I Fall 2020

Instructor: Dr. Michael K. Olsen
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Horas de oficina: lunes, miércoles, viernes, 10:00-11:00; and by app., OKLY 215A
Horas de clase: lunes, miércoles, viernes 9:05-10:00, OKLY 219

Required text and accounts

- Blanco, José A., Donley, Philip R. (2020). *Vistas: Introducción a la lengua española* (6th edition). Boston: Vista Higher Learning.
- VHL Central WEB-SAM account that accompanies Vistas (6th edition). The passcodes are included if you buy the text NEW. If you buy the text USED, your passcodes for WEBSAM are sold separately in the bookstore. You may also purchase access to WEB-SAM online by going to <http://vistahigherlearning.com/store/tntech.htm/>.
- TalkAbroad account. You will need to open an account on this conversation platform at <https://talkabroad.com> and join our section: Olsen2019-940049

Prerequisites: SPAN 1020 or an equivalent

Course description

Transition to Intermediate Spanish continues to teach the essentials of Spanish, developing listening and reading comprehension, oral and written communication, and cultural understanding. The goal in this course is communicative competence, not grammatical perfection. This course will use listening, speaking, reading, writing, video, and grammar activities to enhance your vocabulary and to provide you with opportunities to express yourself in Spanish.

Enduring Understandings

Students will come to understand that:

- learning a foreign language is a doorway to a social medium that provides new information and perspectives about other ways of life
- learning a foreign language does not simply involve a one to one translation from your first language
- learning a foreign language involves utilizing multiple communication skills to address common and specific needs

Essential Questions

- How does your first language influence the way you think about language learning?
- How does your first language interfere with learning a second language?

Learning Outcomes

Students will be able to:

- Understand most written and spoken Spanish at the intermediate level
[Communication: Interpretive (Listen, Read/View)]
- Speak and write in complex sentences with minor grammatical errors that do not impede communication
[Communication: Interpersonal (Speak, Write, Listen)]
[Communication: Presentational (Speak, Write, Listen)]
- Speak with pronunciation sufficiently accurate so as not to impede communication
[Communication: Presentational (Speak, Listen, Read/View)]
- Ask and answer oral and written questions related to topics such as the household, nature, city life, health and well-being, professions and occupations, and entertainment
[Communication: Interpersonal (Speak, Write, Listen, Read/View)]
- Express opinions, doubts, demands to and about others
[Communication: Presentational (Speak, Write, Listen, Read/View)]
[Communication: Interpersonal (Speak, Write, Listen, Read/View)]
- Describe events in the future
[Communication: Presentational (Speak, Write, Listen, Read/View)]
- Begin to express themselves hypothetically
[Communication: Presentational (Speak, Write, Listen, Read/View)]
[Communication: Interpersonal (Speak, Write, Listen, Read/View)]
- Converse at an intermediate level, observing courtesy requirements and social demands of the Hispanic culture
[Communication: Interpersonal (Speak, Listen, Read/View)]
- Understand the diverse culture of the Spanish-speaking world and describe some of its basic geographical facts.
[Cultures (Relating Cultural Products to Perspectives)]

Evaluation

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|------------------------------|-----|
| Participation and attendance | 10% |
| Homework (Supersite) | 15% |
| Compositions (2) | 10% |
| TalkAbroad Conversations (4) | 10% |
| Oral Conversation | 5% |
| Chapter Exams (3) | 30% |
| Final Exam | 20% |

Participation and attendance 15%

1. Students will be graded based on their active participation in class activities (whole class, group work, pair work) and use of Spanish. We are here to learn; so contribute with your thoughts and concerns! Respectful behaviour is expected (**no use of cell phones** in the class).
2. Attendance is obligatory. When absent, participation is not possible and therefore results in a loss of participation points. Absences that are justified by a doctor's note are excused. In case of an emergency (i.e., due to grave illness, hospitalization, funeral of a family member, etc.), you must let me know as soon as possible. Send me an email, or leave me a note in my mailbox. Written documentation/evidence of extenuating circumstances must be given to me within one week of the absence.
3. Arrive on time. When students arrive late, they disrupt the class and may miss important announcements.

Homework 15%

The development of language skills requires daily practice. Students are expected to come to class prepared by having read the Lectura for that day. Although we will not be focusing on everything from the textbook in class, students are still expected to understand the information in each reading.

Tareas are chosen to help students practice and apply the concepts presented in class and in the textbook. Most homework assignments will be completed on the VHL Central Supersite (<http://vistas.vhlcentral.com>). Tareas are due **BEFORE** class the day indicated on the syllabus. For additional practice, it is strongly suggested that students complete exercises corresponding to each lesson on the Supersite. **Any late assignment will receive a 10% reduction each day it is late.**

Students will receive an overall grade for the Tareas for each chapter of the textbook. Additional homework and pop quizzes may be given at the instructor's discretion. Scores on these items will be calculated as part of the homework grade.

Compositions 10%

Students will write two (2) compositions of 300-350 words each. The compositions must be typed in Times New Roman, double spaced, 12 pt. font; in addition, they must have typed accents (á, é, í, ó, ú, ü, ñ), and symbols (¡, ¿?). If you do not know how to type these symbols, please consult the 'Tildes' document on iLearn that corresponds to

the operating system you are using. All versions of each composition must be submitted to iLearn as a **Word file (not a pdf)**. **Any stage of the composition that is late will receive a 10% reduction each calendar day they are late.** The topic of each composition will be announced as the due date of the first draft approaches. You will work on each of these compositions in four phases:

1. First Draft (6%): You will write the first full draft of your composition in class. It should be 300-350 words at this stage. You will turn your composition in through Turnitin.com which will automatically share it with a peer so that they can complete a peer review.
2. Peer Review (10%): You will review a peer's first draft. This is accomplished directly in Turnitin.com as a 'Peermark'. You must be specific and correct your peer's composition based on the Peer Review Criteria (on iLearn).
3. Revision (60%): You will proceed to revise the first draft based on the feedback you received from your peer in phase 2. You will turn your revision in through Turnitin.com as 'Revision 1'. Once you make the revisions, I will provide feedback using abreviaturas de corrección (on iLearn) so that you can make corrections for the final version of the composition.
4. Final Draft (24%): The final version is not a writing exercise. You will be correcting the mistakes based on my feedback *and improving* your composition. If you do not know how to correct a mistake, you should come to my office hours or go to the tutoring center to try to understand your mistakes and correct them accordingly. You will turn your final draft in through Turnitin.com as 'Revision 2'.

The final grade of each composition will be calculated following the Matriz para las composiciones found on iLearn.

Remember: all of this is not about having a perfect composition. It is rather an exercise to develop a conscientiousness of your own mistakes, so you can gradually learn to correct yourself and, eventually, not make mistakes.

TalkAbroad Conversations 10%

Throughout the semester students will carry out conversations with 4 *different* native speakers via *TalkAbroad*. Each conversation will be 15 minutes. These conversations are recorded by *TalkAbroad* and will be evaluated by the instructor. More information about *TalkAbroad* can be found in the *TalkAbroad* Student Manual found on their website.

TalkAbroad completes a thorough screening of the native speakers that work for them but, for safety purposes, you are required to follow these policies:

1. If your assigned partner makes you feel uncomfortable in any sense, please stop the communication and report it to your instructor as soon as possible.
2. No exchange of money or goods with you partners is allowed.
3. Under no circumstance should you send any personal information to your

partners (i.e., social security number, address, bank account number, credit card number, date of birth, email address, passwords of any kind, phone number, social network IDs, etc.)

Oral Conversations 5%

Students will carry out a conversation at the end of the semester with a partner. On the day of the final conversation, one conversation topic will be randomly selected from a set of conversation topics previously provided to the students. Further details of the oral conversation will be provided in class.

Exams 35%

There will be three (3) chapter exams that cover the material in chapters 12-13, 14-15, and 16-18 respectively. Make-up exams will not be given. No exceptions. For students who have an excusable absence for the date of the missed exam, their final exam grade will replace their missed exam grade. Do not make any travel plans without checking the class calendar.

Final Exam 20%

The final exam will be cumulative and comprehensive in nature. Do not make any travel plans without checking the final exam schedule. Pre-existing travel plans will not be considered a reasonable cause for missing a chapter exam or the final exam.

Accessibility Services

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340 – [Services for Students with Disabilities at Policy Central](#).

Academic Misconduct

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – [Student Academic Misconduct at Policy Central](#).

COVID – 19

1. Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee Tech's webpage, building and facilities signage, and similar publications. The

university's Return to Campus Student Handbook can be found at <https://www.tntech.edu/return/index.php>.

2. According to Tennessee Tech University's protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.
3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.
4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.

Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech's Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.

Grading Scale

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 0-59

IMPORTANT: This syllabus is accurate and complete to the best of my knowledge. However, I reserve the right to make midcourse changes to the readings, assignments, or exam dates as needed.

Calendar

This calendar is tentative. Students are responsible for checking iLearn and their university email accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

L: Lectura **S:** Supersite **TA:** TalkAbroad

| Semana | Fecha | Tema | Lecturas y tareas |
|--------|--------------------|---|---|
| 1 | 24 de agosto | Introducción al curso | L: Plan de estudios (Syllabus) |
| | CAPÍTULO 12 | | |
| | 26 de agosto | Repaso de SPAN 1020, La vivienda | L: pág. 403-407 S: contextos Syllabus information assignment |
| | 28 de agosto | Fotonovela: Los quehaceres, Cultura, Panamá | L: págs. 408-413; 438-439 S: pronunciación |
| 2 | 31 de agosto | Los pronombres relativos | L: págs. 414-415 S: tutorial 12.1 |
| | 2 de septiembre | Los mandatos formales | L: págs. 418-419 S: estructura 12.1; tutorial: 12.2 |

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| | 4 de septiembre | El subjuntivo con expresiones de influencia | L: págs. 422-427 S: estructura 12.2; tutoriales 12.3 y 12.4 |
| 3 | 7 de septiembre | NO HAY CLASE | Día del trabajo |
| | CAPÍTULO 13 | | |
| | 9 de septiembre | La naturaleza y Ortografía | L: págs. 441-444; 449 S: estructura 12.3 y 12.4 |
| | 11 de septiembre | Cultura, Fotonovela: Aventuras en la naturaleza, Colombia | L: págs. 446-448; 450-451; 472-473 S: contextos; pronunciación |
| 4 | 14 de septiembre | Composición 1: Borrador 1 | Composición 1: Borrador 1 |
| | 16 de septiembre | El subjuntivo con emociones | L: págs. 452-453 S: tutorial 13.1 TA: Conversación 1 |
| | 18 de septiembre | El subjuntivo con duda | L: págs. 456-457 S: estructura 13.1; tutorial 13.2 |
| 5 | 21 de septiembre | El subjuntivo con conjunciones | L: págs. 460-461 S: estructura 13.2; tutorial 13.3 Composición 1: Revisión por pares |
| | 23 de septiembre | Repaso y ‘Escuchar’ del examen | L: págs. 430-431; 464-465 S: estructura 13.3 |
| | 25 de septiembre | Examen 1 | Preparar para el examen |
| CAPÍTULO 14 | | | |
| 6 | 28 de septiembre | En la ciudad | L: págs. 475-479 S: contextos Composición 1: Revisión 1 |
| | 30 de septiembre | Cultura, Fotonovela: Corriendo por la ciudad, Venezuela | L: págs. 480-485; 504-505 TA: Conversación 2 |
| | 2 de octubre | El subjuntivo en cláusulas adjetivas | L: págs. 486-487 S: tutorial 14.1 |
| 7 | 5 de octubre | Los mandatos con nosotros, Los participios pasados como adjetivos | L: págs. 490; 493 S: estructura 14.1; tutorial 14.2 & 14.3 |
| | CAPÍTULO 15 | | |
| | 7 de octubre | El bienestar, Cultura, Fotonovela: Chichén Itzá | L: págs. 507-517 S: estructura 14.2 & 14.3 Composición 1: Revisión 2 |
| | 9 de octubre | El pretérito perfecto | L: págs. 518-519 S: contextos; pronunciación; tutorial 15.1 |
| 8 | 12 de octubre | NO HAY CLASE | Vacaciones de otoño |
| | 14 de octubre | El pluscuamperfecto | L: págs. 522 S: estructura 15.1; tutorial 15.2 |
| | 16 de octubre | El pretérito perfecto del subjuntivo | L: págs. 525 |

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| | | | S: estructura 15.2; tutorial 15.3 | |
| 9 | 19 de octubre | Composición 2: Borrador 1 | Composición 2: Borrador 1 | |
| | 21 de octubre | Repaso y 'Escuchar' del examen | S: estructura 15.3 L: págs. 496-497; 528-529 TA: Conversación 3 | |
| | 23 de octubre | Examen 2 | Preparar para el examen | |
| CAPÍTULO 16 | | | | |
| 10 | 26 de octubre | El mundo del trabajo, Ortografía (y pronunciación) | L: págs. 541-545; 549 S: contextos; pronunciación | |
| | 28 de octubre | Fotonovela: La entrevista de trabajo, La República Dominicana | L: págs. 546-548; 574-575 Composición 2: Revisión por pares | |
| | 30 de octubre | El futuro | L: págs. 552-553 S: tutorial 16.1 | |
| 11 | 2 de noviembre | El futuro perfecto | L: págs. 556 S: estructura 16.1; tutorial 16.2 | |
| | 4 de noviembre | El pasado del subjuntivo | L: págs. 558-559 S: estructura 16.2; tutorial 16.3 Composición 2: Revisión 1 | |
| | CAPÍTULO 17 | | | |
| | 6 de noviembre | Un festival de arte, el Salvador | L: págs. 577-581; 606-607 S: estructura 16.3; contextos | |
| 12 | 9 de noviembre | Fotonovela: Una sorpresa para Maru, El condicional | L: págs. 582-589 S: tutorial 17.1 TA: Conversación 4 | |
| | 11 de noviembre | El condicional perfecto | L: págs. 592 S: estructura 17.1; tutorial 17.2 | |
| | 13 de noviembre | El pluscuamperfecto del subjuntivo | L: págs. 595 S: estructura 17.2; tutorial 17.3 Composición 2: Revisión 2 | |
| CAPÍTULO 18 | | | | |
| 13 | 16 de noviembre | Las actualidades | L: págs. 611-615 S: estructura 17.3; contextos | |
| | 18 de noviembre | Las cláusulas con si, sumario de los usos del subjuntivo | L: págs. 622-623; 626-627 S: tutorial 18.1 & 18.2 | |
| | 20 de noviembre | Repaso y 'Escuchar' del examen | S: estructura 18.1 L: págs. 562-563; 598-599; 630-631 | |
| 14 | 23 de noviembre | Examen 3 | S: estructura 18.2 Preparar para el examen | |
| | 25 de noviembre | NO HAY CLASE | Día de acción de gracias | |
| | 27 de noviembre | NO HAY CLASE | Día de acción de gracias | |

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| 15 | 30 de noviembre | Trabajar en las conversaciones | Preparar para las conversaciones |
| | 2 de diciembre | Conversaciones orales | Preparar para las conversaciones |
| | 4 de diciembre | Repaso para el examen final | Repasar para el final |
| Finals | EXAMEN FINAL | lunes, 7 de diciembre | 8:00-10:00 |