

Tennessee Tech University

Department of Foreign Languages

Spanish 2010: Intermediate Spanish I Spring 2020

Instructor: Dr. Michael K. Olsen
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Horas de oficina: martes 3:30-4:30; miércoles, viernes, 10:00-11:00; and by app., OKLY 215A
Horas de clase: lunes, miércoles, viernes 11:15-12:10, OKLY 212

Required text and accounts

- Blanco, José A., Donley, Philip R. (2016). *Vistas: Introducción a la lengua española* (5th edition). Boston: Vista Higher Learning.
- VHL Central WEB-SAM account that accompanies Vistas (5th 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

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 Turnitin.com as a **Word file (not a pdf)**. I will also provide my feedback through Turnitin.com (more information on the use of Turnitin.com will be provided in class).

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

Any student who believes that he or she will require accommodations to meet the course requirements should consult the Accessibility Education Center located in the Roaden University Center (RUC) Rm. 112 (931-372-6119) preferably during the first week of classes so that reasonable accommodations can be made to ensure that everyone may participate in the course. 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](#)

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	22 de enero	Introducción al curso	L: Plan de estudios (Syllabus)
	CAPÍTULO 12		
	24 de enero	Repaso de SPAN 1020, La vivienda	L: pág. 403-407 S: contextos Syllabus information assignment
2	27 de enero	Fotonovela: Los quehaceres, Cultura, Panamá	L: págs. 408-413; 438-439 S: pronunciación
	29 de enero	Los pronombres relativos	L: págs. 414-415 S: tutorial 12.1
	31 de enero	Los mandatos formales	L: págs. 418-419 S: estructura 12.1; tutorial: 12.2
3	3 de febrero	El subjuntivo con expresiones de influencia	L: págs. 422-427 S: estructura 12.2; tutoriales 12.3 y 12.4
	5 de febrero	Composición 1: Borrador 1	S: estructura 12.3 y 12.4 Composición 1: Borrador 1
	CAPÍTULO 13		
	7 de febrero	La naturaleza y Ortografía	L: págs. 441-444; 449 S: contextos; pronunciación
4	10 de febrero	Cultura, Fotonovela: Aventuras en la naturaleza, Colombia	L: págs. 446-448; 450-451; 472-473 Composición 1: Revisión por pares
	12 de febrero	El subjuntivo con emociones	L: págs. 452-453 S: tutorial 13.1 TA: Conversación 1
	14 de febrero	El subjuntivo con duda	L: págs. 456-457 S: estructura 13.1; tutorial 13.2 Composición 1: Borrador 2

5	17 de febrero	El subjuntivo con conjunciones	L: págs. 460-461 S: estructura 13.2; tutorial 13.3
	19 de febrero	Repaso y ‘Escuchar’ del examen	L: págs. 430-431; 464-465 S: estructura 13.3
	21 de febrero	Examen 1	Preparar para el examen
6	CAPÍTULO 14		
	24 de febrero	En la ciudad	L: págs. 475-479 S: contextos
	26 de febrero	Cultura, Fotonovela: Corriendo por la ciudad, Venezuela	L: págs. 480-485; 504-505 TA: Conversación 2
	28 de febrero	El subjuntivo en cláusulas adjetivas	L: págs. 486-487 S: tutorial 14.1 Composición 1: Borrador final
7	2 de marzo	Los mandatos con nosotros, Los participios pasados como adjetivos	L: págs. 490; 493 S: estructura 14.1; tutorial 14.2 & 14.3
	CAPÍTULO 15		
	4 de marzo	Composición 2: Borrador 1	S: estructura 14.2 & 14.3 Composición 2: Borrador 1
	6 de marzo	El bienestar, Cultura, Fotonovela: Chichén Itzá	L: págs. 507-517 S: contextos; pronunciación
8	9 de marzo	El presente perfecto	L: págs. 518-519 S: tutorial 15.1 Composición 2: Revisión por pares
	11 de marzo	El pluscuamperfecto	L: págs. 522 S: estructura 15.1; tutorial 15.2
	13 de marzo	El pretérito perfecto del subjuntivo	L: págs. 525 S: estructura 15.2; tutorial 15.3
9	16 de marzo	NO HAY CLASE	Vacaciones de primavera
	18 de marzo	NO HAY CLASE	Vacaciones de primavera
	20 de marzo	NO HAY CLASE	Vacaciones de primavera
10	23 de marzo	Repaso y ‘Escuchar’ del examen	S: estructura 15.3 L: págs. 496-497; 528-529 TA: Conversación 3
	25 de marzo	Examen 2	Preparar para el examen
	CAPÍTULO 16		
	27 de marzo	El mundo del trabajo, Ortografía (y pronunciación)	L: págs. 541-545; 549 S: contextos; pronunciación
11	30 de marzo	Fotonovela: La entrevista de trabajo, La República Dominicana	L: págs. 546-548; 574-575
	1 de abril	El futuro	L: págs. 552-553 S: tutorial 16.1 Composición 2: Borrador 2

	3 de abril	El futuro perfecto	L: págs. 556 S: estructura 16.1; tutorial 16.2
12	6 de abril	El pasado del subjuntivo	L: págs. 558-559 S: estructura 16.2; tutorial 16.3
	CAPÍTULO 17		
	8 de abril	Un festival de arte, el Salvador	L: págs. 577-581; 606-607 S: estructura 16.3; contextos
	10 de abril	Fotonovela: Una sorpresa para Maru, El condicional	L: págs. 582-589 S: tutorial 17.1 TA: Conversación 4
13	13 de abril	El condicional perfecto	L: págs. 592 S: estructura 17.1; tutorial 17.2
	15 de abril	El pluscuamperfecto del subjuntivo	L: págs. 595 S: estructura 17.2; tutorial 17.3 Composición 2: Borrador final
	CAPÍTULO 18		
	17 de abril	Las actualidades	L: págs. 611-615 S: estructura 17.3; contextos
14	20 de abril	Las cláusulas con si, sumario de los usos del subjuntivo	L: págs. 622-623; 626-627 S: tutorial 18.1 & 18.2
	22 de abril	Repaso y ‘Escuchar’ del examen	S: estructura 18.1 & 18.2 L: págs. 562-563; 598-599; 630-631
	24 de abril	Examen 3	Preparar para el examen
15	27 de abril	Trabajar en las conversaciones	Preparar para las conversaciones
	29 de abril	Conversaciones orales	Preparar para las conversaciones
	1 de abril	Repaso para el examen final	Repasar para el final
Finals	EXAMEN FINAL	jueves, 7 de diciembre	10:30-12:30