



## SPAN 202 M1 – INTERMEDIATE SPANISH II

### **Instructor Information:**

**Instructor:** Cristina Martín Chamarande

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### **Course Information:**

**Description:** This course is designed for students who have successfully completed Spanish 201 at Suffolk or its equivalent elsewhere. Through a systematic review of grammar, a collection of short stories and written work, you will learn to communicate more easily and comfortably in Spanish. You will also be better prepared to expand your interests in the Hispanic world by pursuing study of more advanced language, literature, and civilization courses.

**Prerequisite:** SPAN 201 or Instructor consent.

**Credit hours:** 4 credits

This course follows the US Federal Government’s Credit Hour definition: “An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

For full up-to-date statement:

[https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111\\_Policy\\_On\\_Credits-And-Degrees.pdf](https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111_Policy_On_Credits-And-Degrees.pdf)

To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:

<b>Assignment/Activity</b>	<b>Engagement Estimate</b>	<b>Engagement Hours</b>
Class Attendance	3hours X 15 weeks	45
Platform activities, homework, readings	5 hours X 15 weeks	77
Preparation	3 hours X 15 weeks	45
Compositions (3)	2 hours each	6
Midterm Exam	10 hours	10
Final Exam	10 hours	10
Other (office hours, tutoring, email, oral practice)	7 hours	7
<b>TOTAL</b>		<b>200 HOURS</b>

### **Course Materials:**

Blanco, José A. y C. Cecilia Tocaimaza-Hatch. *Imagina. Español sin barreras*, 3<sup>rd</sup> edition. Boston: Vista Higher Learning, 2015.

*Imagina Supersite*

Lecturas cortas de Manuel Rivas, Javier Marías y Mario Benedetti.

*Oxford Spanish / English Dictionary*\*

*Diccionarios en línea:*

Diccionario de la lengua española: [www.rae.es/recursos/diccionarios/drae](http://www.rae.es/recursos/diccionarios/drae)

WordReference: [www.wordreference.com/English\\_Spanish\\_Dictionary.asp](http://www.wordreference.com/English_Spanish_Dictionary.asp)

\*The Oxford Dictionary is also an indispensable resource for this class. Use it throughout the semester to find a more comprehensive reference guide to resolving idiomatic language usage and subtle grammatical distinctions.

### **Course Goals & Learning Objectives:**

<b>Upon successful completion of this course, students will:</b>	<b>Upon successful completion of this course, students will be able to:</b>	<b>How the student will be assessed on these learning objectives:</b>
<ul style="list-style-type: none"><li>• Demonstrate greater oral fluency in Spanish</li></ul>	<ul style="list-style-type: none"><li>• Engage in meaningful conversations with the instructor and with classmates</li></ul>	<ul style="list-style-type: none"><li>• Individual and group listening and speaking comprehension activities</li></ul>
<ul style="list-style-type: none"><li>• Demonstrate stronger writing mechanics in Spanish.</li></ul>	<ul style="list-style-type: none"><li>• Write short cohesive essays with a good use of vocabulary and syntax.</li></ul>	<ul style="list-style-type: none"><li>• Guided essays and written exams</li></ul>
<ul style="list-style-type: none"><li>• Comprehend short narratives in Spanish.</li></ul>	<ul style="list-style-type: none"><li>• Read unabridged texts in the target language.</li></ul>	<ul style="list-style-type: none"><li>• A reading anthology with pre and post-reading exercises.</li></ul>
<ul style="list-style-type: none"><li>• Understand the mechanisms through which social, cultural or global differences are perceived, understood and constructed</li></ul>	<ul style="list-style-type: none"><li>• Identify different perspectives and customs within the Spanish-speaking world as they relate to one another and to a broader international context.</li></ul>	<ul style="list-style-type: none"><li>• Individual writing and group listening and speaking comprehension activities.</li></ul>
	<ul style="list-style-type: none"><li>• Demonstrate how differences are constructed or reinforced through written, spoken and visual media.</li></ul>	<ul style="list-style-type: none"><li>• Weekly written assignments from the Student Activities Manual and the principal text.</li></ul>
	<ul style="list-style-type: none"><li>• Discuss and write about a wide range of cultural topics that represent the multi-ethnic diversity of the Spanish-speaking world.</li></ul>	<ul style="list-style-type: none"><li>• Participation in <i>tertulias</i> (conversation sessions) with native and heritage speakers of Spanish. Also, through exposure to an array of cultural realia from the print and visual media.</li></ul>
<ul style="list-style-type: none"><li>• Understand the relationships among conflicts, social, cultural or global differences, and power within the changing historical and cultural contexts</li></ul>	<ul style="list-style-type: none"><li>• Understand how the struggle between Nationalists and Republicans in the Spanish Civil War evolved in a historical and cultural context.</li></ul>	<ul style="list-style-type: none"><li>• Pre and post-reading assignments from the short story anthology, <i>La lengua de las mariposas</i> by the renowned Galician poet, novelist and journalist, Manuel Rivas.</li><li>• Also, in-class discussions with peers.</li></ul>
<ul style="list-style-type: none"><li>• Analyze how convergent or conflicting perspectives of diverse communities influence change within a social, cultural or global context.</li></ul>	<ul style="list-style-type: none"><li>• Develop cultural insights through comparative and contrastive assignments which challenge preconceived notions about the Spanish speaking world.</li></ul>	<ul style="list-style-type: none"><li>• Guided essays and written exams.</li></ul>

### **Course format**

This course is based on student active participation. They will come to class prepared, having read the assigned material for each day. Then, professor will cover the material and practice in class. Afterwards, students are expected to do homework and review material covered that day.

## **Course Policies**

### **Written assignments will not be accepted by e-mail.**

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with assigned readings. Any assignments due or class activities planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

## **Classroom Policies**

The use of cell phones, texting while in class, use of laptops other than for taking notes, will be considered as if student is absent during that time from class. Consequently, that time will be taken as ½ an absence.

## **Class Preparation**

It is essential that you review carefully the assigned sections of *Imagina* and prepare beforehand the exercises for the date that they appear on the syllabus. You will have Supersite exercises (written and oral) due before every class sessions that will have to be completed at home. Cultural information and short reading materials from *Imagina* should also be prepared carefully before class. All students are responsible for finding out what assignments have been given (i.e. written work, quizzes, etc.) when they are absent. Remember that being absent does not justify coming to class unprepared.

### ***Supersite: Workbook, laboratory, videos, and chat exercises***

*Imagina Supersite* work is very important because it reinforces the course material and also gives you unlimited opportunities to review and hear native Spanish beyond the classroom. The lab/workbook/video/chat exercises that correspond to the weekly class assignments will be due before every class. The exercises will be automatically corrected online on the *Imagina Supersite*. The exercises that say “answers will vary” require that you write original sentences.

## **Grading/Evaluation:**

- Class participation: 20%
- Workbook, homework: 15%
- \*Compositions (3): 20% **(During class time) NO MAKE-UPS GIVEN**
- Midterm Exam: 20%
- Final Exam: 25%

**\*Compositions:** The grade that you receive will take into account: development of the theme, grammar usage, vocabulary and originality.

## **Participation/Attendance Policy:**

The SUMC Student Handbook states the following:

*Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.*

*Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.*

*Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.*

*Any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable.*

*In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.*

The classroom is the primary environment in which you will be exposed to the Spanish language and will be obliged to listen and to respond to it while in the presence of an instructor who can answer your questions immediately, resolve any uncertainties and correct mistakes. A significant part of your class work is based on oral activities which cannot be made up on an individual basis.

You are expected to arrive to class on time.

Excessive absenteeism is unacceptable in a language class where classroom work is an essential component of the course. You are not expected to miss any classes. All absences must be accounted for by an authorized note from the doctor or host mom. If you have a disability/or medical condition which will preclude your meeting these standards, it is your responsibility to speak with the instructor so that special arrangements can be made. More than 2 unexcused absences will lower your grade, half a point per absence.

A student aspiring to an A should not have any absences.

A student aspiring to an A grade with 3 **unexcused** absences will get an A-.

A student aspiring to a B+ with 3 **unexcused** absences will get a B. And so forth.

All students are responsible for finding out what assignments have been given (i.e. written work, quizzes, etc.) if they are absent. Being absent does not justify coming to class unprepared.

As a rule, there will be no make-ups for exams, compositions or homework. Only a severe medical condition or a serious unavoidable emergency might grant an extension/rescheduling. All severe medical conditions and/or emergencies **MUST BE** proved by means of an official medical certificate (administered *ad hoc* by a collegiate doctor), or by presenting a letter/police report to justify the emergency.

No trips, visits from relatives or family members will grant an extension.

There will be no rescheduling of Final Exams.

### **Disability Statement:**

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at [www.suffolk.edu/disability](http://www.suffolk.edu/disability) for information on accommodations.

### **Student Resources:**

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 "Academic Policies and Services". Section 5, "Living in Madrid", contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

### **Academic Misconduct:**

[www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy](http://www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy)

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

### **Academic Grievances Policy:**

[www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cases/grievances-academics](http://www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cases/grievances-academics)

### **Class Schedule:**

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

1ª Semana	¡Bienvenidos a la clase! Día de actividades orales y de repaso
2ª Semana	<b>Lección 6: El valor de las ideas: Creencias e ideologías</b> <b>Vocabulario</b> p. 196, práctica p. 197 <b>Corto:</b> <i>Hijab</i> Preparación pp. 198-199, Análisis pp.202-203 (en clase) <b>Imagina:</b> Chile pp. 204-208 <b>Estructuras:</b> Actividades de repaso del pasado.
3ª Semana	<b>Estructuras:</b> Comparativos y superlativos pp. 218-220 Repaso del presente del subjuntivo (oraciones sustantivas), pp.94-96 <b>Cultura:</b> Chile: Dictadura y democracia pp. 224-226 <b>Literatura:</b> La mejor tinta pp. 229-230
4ª Semana	<b>Estructuras:</b> Repaso del presente del subjuntivo (oraciones sustantivas) <b>Redacción #1</b>
5ª Semana	<b>Lección 7: Perspectivas laborales</b> <b>Vocabulario y práctica</b> pp. 234-235 <b>Corto:</b> <i>Recursos humanos</i> Preparación 238-237, análisis pp.240-241  <b>Imagina:</b> Bolivia y Paraguay pp. 242-246 <b>Estructuras:</b> El pretérito perfecto, pp. 248-250; El pretérito perfecto del subjuntivo, pp. 252-253
6ª Semana	<b>Estructuras:</b> Oraciones adjetivas pp.134-137
7ª Semana	<b>Repaso del examen parcial (lunes)</b> <b>MIDTERM EXAM (miércoles 27 de febrero)</b>

8ª Semana	<p><b>Estructuras:</b> Oraciones adverbiales, pp.210-212 Comunicación p. 213 (en clase) El imperfecto del subjuntivo pp. 214-216</p>
9ª Semana	<p><b>Lección 8: Ciencia y tecnología</b> <b>Vocabulario y práctica</b> pp. 270-271 <b>Corto:</b> <i>El clon</i> Preparación pp. 272-273, análisis pp. 274-277 <b>Imagina:</b> Perú pp. 278-281 <b>Estructuras:</b> El pto. pluscuamperfecto del subjuntivo, pp. 286-287</p> <p><b>Redacción #2</b></p>
10ª Semana	<p><b>Estructuras:</b> Usos del infinitivo, pp. 288-290 <b>Cultura:</b> La ciudad redescubierta pp. 294-296 <b>Literatura:</b> La intrusa pp. 297-300</p> <p><b>Lección 9: Escapar y divertirse</b> <b>Vocabulario y práctica</b>, pp. 304-305 <b>Corto:</b> <i>Espíritu deportivo</i> Preparación pp. 306-307, análisis pp. 308-311</p>
11ª Semana	<p><b>Imagina:</b> Argentina y Uruguay pp. 312-316 <b>Estructuras:</b></p> <p>El futuro perfecto, pp. 318-319, El condicional perfecto pp. 320-321 <b>Cultura:</b> fin de semana en Buenos Aires pp. 328-330</p>
12ª Semana	<p><b>Estructuras:</b> Oraciones condicionales, pp. 322-324 <b>Literatura:</b> El beso de los dragones, pp. 331-334</p> <p><b>Redacción #3</b></p>
13ª Semana	<p><b>Lección 10: Herencia y destino</b> <b>Vocabulario y práctica</b> pp. 338-339 <b>Corto:</b> <i>Un pedazo de tierra</i> Preparación pp. 340-341, análisis pp. 342-345</p> <p><b>Imagina:</b> España pp. 346-350 <b>Estructuras:</b> La voz pasiva, pp. 352-353; expresiones negativas y afirmativas pp. 354-356</p>
14ª Semana	<p><b>Estructuras:</b> Resumen del indicativo y el subjuntivo, pp. 358-362 <b>Cultura:</b> España: nueva ola de inmigrantes, pp. 366-368</p> <p><b>Literatura:</b> Algo muy grave va a suceder en este pueblo, pp. 370-372</p> <p><b>Repaso del examen final</b></p>
15ª Semana	<p><b>EXAMEN FINAL:</b> lunes 29 de abril (<b>11.30-13.30</b>)</p>

### A Final Word to Suffolk Madrid Campus Students

You have the great opportunity of taking this course while living in Spain. You should make sure you benefit from this experience by engaging in conversations with Spaniards, watching Spanish TV and radio, reading Spanish newspapers, watching Spanish films, or any other activity that will immerse you in Spanish language and culture. Doing all the above may greatly improve your grade and may also make your experience in Spain all the more rewarding.