



**GO Barcelona
SPN 201
Intermediate Spanish**

Professor: Dr. Viviana Plotnik
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Course Description

This three credit summer course is intended to review basic grammar and develop more complex patterns of written and spoken Spanish. Cultural readings, class discussions, grammar review, short compositions, and role-play require active use of students' acquired knowledge of Spanish and form the basis for the expansion of vocabulary and oral expression. Prerequisite: SPN 102 or two semesters of Spanish.

Course Objectives

Communication: Diverse formats (discussion topics, role-plays, interviews, oral presentations, and so forth) promote authentic communicative exchanges in which students provide, obtain, and interpret information, as well as express emotions or opinions. Class activities allow students to synthesize grammatical, cultural, and thematic material to expand their communicative abilities. In addition to oral skills, written communicative skills are strengthened through a wide array of creative tasks.

Cultural Competency: Through immersion in an authentic Spanish context, students acquire information, expand cultural knowledge, and are exposed to various and different cultural practices and perspectives.

Connections and Comparisons: Students develop insight into the nature of language and culture through comparisons with their own. Discussion topics encourage students to compare new information with familiar topics and ideas. In addition, the study of language allows students to compare and contrast the grammatical structures of their own language with those presented in the course.

Communities: The course encourages students to expand the use of language beyond the classroom setting and participate in broader, richer Spanish-speaking communities. Multimedia resources, and online information and activities provide access to a wealth of opportunities for students to expand their use of Spanish outside the classroom.

Required Text

Fusión: Comunicación y cultura. Second Edition. By Zayas-Bazan, Bacon, and García. Prentice Hall.

Evaluation

The evaluation for this course will be based upon four written tests, one final oral presentation, homework, and active class participation.

Homework/Class Preparation and Participation

The course involves homework for every class meeting. Studying vocabulary, and reviewing and completing grammar exercises are required outside of class time for most classes. Students are expected to come to class prepared to practice all they have studied.

Participation is evaluated through daily speaking in class. This component of the grade is worth 10% of the grade at the professor's discretion. A student who attends class regularly but is frequently not prepared to participate in class, frequently arrives late or leaves early, does unrelated activities in class (such as text-messaging, or reading for other course), does not do the required oral practice exercises with a classmate when instructed by the professor, or misses class more than once in the term, will have his/her participation points significantly lowered.

Basis for Evaluation

4 exams, 20% each:	80%
Final oral presentation:	10%
Class participation and homework	10%

Grading Scale

A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	600-669
F	599 and below

Attendance Policy

Class attendance affects performance positively. Students are expected to participate actively in class by discussing required readings, and completing oral and written assignments. Due to the condensed time frame of the GO Spain summer term, a strict attendance policy will be in effect. Students may miss one class day with no consequences unless the day falls on an exam day.

After one absence, the class participation grade will be reduced by 10 points per absence. If you have a total of five absences or more you will fail the course regardless of the grades in tests.

Please note that late arrivals or early departures from class may be counted as absences. If you must leave early, please let the professor know at the beginning of class. You are responsible for all materials presented in class and for all announcements and assignments. If you have extenuating personal or medical circumstances, contact the professor as soon as possible via email. Valid documentation will be required the day you return to class.

Personal travel and issues affecting it will not be accepted as valid reasons to excuse absences and late homework. When making plans for personal travel, students should take into consideration course syllabi, exam dates, and risks related to flight delays.

Make-up Exams

There will not be make-up exams, except in case of a documented illness. A missed test is equal to a zero or F.

Class Etiquette

Cell phones and other communication devices should be turned off and not be used during class. If you use your laptop or any other device in class you will be counted as absent for that day.

Personal conversations are disruptive to both your classmates and the instructor. Disruptive student behavior may result in a loss of participation points or suspension from the classroom.

Academic Honesty:

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The honor code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to honesty be questioned.

The students, faculty and staff of Oglethorpe University expect each other to act with integrity in the academic endeavor they share. Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Students are expected to behave honorably in their academic work and are expected to insist on honest behavior from their peers.

Oglethorpe welcomes all who accept our principles of honest behavior. We believe that this code will enrich our years at the University and allow us to practice living in earnest the honorable, self-governed lives required of society's respected leaders.

Our honor code is an academic one. The code proscribes cheating in general terms and also in any of its several specialized sub-forms (including but not limited to plagiarism, lying, stealing and interacting fraudulently or disingenuously with the honor council). The Code defines cheating as "the umbrella under which all academic malfeasance falls. Cheating is any willful activity involving the use of deceit or fraud in order to attempt to secure an unfair academic

advantage for oneself or others or to attempt to cause an unfair academic disadvantage to others. Cheating deprives persons of the opportunity for a fair and reasonable assessment of their own work and/or a fair comparative assessment between and among the work produced by members of a group. More broadly, cheating undermines our community's confidence in the honorable state to which we aspire.”

Examples of cheating include but are not limited to:

- 1.1** The unauthorized possession or use of notes, texts, electronic devices (including, for example, computers and mobile phones), online materials or other such unauthorized materials/devices in fulfillment of course requirements.
- 1.2** Copying another person’s work or participation in such an effort.
- 1.3** An attempt or participation in an attempt to fulfill the requirements of a course with work other than one’s original work for that course.
- 1.4** Forging or deliberately misrepresenting data or results.
- 1.5** Obtaining or offering either for profit or free of charge materials one might submit (or has submitted) for academic credit. This includes uploading course materials to online sites devoted, in whole or in part, to aiding and abetting cheating under the guise of providing “study aids.” There is no prohibition concerning uploading exemplars of one’s work to one’s personal website or to departmental, divisional, University or professional society websites for purposes of publicity, praise, examination or review by potential employers, graduate school admissions committees, etc.
- 1.6** Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.
- 1.7** Making unauthorized copies of graded work for future distribution.
- 1.8** Claiming credit for a group project to which one did not contribute.
- 1.9** Plagiarism, which includes representing someone else’s words, ideas, data or original research as one’s own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.

Students pledge that they have completed assignments honestly by attaching the following statement to each piece of work submitted in partial fulfillment of the requirements for a course taken for academic credit:

“I pledge that I have acted honorably.” (Followed by the student’s signature)

Program

WEEK ONE

W

Introduction to the course

TH

Preliminary Chapter: Describing in the present tense

Talking about social media and means of transportation

Review of the present tense, pp. 8-14.

Irregular verbs in the present, pp. 15-16

Review of uses, position, and forms of adjectives, pp. 19-20.

F

Reading assignment: “Perfiles de Facebook”, pp. 21-23

Do exercise P-30, p. 24.

Chapter 1: Describing in the past

Review of Preterit Tense, p.34

Homework: Exercises 1-9 and 1-10, p. 3

WEEK TWO

M

Chapter 1: Describing in the past

Review of Irregular Verbs in the Preterit, pp. 37-39

Homework: exercise 1-14, p. 40

Reading: Enfoque Cultural (handout)

T

EXAM 1

W

Chapter 1: Describing in the past

Review of the Imperfect Tense, pp. 42-44

Preterit versus Imperfect, pp. 54-55

Preterit and Imperfect with different meanings, p.59

Homework: exercise 1-51, p.59

TH

Chapter 2: Describing people, places, and things

Study: Uses of SER/ESTAR/HABER, pp. 75-77

Homework: Exercise 2-9, p.77

Reading assignment: “Yo y el ladrón” by Fernández Fiórez

Writing Assignment: Los aspectos cómicos de “Yo y el ladrón”

WEEK THREE

M

Chapter 2: Discussing what will or might be

Review of the Future Tense, pp.79-80

Homework: Exercise 2-15, p. 81

Reading assignment: “El vaso de leche” (handout)

Writing assignment: p. 71, “Composición”, topic #2.

T

EXAM 2

W

Chapter 2: Expressing hopes and desires

Review of the Subjunctive in Noun Clauses, pp.90-92

Homework: Exercise 2-38, p.93

Writing assignment: 2-47, p. 96

TH

Chapter 3: Willing yourself and others to act

Review *Nosotros* Commands, p. 111. Do exercise 3-9, p.112

Review Indirect Commands, p. 113. Do exercise 3-12, p. 113

Reading: “Con los ojos cerrados” (handout)

Writing assignment: p. 80, choose one topic from “Composición.”

WEEK FOUR

M

Chapter 3: Willing yourself and others to act

Direct and Indirect Object Pronouns, pp. 122-124

Homework: Exercise 3-34, p. 125

T

Chapter 3: Willing yourself and others to act

Double Object Pronouns, p. 126

Do exercises 3-39 and 3-40, pp. 126-127

W

EXAM 3

TH

Chapter 3: Expressing Likes and Opinions

Review uses of verb GUSTAR and similar verbs, pp. 128-129

Do exercise 3-44, p. 129

Reading assignment: “La camisa de Margarita” (hand out)

WEEK FIVE

M

Chapter 4: Talking about yourself and others

Discussing personality and routines

Review: Reflexive Constructions, pp. 146-147 and

Reciprocal Actions, 147-148.

Homework: Exercise 4-14, p. 150

T

EXAM 4

W

Chapter 4: Discussing what has happened

Present Perfect Indicative and Subjunctive, pp. 159-160

Homework: Exercises 4-35 and 4-36, pp. 160-161

Reading assignment: “Julia de Burgos”, pp 166-167.

Do exercise 4-51, p. 168

Writing assignment: p. 169

TH

Chapter 4: Describing what had happened and will have happened

Future Perfect and Pluperfect Tenses, pp. 162-163

Homework: Exercises 4-40 and 4-41, pp. 163-164

F

Final Oral Presentations

Class Particip. Rubric	Outstanding (A)	Strong (B)	Fair (C)	Unacceptable (D-F)
Preparedness	<ul style="list-style-type: none"> • always attends class • always arrives and departs class punctually • always brings books and necessary materials to class • always demonstrates thoughtful preparation of the readings or written work 	<ul style="list-style-type: none"> • usually attends class • usually arrives and departs class punctually • usually brings books and necessary materials to class • usually demonstrates thoughtful preparation of the readings or written work 	<ul style="list-style-type: none"> • sometimes misses class • sometimes arrives late and departs class early • sometimes does not bring books and necessary materials to class • sometimes demonstrates preparation of the readings or written work 	<ul style="list-style-type: none"> • often misses class • often arrives to class late or departs class early • rarely demonstrates thoughtful preparation of the readings or written assignments
Speaking	<ul style="list-style-type: none"> • usually offers thoughtful or insightful ideas and questions more than once per discussion • engages enthusiastically with the material • often cites specific ideas or quotations from the reading to support claims or observations • often asks questions showing curiosity, interest, and learning 	<ul style="list-style-type: none"> • sometimes offers relevant ideas or questions more than once per discussion • demonstrates some interest or engagement in the material • sometimes cites specific ideas or quotations from the reading to support claims or observations 	<ul style="list-style-type: none"> • rarely offers relevant ideas or questions • engagement with the material is not evident • does not usually refer to specific moments in the readings or to the contributions of classmates 	<ul style="list-style-type: none"> • never offers relevant ideas or questions • does not show engagement with the material • never demonstrates having read or thought about the material • never asks questions
Listening	<ul style="list-style-type: none"> • always listens actively and respectfully to classmates/ professor • body language demonstrates focus and engagement with class discussion • avoids speaking or whispering when others are speaking 	<ul style="list-style-type: none"> • usually listens respectfully to classmates/ professor • body language demonstrates some engagement in discussion • avoids interrupting others • avoids speaking or whispering when others are speaking 	<ul style="list-style-type: none"> • sometimes listens to classmates/ professor • body language shows boredom, detachment, or distraction • occasionally speaks or whispers when others are speaking 	<ul style="list-style-type: none"> • does not listen to classmates/ professor • is usually distracted by external sources: phone, other coursework, etc. • speaks or whispers when others are speaking

