

San José State University
College of Arts and Humanities
Dept. of World Languages and Literatures
SPAN 25B: Intermediate Spanish, 01, Spring 2018

Course and Contact Information

Instructor:	Alejandra Campos Albarrán
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Office Hours:	Tuesday / Thursday 12:00-1:00 pm
Class Days/Time:	Tuesday / Thursday 1:30-3:10 pm
Classroom:	Clark 218
Prerequisites:	Spanish 25A completed at SJSU or the equivalent of three years of high school Spanish. WebCape Placement Test score of 400 minimum. The course is entirely conducted in Spanish
GE/SJSU Studies Category:	C2

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <https://sjsu.instructure.com/courses/1235385>. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> to learn of any updates.

Course Description

Continuation of Span 25A. Preparation for advanced courses in the language. Prerequisite: 15 units of college Spanish (or equivalent).

GE Student Learning Outcomes (GELO)

GELO 1: Letters courses will enable students to recognize how significant works illuminate enduring human concerns.

GELO 2: Letters courses will enable students to respond to significant works by writing both research-based critical analyses and personal responses.

GELO 3: Letters courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness.

In the course of the class, students are asked to compose several essays (GELO 3), all of which pass through a process of revision that serves to improve written expression in Spanish. Students also carry out research on a well-known Hispanic American of their choice (GELO 2), and present their findings to the class (GELO 1). Additionally, the class reads and discusses a number of original literary texts in Spanish, a process that includes a substantial amount of “reading comprehension” writing and also focuses on the cultural significance and enduring human concerns found in the works (GELO 1). Several movies are also included in the course, which permits activities focused on the development of cross-cultural understanding and critical ability (GELO 1).

Course Learning Objectives:

Develop further intermediate skills in writing, style, vocabulary, grammatical accuracy and oral skills. Use reference materials such as grammar, bilingual dictionaries, conjugation manuals, etc. Learn to do bibliographical research and to prepare extended term papers in Spanish. Practice description, narration and essay.

Course Learning Outcomes: (CLO)

Upon successful completion of this course, students will be able to:

CLO 1: Write compositions at an intermediate level.

CLO2: Understand and speak Spanish well enough to communicate and interact in several social contexts, including academic environments, such as university lectures.

CLO3: Learn all the rules of Spanish punctuation and stress placement.

Textbook

Bretz, Mary Lee et al. ¡*Avance!*, 3rd ed. McGraw Hill, 2008. ISBN-13: 978-0-07-351317-1. And *Workbook/Laboratory Manual ¡Avance!* 3rd ed. Available at the SJSU Spartan Bookstore. Other Readings: Available online on instructor's canvas website.

Other Readings

Available online on instructor's canvas website.

Course Requirements and Assignments

Homework, Presentations and Participation:

The student performance portion of the grade is based upon participation in class discussion, in class presentations and homework. In addition to daily homework assigned from the workbook, students will be expected to print and complete comprehension questions and prompts for critical reflection from the class website, *to be completed before each class*. Student will be responsible for short in-class presentations based assigned readings or other materials, as well as a longer presentation of the ideas contained in one of the student's essays. Student participation is central to the success of the class.

Homework is to be handed in at the beginning of class and it will not be accepted electronically or by e-mail, unless indicated on the assignment. Because one purpose of homework is to prepare the student for in-class participation and learning, *no late homework will be accepted*.

Writing assignments:

There will be a series of short writing assignments and several longer writing assignments. Every assignment will go through a process of revision in which the student works to improve their own writing with the help of prompts provided by the instructor, and peer editing. Through a process of group "brainstorming" we will arrive at possible essay topics and discover how to compose an outline for a coherent and convincing essay.

Quizzes, Midterm and Final Exam

Throughout the semester, there will be unannounced quizzes, as well as a scheduled midterm and final exam.

Final Examination or Evaluation

There will be a final exam for the course, which will include all the material covered after the midterm exam, as well as an oral exam and a writing section. The final exam is scheduled as follow: **Wednesday, May 16 at 12:15-2:30pm.**

Final exam rescheduling:

According to SJSU Academic Senate Policy (S06-4), final examinations may be rescheduled:

1. If there are verifiable emergency circumstances; or
2. If a student has more than 2 exams scheduled within a 24-hour period.

In this case, the student may request an alternative exam date from any one of the instructors at least three weeks prior to the last class meeting.

In either case, if an alternate exam date and time during the regular final exam period cannot be arranged between the student and instructor, the rescheduled exam will be taken during the final exam-makeup period.

Grading Information**Determination of Grades****Grade breakdown:**

- 30% - Homework, Presentations and Participation
- 20% - Writing assignments
- 20% - Quizzes
- 15% - Midterm
- 15% - Final Exam

Grading scale:

	100-94 A	93-90 A-
89-87 B+	86-84 B	83-80 B-
79-77 C+	76-74 C	73-70 C-
69-67 D+	66-64 D	63-60 D-
59-0 F		

“This course must be passed with a C- or better as a CSU graduation requirement.”

Classroom Protocol







Please be respectful of others in the classroom. Please turn off your cell phones during the class session. Refrain from texting and from using any portable computers during the lecture. Laptops can be used only for class presentations. No food is allowed in the classroom.



University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

SPAN 25B: Intermediate Spanish, Course Schedule, Spring 2018

Schedule is subject to change with fair notice by instructor over email or on canvas

Week	Date	En clase	En casa
1	Jan 25	Introducción al curso Repaso -el imperfecto p53-54 -el pretérito p78-80	Leer: p53-54, p78-80 • el imperfecto • el pretérito • el pretérito y el imperfecto
	Jan 30	Repaso -el complemento directo p23-24 -el complemento indirecto p47-48, 51 -leer-“Cajas de cartón”	Leer: p23-24, p47-48, p51 • <u>complemento directo e indirecto</u>  Escribir: “una historia de mi niñez”
2	Jan 1	Capítulo 7 – El mundo de los negocios -el subjuntivo p116 -119, 149, 174, 177	Leer p194-196, p116 -119, 149, 174, 177 Hacer: p139-140 (a, b, c),
	Feb 6	-Repaso del subjuntivo p199 -El imperfecto del subjuntivo p200	Leer: p199, p200 Hacer: p140-141 (a, b), p142-144 (a, b, c, d)
3	Feb 8	-Presente del subj. vs imperfecto del subj. p201-204	Leer: p201-204, 216-219 Hacer: <u>Comprensión</u> de “United Fruit Company”
	Feb 13	- Listening Exercise: “Pequeños Negocios” - “United Fruit Company”-Pablo Neruda p216-219 -Calle 13 = “Latinoamérica”	Leer: 216-219 Hacer: Práctica con el subjuntivo  Escribir: Revisión de “mi niñez”
4	Feb 15	-El subjuntivo y el indicativo en las cláusulas adverbiales (p205-207)	Leer: p205-212 Hacer: p144-146 (a, b, c, d), p147-148 (a, b, c)
	Feb 20	Prueba 1 Capítulo 8 – Creencias e ideologías	Leer: (p222-223) Hacer: p161 (a, b, c)  Escribir: Una creencia de mi familia
5	Feb 22	-El subjuntivo en las cláusulas adverbiales: Interdependencia (p226-231)	Leer: p226-231 Hacer: p162-164 (a, b, c)
	Feb 27	-por y para (p231) (cuaderno p166 en clase D) -los usos de “se” (p234) -Repaso del subjuntivo (p239)	Leer: p231-241 Hacer: p165 (a, b, c), p168-169 (a, b), p170 (overview)
6	Mar 1	<i>Nosotros los Nobles</i> (2013) - Gary Alazraki	Leer: - “Espuma y nada más” (245) Hacer: Comprensión de <i>Nosotros los Nobles</i>
	Mar 6	Prueba 2 - “Espuma y nada más” (245)	Leer: p241-245 Hacer: p170 <i>un poco de todo</i> (a, b)
7	Mar 8	Repaso para el examen parcial ¿Qué es un hispanoamericano?	Hacer: Repaso y Estudiar
	Mar 13	Examen Parcial	Piensa en tu tema para “un hispanoamericano famoso”
8	Mar 15	Library Research Day Busca información sobre un hispanoamericano famoso	Busca información-un hispanoamericano famoso  Hacer: Prepara un esquema y una bibliografía anotada de la información encontrada
	Mar 20	Capítulo 9 – Los hispanos en los Estados Unidos -actividad de leer – “Cajas de cartón”	Leer: Voc. p254-255 Hacer: p185 (a, b, c, d, e)  Escribir: Borrador de un breve reportaje sobre un <i>hispanoamericano</i> famoso
9	Mar 22	- la voz pasiva (p257) - voz pasiva con ser y estar (p263) - el “se” inocente (p265) - los usos de “a” y “en” (p268-269)	Leer: p257-269 Hacer: p186 (b, c, e) p187 (a), p188 (a, b), p189 (a)
	Mar 27	Vacaciones de primavera	
10	Mar29	Vacaciones de primavera	
	Apr 3	-un poco de todo -el futuro del inglés en los Estados Unidos (p275)	Leer: p275 Hacer: p190 (a)  Escribir: Versión Final de Un breve reportaje sobre un <i>hispanoamericano</i> famoso
11	Apr 5	“No Speak English” (p277-278) Capítulo 10 – La vida moderna	Leer: p277- 278, p281-283 Hacer: p203 (a, b, c) <u>Comprensión</u> de: “No Speak English”

12	Apr 10	Prueba 3 -el futuro y el condicional (p285-289) -clausulas con “si” (p289)	Leer: p285-289 Hacer: p204-205 (a, b, c, d), p208-209 (a, b, c) Hacer: Prepara la presentación <i>hispanoamericano famoso</i>
	Apr 12	Película	Hacer: Comprensión sobre la película Hacer: Prepara la presentación <i>hispanoamericano famoso</i>
13	Apr 17	- Comparativas (p293) - Superlativos (p296)	Leer: p293-297, 301-303 Hacer: p211-212 (a, c, d) Hacer: Prepara la presentación <i>hispanoamericano famoso</i>
	Apr 19	-Presentación de hispanoamericano famoso	
14	Apr 24	-Presentación de hispanoamericano famoso	Leer: p307-309 Hacer: p212-213 (a, b, c) Fuentes para “Una carta al presidente”
	Apr 26	Capítulo 11 - La ley y la libertad individual -Más con acentos y ortografía	Leer: Voc. p309-315 Hacer: p225 (a, b, c)  Escribir: Borrador “Carta al presidente”
15	May 1	-El indicativo perfecto (p315-319) -El subjuntivo perfecto (p319-322)	Leer: p315-319, p319-322 Hacer: p226 (a, b), p227 (a, b, c)
	May 3	Prueba 4 -La secuencia de los tiempos verbales (p322-326) -Intercambio sobre las cartas	Leer: p322-326, 330 Hacer: p230-232 (a, b, c)  Escribir: Versión final del segundo ensayo (carta)
16	May 8	Examen Oral Entreguen versión final de la carta	Hacer: Repaso
	May 10	Repaso para el examen final	¡Estudien!
Final	May 16	Examen Final: Wednesday 12:15-2:30pm	