

Spanish 120: Intermediate Spanish
Spain, A Crossroads of Civilizations (España: Cruce de Civilizaciones)
Moravian College
Fall 2011

Dr. Carmen Ferrero Comenius Hall 412 610-861-1394 ferreroc@moravian.edu I will generally respond to your emails within 24 hrs. on weekdays and within 48 hrs. on weekends.	Class details: M-W 1:10-2:20 pm Comenius 309 Office Hours: M-W 11:30-12:30 pm and F 1:30-2:30 pm
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This course offers an overview of the culture of Spain through readings, exercises and media. Students will develop their language skills and will improve their knowledge of grammar through different informal and formal assignments. Class is discussion-based and conducted in Spanish.

Pre-requisites: Span 110 (may be waived with permission from instructor and, in those cases, it will fulfill the F3 requirement).

Purpose: In this course, we will explore the rich culture and history of each autonomous community in Spain, and how Spain formed as the nation it is today. The course will be divided in 13 chapters. Each chapter will consist of several sections that will cover geography, people, language, art and architecture, popular culture, folklore, gastronomy, sociopolitical facts, media and literature.

Grammar will focus on specific difficulties encountered by non-native speakers. This course is designed to give students the opportunity to learn about Spain while they practice their reading and writing skills. Span 120 serves as a required core course for the major and minor in Spanish and prepares students for the 200 level courses.

Required Textbook and Materials:

España, temas de cultura y civilización. Thomson and Heinle Publishers.
Additional materials will be provided by the instructor as needed.

EXPECTATIONS AND EVALUATION:

Class Preparation and Participation (10% of final grade): As a workshop-based, seminar-style class, the success of this course depends on the collective efforts of all of us. Students are expected to arrive prepared to participate in all class activities by having studied the topics to be covered and having completed all assigned homework. **Active participation** involves collaborating in paired and group activities, volunteering answers, being prepared for presentations, having read any assigned texts, doing the textbook preparatory work, completing all written assignments on time, and speaking in class discussions. Simply being present, looking attentive and taking notes is **not** considered active participation. Participation should be in Spanish unless we are specifically engaged in a translation exercise.

Since effective communication in Spanish depends on the ability to speak it, **accent and fluency** will affect the participation and speaking grade.

As per departmental rules, students **must attend at least two relevant events outside of class**. Check the Spanish Club calendar for possibilities, come to the Spanish Table, or ask me about other opportunities.

Absences: 0-2 will not be penalized. Every absence over two, regardless of the reasons, will lower the final grade by one point. Exceptions will be made in extraordinary circumstances and may require additional documentation. Every student will be allowed to miss up to **two classes** without losing points off their final grade (*however, remember that your weekly class participation grade will suffer beginning with the first absence, regardless of the reason for it*). Every absence beyond two will result in a **deduction of 1 point off of the final grade**. It is the responsibility of the student to reserve his/her 2 absences for those circumstances when missing class is unavoidable (i.e. illnesses, field trips, participation in sporting events, etc.) and to inform the professor as soon as possible about the reason for the absence.

- In case of extended absences the student should talk to Student Services or the Academic Dean who will contact the professor. **Only if the Dean justifies the absences, they will be excused (and points will not be taken off)**.
- Remember:** Requests to excuse absences at the end of the semester will not be considered. Students have the responsibility of keeping track of their own absences. No reminders will be given.
- Two late arrivals** to class (15 minutes or more) will be the equivalent of one absence and students will lose 1 point off their final grade. Please, be respectful to other students and the professor, late arrivals are disrupting.
- Don't forget** to disconnect your cellular phone and/or pager before coming to class. Only in case of an emergency, the professor will allow students to use them.
Please, NO text messaging or checking your phone in class.

Active Participation in class will be graded as follows:

- **A=95 Excellent participation** (the student answers questions and offers interesting comments without the need of the professor or the debate leader calling on him/her. The comments and answers show that the student prepared, completed and understood the assignment.)
- **B= 85 Good participation** (the student answers questions and offers interesting comments whenever the professor or debate leader calls on him/her. Sometimes, the student participates without being asked. The comments and answers show that the student has prepared and understood the assignment.)
- **C=75 Fair participation** (the student answers questions and offers comments only when the professor or debate leader calls on him/her. The comments and answers show that the student has prepared or attempted to complete the assignment, but doesn't seem to understand it.)
- **D=65 Poor participation** (the student answers questions and offers very brief comments only when the professor or debate leader calls on him/her. The comments and answers show lack of interest and/or a poor preparation.)
- **F=55 Lack of participation** (the student does not answer questions and does not offer any comments in the class or group discussion. The lack of comments and answers as well as incorrect answers, show that the student has not completed the assignment or, if he/she has done it, it has been in a careless or incomplete way).

Power Point Presentations (10%): Each student will prepare and do a 10 minute Power Point presentation at the beginning of a class on one of the Autonomous Communities of Spain during the course of the semester. The presentation will include a brief summary of the main historical events, traditions, influences, culture (language, literature, music, folklore, food etc.) of that region.

Readings, grammar and homework (10%): The class will be divided in 2 groups. Each group will ONLY have to read and prepare the exercises assigned for that group. Then, they will comment their reading to the other group of the class. This way, readings will be more varied and all the students will be engaged in a dialogue during class. **Grammar** will be reviewed and explained in class. For each of the 13 chapters or sections of the book, the instructor will assign a grammar point, which has to be reviewed.

Writing (30%): We will work on developing a practice of writing as a process of learning how to communicate information and ideas clearly and effectively in Spanish. Students will engage in short writing assignments after each chapters. We will focus on learning how to express the gist of a reading and summarizing the information in Spanish. Each writing assignment (summary) will be **one paragraph** long. Each week, one group will have to hand in the paragraph for grade (see programa de curso). The total number of paragraphs will be 6 per student.

All work handed in by students must be typed and double-spaced. It's okay to ask for help, but no one should write or rewrite an assignment for a student. Helpful readers may point out grammatical errors or awkward passages, but may not rewrite anything. The instructor will not accept emailed written exercises unless previously arranged. Late written assignments will lose 10 points per day, starting at the time of class. Exceptions will be made only in extraordinary circumstances.

Evaluation of the writing: completion of all the required written assignments will earn you at least a C if they are readable (in spite of spelling or grammar mistakes), guaranteed. If the mistakes are very few, you will receive a B and if you consistently demonstrate superior quality in your work, you will earn an A. Of course, incomplete, late or missing assignments will earn a grade from D to F.

The summary of each chapter will focus on the correct use of the **grammatical point indicated below**.

Chapter 1: Review of definite and indefinite articles.

Chapter 2: Review of agreement in gender and number.

Chapter 3: Review of Direct Object Pronouns

Chapter 4: Review of Indirect Object Pronouns

Chapter 5: Review of Indefinite words.

Chapter 6: Uses of POR and PARA.

Chapter 7: Uses of HABER and TENER.

Chapter 8: Uses of SER and ESTAR.

Chapter 9: Review of the uses of GUSTAR and similar verbs.

Chapter 10: Review of the present indicative.

Chapter 11: Review of the past tenses: uses of the preterite and imperfect.

Chapter 12: Review of the future and conditional tenses.

Chapter 13: Review of present and past perfect tenses.

3 Tests (20%): There will be 3 tests during the semester. Grammar will be part of the test and will be graded. There will be no make-up tests, but the lowest grade for each student will be dropped.

Final Exam (10%): There will be one final exam. It will cover the last 3 chapters of the course.

TV Series on Blackboard (10%): Los Serrano. Students will have to watch 7 episodes of a modern Spanish sit-com. Students can view the series through BLACKBOARD, where they can find all the episodes and the questions they have to prepare after viewing them and bring them to class. The DVDs will also be on reserve at Reeves Library. After watching each episode, students will have to answer the brief questions that come with the material on Blackboard. This is real-life material, not adapted for students. Don't feel intimidated or scared, you are not expected to understand all of it, just the gist of the story. The purpose of watching the

series is to get used to the rhythm of conversation, learn about customs of Spain, body language, everyday common expressions, and learn to distinguish different registers of formality in the language. We will dedicate about 15 minutes of class on the days assigned on the syllabus to make sure students are following the plot and their answers are correct.

Blackboard:

I have put together a Blackboard site (<http://blackboard.moravian.edu/>) for this course. You need to enroll yourself – so please do this soon! There are enrollment instructions linked to the Blackboard home page (<http://home.moravian.edu/public/cit/help/blackboard/bbstudent.asp>). On Blackboard you will find the films and material necessary for this course.

	Final grade:	20%	3 Tests (10% each) Lowest of 3 will be dropped
10%	Final exam	10%	Power Point Presentation
30%	6 written assignments (one paragraph each)	10%	Class participation
10%	DVD “Los Serrano”	10%	Textbook reading and homework

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	0-59

Academic Honesty:

It is your responsibility to make sure you are familiar with the Policy on Academic Honesty at Moravian College. Plagiarism (presenting someone else’s words or ideas as your own) and cheating are serious offenses and will not be tolerated. Homework is assumed to be done individually unless otherwise specified. For example, while you may study together, it is not acceptable to write “joint” homework and turn in two copies.

For detailed information, see the website:
<http://www.moravian.edu/studentlife/handbook/academic2.htm>

Note especially:
 “When writing creative or research papers in a foreign language, students may not use electronic translation services. Utilizing such tools without express permission of the instructor constitutes plagiarism. The use of electronic dictionaries for single-word inquiries or short idiomatic expressions is permissible at the discretion of professors in the Department of Foreign Languages.” (Moravian College Academic Honesty Policy, my emphasis)

Resources:

- **Office Hours:** I encourage students to stop by during office hours or make an appointment with me. I am happy to work with students on any difficulties they encounter or questions they may have. We can cover material in English or in Spanish. Students are also welcome to stop by and chat about their future career plans.
- **Grammar Tutors:** The Department of Foreign Languages prepares a list of tutors at the beginning of each semester. The department pays the peer tutors, and they work with students free of charge. They’re a great resource!

- **Writing Center:** The writing center tutors help students work on thesis development, argumentation, organization, coherency, clarity, transitions, and other elements of good writing. Depending on availability, there may be a bilingual tutor who can work with you on those elements of your paper in Spanish! Please note that they are not grammar tutors (see a departmental tutor for grammar). If you are interested, ask me or Dr. Hinnefeld about tutors who can also work in Spanish.
- **Reeves Library:** In addition to the material on reserve, the library has a great collection of dictionaries and other language reference material. SPAN 120 is the time for students to start using the monolingual (Spanish to Spanish) dictionaries as an essential tool. Reeves has a copy of the *Diccionario de la Lengua Española* put out by the Real Academia Española (available online at www.rae.es), as well as the fabulous *Diccionario de Uso de María Moliner*. The latter has great examples of general and regional uses of different words.
- **Office of Learning Services:** The folks at Learning Services help students with strategies to succeed in the academic environment, and they can help you establish habits that will be useful after college, too. In addition, if you would like to request accommodations under the Americans with Disabilities Act, you should schedule an appointment with the Office of Learning Services.
- **Counseling Center:** The counselors help students deal with the stressors of college life. If you are feeling overwhelmed, give them a call or stop by!

Programa del curso

SPAN 120

Spain: A Crossroad of Civilizations

**** El calendario es un bosquejo y está sujeto a cambios durante el semestre.****

Cualquier modificación se anunciará en clase.

SEMANA 1

Agosto

Lunes 29 Introducción (1-6)

Miércoles 31 Capítulo 1: España y la Unión Europea (pages 7-15)

SEMANA 2

Septiembre

Miércoles 7 Temas del capítulo 1 (*Los sefardíes en la Península Ibérica y Europa, Español como lengua romance, El Museo del Prado, La "fiesta" del fútbol, Las tapas, La UE*) **Grupo 1 (pages 16-23) Grupo 2 (24-29)**
Gramática: Review of definite and indefinite articles.

SEMANA 3

Lunes 12 Grupo 1: *Hand in paragraph about capítulo 1.*

Temas del capítulo 2. Comunidad de Madrid (*La movida de los años 80, Almodóvar, La Real Academia de la Lengua y la jerga, Historia de San Lorenzo del Escorial, La fiesta de San Isidro, Las zarzuelas populares, La Inquisición española*).
Power Point presentation about la Comunidad de Madrid: _____ (10 minutos)

Grupo 1 (33-35) Grupo 2 (36-39) *Gramática:* Review of agreement in gender and number.

Miércoles 14 Continuación del capítulo 2. **Grupo 1 (40-44) Grupo 2 (44-50)**

Gramática: Review of agreement in gender and number.

Watch Almodóvar movie on Blackboard and on reserve in Reeves Library before this class and be ready to briefly discuss it.

SEMANA 4

Lunes 19 Grupo 2: *Hand in paragraph about capítulo 2.*

Temas del capítulo 3. Comunidad de Galicia (*Los pueblos celtíberos, La lengua gallega, El arte románico, el Camino de Santiago, Gastronomía gallega, Los partidos políticos gallegos*)

Power Point about the Comunidad de Galicia: _____ (10 minutos)

Grupo 2 (52-56) Grupo 1 (57-60) *Gramática:* Review of Direct Object Pronouns

Miércoles 21 Continuación del capítulo 3. **Grupo 2 (61-65) Grupo 1 (65-70)**

Los Serrano, episodio 1 (on Blackboard and on reserve in Reeves Library).

SEMANA 5

Lunes 26 Grupo 1: *Hand in paragraph about capítulo 3.*

Temas del capítulo 4. El País Vasco o Euskadi (*Miguel de Unamuno, El euskera, Museo Guggenheim en Bilbao, "Euskal pilota", El bacalao y la angula: cocinando con Karlos Arguiñano, Puntos de vista sobre la autodeterminación y el terrorismo*)

Power Point presentation about el País Vasco: _____(10 minutos)

Grupo 1 (73-83) Grupo 2 (84-93) Gramática: Review of Indirect Object Pronouns.

Miércoles 28 Grupo 2: *Hand in paragraph about capítulo 4.*

Los Serrano, episodio 2 (on Blackboard and on reserve in Reeves Library). In class review for Test 1.

SEMANA 6

Octubre

Lunes 3 TEST 1 (Cap. 1, 2, 3 y 4)

Miércoles 5 Temas del capítulo 5. Comunidad Valenciana y Murcia. *Cuerpo en Sevilla, corazón en Murcia, El Valenciano ¿lengua o dialecto?, La cerámica de Lladró, Las Fallas de San José, Comida barroca y bebida medieval, El Cid ¿figura histórica o mítica?*)

Power Point presentation about la Comunidad Valenciana y Murcia: _____(10 minutos)

Grupo 2 (94-104) Grupo 1 (104-112) Gramática: Review of Indefinite words.

Los Serrano, episodio 3 (on Blackboard and on reserve in Reeves Library).

SEMANA 7

Lunes día 10 de octubre (Fall Break) No hay clase

Miércoles 12 Grupo 1: *Hand in paragraph about capítulo 5.*

Temas del capítulo 6. Comunidad de Aragón. (*Luis Buñuel, padre del cine surrealista, La lengua aragonesa, Goya o la denuncia artística de la guerra, Las Fiestas del Pilar, Olivares, aceitunas y aceite, Agustina de Aragón*) Power Point presentation about la Comunidad de Aragón: _____(10 minutos)

Grupo 1 (114-124). Grupo 2 (125-137) Gramática: : Uses of POR and PARA

Los Serrano, episodio 4 (on Blackboard and on reserve in Reeves Library).

SEMANA 8

Lunes 17 Grupo 2: *Hand in paragraph about capítulo 6.*

Temas del capítulo 7. Comunidad de Castilla y León. (*El pícaro: el engaño y el desengaño, La primera gramática española, La cultura romana del agua, Las alcaidesas de Zamarramala, Los moriscos, Los Comuneros de Castilla*).

Power Point presentation about la Comunidad de Castilla y León: _____(10 minutos)

Grupo 2 (140-148) Grupo 1 (149-157)

Gramática: Uses of HABER and TENER.

Miércoles 19 Grupo 1: *Hand in paragraph about capítulo 7.*

Los Serrano, episodio 5 (on Blackboard and on reserve in Reeves Library). Review for Test 2.

SEMANA 9

Lunes 24 TEST 2 (Cap. 5,6,7)

Miércoles 26

Temas del capítulo 8. Comunidad de la Rioja y Comunidad Foral de Navarra (*La Rioja y el origen del Castellano, Castillos: hogares fuertes, Pamplona y Hemingway, La cultura del vino, La política lingüística de Navarra*). Power Point presentation about la Comunidad de La Rioja y Comunidad Foral de Navarra: _____(10 minutos)

Grupo 1 (160-172) Grupo 2 (173-184)

Gramática: Uses of SER and ESTAR

SEMANA 10

Lunes 31 Grupo 2: *Hand in paragraph about capítulo 8.*

Temas del capítulo 9 Comunidad de Andalucía (*Los gitanos, el caló y el árabe, Diego de Silva y Velázquez: el nacimiento de La pintura moderna, Sevilla: la novia del mundo, El gazpacho ¿guiso castizo o sopa híbrida?, Los intelectuales y la guerra civil española*).

Power Point presentation about la Comunidad de Andalucía: _____(10 minutos)

Grupo 2 (186-197) Grupo 1 (197-207)

Gramática: Review of the uses of GUSTAR and similar verbs.

Los Serrano, episodio 6 (on Blackboard and on reserve in Reeves Library).

Noviembre

Miércoles 2 Grupo 1: *Hand in paragraph about capítulo 9.*

Temas del capítulo 10. Comunidad de Cataluña (*Ana María Matute y la infancia, El idioma catalán, Miró, Dalí y Gaudí, Torres humanas, Gastronomía mediterránea: cultura del mar, Actualidad política catalana*)

Power Point presentation about la Comunidad de Cataluña: _____(10 minutos)

Grupo 1 (210-217) Grupo 2 (217-229)

Gramática: : Review of the present indicative

SEMANA 11

Lunes 7 Grupo 2: *Hand in paragraph about capítulo 10.*

Los Serrano, episodio 7 (on Blackboard and on reserve in Reeves Library). Review for Test 3.

Miércoles 9 TEST 3 (Cap. 8,9,10)

SEMANA 12

Lunes 14 Temas del capítulo 11 El Principado de Asturias y Cantabria. (*Los indianos, El bable: lengua asturiana, Primeras formas de arte: las Cuevas de Altamira, El Carnaval marinero de Santoña, La fabada asturiana, Covadonga y la Reconquista*). Power Point presentation about El Principado de Asturias y Cantabria: _____(10 minutos). **Grupo 2 (232-241) Grupo 1 (242-251)**

Gramática: Review of the past tenses (uses of the preterite and imperfect).

Miércoles 16 Grupo 1: *Hand in paragraph about capítulo 11.*

Temas del capítulo 12 Comunidad de Castilla-La Mancha (*Cervantes y Don Quijote de la Mancha, El habla en Extremadura, El Greco, Los Autos Sacramentales y Fiestas toledanas del Corpus Christi, El queso manchego, El imperio y su caída*). Power Point presentation about Comunidad de Castilla-La Mancha: _____(10 minutos).

Grupo 1 (254-262) Grupo 2 (263-275)

Gramática: Review of the future and conditional tenses.

SEMANA 13

Lunes 21 Grupo 2: *Hand in paragraph about capítulo 12.*

Temas del capítulo 13 Comunidad de las Islas Baleares, Islas Canarias, Ciudades de Ceuta y Melilla
(*Los guanches, Plurilingüismo ceutí, Arte Rupestre en las Islas Baleares, El Carnaval de Tenerife, ¿Salsa mayonesa, mahonesa o maonesa?, Crisis diplomática entre España y Marruecos*).

Power Point presentation about Comunidad de las Islas Baleares: _____(10 minutos).

Grupos 1 y 2 (279-280) Grupo 2 (287-292) Grupo 1 (296-298)

Gramática: Review of present and past perfect tenses.

SEMANA 14

Lunes 28

Continuación del cap. 13.

Power Point presentation about Comunidad de las Islas Canarias: _____(10 minutos).

Grupo 1 (280-283) Grupo 2 (293-295)

Miércoles 30

Continuación del cap. 13.

Power Point presentation about Ciudades de Ceuta y Melilla: _____(10 minutos).

Grupo 2 (284-286) Grupo 1 (299-302)

SEMANA 15

Diciembre

Lunes 5 *Hand in paragraph about capítulo 13.*

Review for the final exam

Miércoles 7 Review for final exam.

