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**MORAVIAN COLLEGE**  
**DEPARTMENT OF FOREIGN LANGUAGES**  
**SYLLABUS SPANISH 110**  
**INTRODUCTORY SPANISH III**  
**Fall 2013**

**Profesora: Nilsa Lasso-von Lang**

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**Office: Comenius 408**

**Office Hours: Monday 2:30-3:30pm, Friday 9:00-10:00am or by appointment**

**Classroom: COM 101**

**No main textbook is required.** Instructor will provide reading materials, videos, films, articles, handouts, questionnaires, and other helpful materials in advance.

**Supplementary Materials Required:** Farrell and Farrell. *Side-By-Side Spanish and English Grammar*, 3<sup>rd</sup> Edition. McGraw Hill, 2012.

**Other Materials and Technical Requirements:**

Some materials will be posted on Blackboard <http://blackboard.moravian.edu/>. Please go to Blackboard and enroll yourself in this course after our first meeting. **Note:** assignments, instructions, announcements, outlines, grading criteria/guidelines, suggested topics for oral presentations/oral evaluations, useful links and weekly progress reports will be on Blackboard. ALL students must enroll in my **SPAN110AB.FA13: Introductory Spanish III** Blackboard course.

**Supplementary online reading:**

[http://conill.com/images/uploads/thinking/The\\_Hispanic\\_Influence\\_on\\_America.pdf](http://conill.com/images/uploads/thinking/The_Hispanic_Influence_on_America.pdf)

*Oxford New Spanish Dictionary* (or other pocket bilingual dictionary)

Diccionario español-inglés/inglés-español <http://www.wordreference.com/>

Diccionario de sinónimos y antónimos <http://www.elmundo.es/diccionarios>

**Objectives:** The aim of the Introductory Spanish level program is to establish the basis of a life-long learning experience in the Spanish language, which will include the development of communicative skills and learning about the cultures of the Spanish-speaking world. The material of study is divided into three semesters and throughout the program, students develop language skills in reading, writing, listening and speaking in Spanish which allow them to handle simple real life situations and simple communicative tasks. They should be able to ask and answer questions in simple sentences about themselves, their daily routine, and so forth, within meaningful, culturally authentic contexts. Students are expected to attain the "Intermediate Low" level of proficiency upon completion of this basic language program.

**Spanish 110:** This will be a demanding course. Expect to spend an average of 2-3 hours outside class for every session. The good news is that you have excellent resources and by doing the work conscientiously, you will be speaking Spanish competently at an elementary level in no time. Instructor will devote the first 2-3 weeks to review old grammar materials. This review will be contextualized, meaning that the instructor will go over grammar in context, using current topics/issues of relevance to the Hispanic world. After the review, Spanish 110 will focus on instructor-designed lessons which include contextualized grammar, reading materials (short stories, articles, short essays on current topics, etc.), writing exercises, listening activities, films, cultural lessons, vocabulary/glossary, online newspaper articles, radio, TV and other carefully selected online resources.

This course is mainly based on cinema because of the following reasons:

- Films appeal to students
- Cinema offers natural language in context
- Movies provide a context in history, culture, and language
- These materials are versatile teaching tools. Students can watch the movies in or out of class
- Film clips can be used in class as assessment tools (example: exams)
- The selected movies present a wide variety of themes, genres, and cultural experiences

Before coming to class, you are to prepare all assigned materials. Writing should be done neatly and kept in a loose-leaf notebook or folder.

### **FORMAT FOR WRITTEN WORK**

*I will **not** accept work that does not follow these formats*

#### **Handwritten:**

- Use smooth-edged paper (no spiral notebook tear-outs)
- Write NEATLY on every other line.
- Write QUESTIONS and answers. Answer in complete sentences unless otherwise directed.
- Clearly label each activity.

#### **Typed:**

- Use **12 pt** Times New Roman or Arial.
- Use **double** space.
- Write QUESTIONS and answers. Answer in complete sentences unless otherwise directed.
- Clearly label each activity.

**Class attendance:** Faithful attendance is expected, since continuous practice is needed in order to learn a language. The learning of a language is a cumulative process, and it is not easy to make up for several missed classes.

- An unexcused absence will result in a class grade of 0 (zero) for that day as well as a grade of 0 (zero) in any quiz, test or homework assignment due that day. I will excuse absences due to illness or other emergency, but **ONLY IF YOU NOTIFY ME BEFORE THE CLASS TO BE MISSED**. If you can't call or e-mail, have someone do it for you. In addition, you must present a documented excuse when you come back to class! If

your absence is excused and you wish to be considered for a make-up, you must contact me *before the next class meeting*.

- Students are responsible for missed assignments and for coming prepared for the following class. It is suggested students get the name and phone number of a couple of their classmates, so they can contact them for questions regarding any unattended class and missed assignments. “I didn’t do the homework because I was not in class” it’s not an acceptable excuse!
- 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).**
- Weekly class participation grade will suffer beginning with the first absence, regardless of the reason for it.
- Arriving to class late or leaving early will be considered as tardiness or absence. Students who arrive 30 minutes late to an exam will not be given the opportunity to take the exam.
- **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.
- This is NOT an online course. You must attend class to succeed.

**Class participation and discussion:** Students are expected to come to class having prepared ALL materials assigned by instructor. In class, students **must participate actively** individually and in group/pair work. Class discussions will be mainly about reading assignments, cultural videos, and selected films. Topics for conversation and compositions will be graded as part of category “participation and discussion.” Missing class lowers the participation grade.

**Active Participation in class will be graded as follows:**

**A= 95 or higher *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).

**Tests/Pruebas:** There will be a total of 5 tests (3 written take-home exams/projects and 2 oral reports). **Tests** will consist of written take-home exams and/or oral projects to be completed outside of class (see course calendar for due dates and go to Blackboard for specific instructions for each test or project. Some exams/projects will be done individually and others will require students to work in pairs or groups. These tests/projects will engage students while integrating thematic, cultural, and grammatical concepts within sections of the text. Tests/projects will be designed to provide students with an active and rewarding learning experience as they strengthen their language skills and develop their cultural competency. This is an interactive and communicative approach that focuses on real communication in meaningful contexts to develop and consolidate students' speaking, listening, reading, and writing skills. Guidelines and rubric will be provided by instructor in advance.

The **Mid-Term** will be a group Power Point Presentation. All students must give a group oral presentation in class. Topics must be related to issues in the Hispanic world. Students will have to work in groups of 3-4 students. Together they will select a topic and notify their instructor at least a week before presenting in class. All members of a group must participate in the research part of the project and be ready to present their topic in class the date assigned. NOTE: You must work as a team! One evaluation per group and one grade for all the members of the group. At the end of each presentation, group members must test their classmates by asking them to answer at least 5 questions about their topic. Duration of presentations: 10-12 minutes, including the session of questions and answers. Guidelines and grading criteria will be provided by instructor.

The **Final** will be an individual oral presentation. All topics must be relevant issues in the Hispanic World (example: Hispanic Contributions to the World and/or to the USA, the importance of the Spanish language in the World and/or in the USA, Spanish Language or Culture and the careers or professions of today, Latinos and Sports, Spanish language and globalization, etc.). Group presentation topics and individual presentation topics must be different. Each student must select a topic and notify his/her instructor at least a week before presenting in class. Duration: 3-5 minutes, including session of questions and answers. **Your instructor will give you guidelines at least two weeks before the final.** This final will take place during the last three sessions of class. Power Point or any other similar presentation program is required.

REMEMBER! Unauthorized absences from the tests, the midterm or the final exam will result in a grade of zero for that test or exam. Make-ups will only be given if students inform the professor of the reason for the absence **before** the exam is given in class by calling (or having someone call) or sending an e-mail message. The make-up will be given at the professor's discretion.

**Homework:** Students must complete all exercises, practices, reading and writing assignments from the *Side by Side* exercise section and all other assignments as indicated on the course calendar and on Blackboard. **Please pay attention to deadlines.** ALWAYS bring a red pen to make corrections in class. Keep all corrected homework assignments in a separate folder. This folder will be collected at random during the last two weeks of classes. Total: 50pts. (10% of final grade) *full credit, half credit or no credit*, depending on the quality and completeness of task.

**Quizzes (*Pruebas de vocabulario*):** There will be several unannounced vocabulary quizzes during the semester. No make-up quizzes will be given for unexcused absences. **See attendance policy regarding excused absences.**

**IMPORANT: AS A GENERAL RULE FOR THIS CLASS, NO LATE ASSIGNMENTS WILL BE ACCEPTED AND MAKE-UP EXAMS WILL BE GIVEN IN EXTREMELY UNUSUAL CIRCUMSTANCES.**

**Evaluation:**

Class participation and discussions-----	25%
Tests/quizzes -----	30%
Mid-Term-----	15%
Homework-----	10%
Final Exam-----	20%
TOTAL-----	100%

**Letter Grades**

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

Note: A weekly student progress report will be available on Blackboard. Grades are not curved!

**Academic integrity:** academic dishonesty, that is, **cheating** on tests and exams, and **plagiarism** (using another person's words and passing them off as your own) is a serious offense and will be handled according to the Moravian policy on Academic Honesty (please, see the *Student Handbook*). In addition, be advised that improper use of the dictionary or use of online translating services for written assignments will result in a grade of zero. *Proper* use of your dictionary is 1) in reading assignments, looking up words in the Spanish-English part and 2) in writing assignments, looking up words in the English-Spanish part that you have learned but don't remember. **Your written work should never include any unfamiliar vocabulary or grammar.** Such work may be rejected. Homework **will** be graded and so must be done **independently**. **It is your responsibility to avoid dishonest behavior!**

**Disability Statement:**

"Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling (610) 861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center."

**Classroom Civility:**

Each Moravian student is encouraged to help create an environment that promotes learning, dignity, and **mutual respect** for everyone. Just a reminder that normal courtesies are practiced in the classroom!

**Classroom expectations.** Students are expected to show respect for all present by

- arriving on time.
- not eating in class.
- turning off cell phones. **If you insist in talking on the phone or texting, your instructor will ask you to leave the classroom. This will result in an absence and a grade of zero for that day.**

- not wearing hats that prevent eye contact.
- refraining from private conversations during class.
- taking care of bathroom needs before class so as not to disrupt class with coming and going.

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*All class activities and presentations must be done in Spanish*

*The instructor reserves the right to modify this syllabus. You will be notified within a reasonable period of time.*

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### **COURSE CALENDAR**

“At home” means assignments must be prepared at home before coming to class

“In class” means assignments will be discussed and completed in class, including grammar reviews

**Side by Side = SS**

#### **Agosto:**

26 Introducción al curso

28 Los hispanos en los Estados Unidos

At home: read latest online articles and reports about Hispanic-Americans (posted on Blackboard “Course Content”). Review present tenses SS pp. 86, 87, 90-93.

Exercises A-C SS pp. 136-137

In class: class discussion, homework review and practices

30 Los hispanos en los Estados Unidos: Cultura, economía y política

At home: Articles (posted on Blackboard “Course Content”)

Review present tenses SS pp. 86, 87, 90-93 (continued),

Uses of Ser and Estar SS pp. 175-176

“Gustar” and verbs like “gustar” Exercises T and U, SS pp. 159

In class: discussion, homework review, and practices.

#### **Septiembre:**

2 Labor Day

4 Las memorias y los recuerdos del pasado hispano

At home: Lectura “El secreto de Cristóbal Colón” de Luis María Carrero pp. 7-17 – answer questions on p. 54 (part I only). Helpful vocabulary pp. 58-64  
Review Past tenses SS pp. 94-97, Preterite vs. Imperfect  
Exercises D-F, SS pp. 137-139, D p. 146-147

In class: discussion of questions, homework review, and practices

6 At home: “El secreto de Cristóbal Colón” (continued) pp. 52-53. Answer questions on p. 56 (“Epílogo” only). Be ready to answer questions on p. 57 “Para hablar en clase”

In class: discussion of questions, homework review (continued)

9 At home: Past tenses review pp. 94-97 (continued). Past participle SS pp. 88-89.

In class: Activities “Antes de ver la película” and vocabulario preliminar de película :*La misma luna* (handout)

11 In class: Película *La misma luna*

13 In class: *La misma luna* (continued), followed by class discussion, topics for conversation and composition (use instructor’s handout). Instructions for take-home exam will be provided by instructor \_ also posted on Blackboard)

16 **Examen 1 due**

18 Las profesiones y oficios

At home: Spanish and the professions – read articles (on Blackboard). Helpful vocabulary  
Estudiar Imperative mood: tú, usted, ustedes, nosotros/as, vosotros/as SS pp. 114-115.

In class: discussion of material posted on blackboard and homework review  
Exercises M and N, SS p. 142

20 Las profesiones y oficios (continued)

At home: Articles “Ventajas de ser bilingüe” (on Blackboard)  
Investigar: ¿Cuáles son las ventajas de ser bilingüe en tu futura carrera o especialidad?  
Estudiar Present Subjunctive SS pp. 117, 119-120

In class: discussion, homework review, and activity “buscando trabajo o empleo”  
Exercise O, SS pp. 142-143

23 In class: Present Subjunctive (continued)

Actividad “Antes de ver la película” and vocabulario útil. *El Método*

25 In class: *El Método* (continued). All groups must have a topic for group presentations by this date.

27 In class: *El Método* (continued) followed by class discussion, topics for conversation and composition (use instructor's handout). Instructions for take-home exam 2 will be provided by instructor \_ also posted on Blackboard.

30 At home: Estudiar imperfect subjunctive SS pp. 121.  
In class: Exercise P, SS p. 143, Present subjunctive vs. Imperfect subjunctive

## **Octubre:**

2 **Examen 2 due**

4 Group presentations

7 Group presentations

9 Fantasía vs. Realidad

At home: Short Story "El árbol de oro" de Ana María Matute pp. 82-87 (questions posted on Blackboard). Estudiar Present Perfect indicative vs. Present perfect (pluperfect) subjunctive SS pp. 102-103, 122.

In class: discussion, homework review, and practices  
Exercise AA "reactions" SS pp. 165-166

11 Fantasía, realidad y violencia (continued)

At home: Estudiar Past Perfect (pluperfect) tense and Past Perfect (pluperfect) subjunctive SS pp. 105, 123.

In class: Exercise DD, SS pp. 167-168. *El laberinto del fauno*: Actividad "antes de ver la película" and vocabulario útil (see instructor's handout)

## **Fall Recess: October 12-15**

16 In class: *El laberinto del fauno*

18 *El laberinto del fauno* (continued). Instructions for take-home exam 3 will be provided by instructor\_ also posted on Blackboard.

21 *El laberinto del fauno* (continued) followed by class discussion, topics for conversation and composition (use instructor's handout)



23 **Examen 3 due**

25 Arte y culturas en contacto

Las culturas indígenas en Las Américas (go to Blackboard for more instructions)

At home: investigar sobre las grandes civilizaciones pre-hispánicas en Latinoamérica y su contribución al mundo (go to Blackboard "Course Content" for more instructions)

In class: cultural videos and discussion. Graded activity: write a short composition about "Las culturas indígenas y su contribución al mundo"

28 Arte y cultura (continued)

In class: Actividad "antes de ver la película" Película *Frida Kahlo*

30 *Frida* (continued)

**Noviembre:**

1 *Frida* (continued) followed by class discussion, topics for conversation and composition (see instructor's handout)

4 **Examen 4 due (oral report in class)**

At home: Las noticias más recientes en el mundo hispano (periódico, radio y televisión)

Bring your news about current important issues in the Hispanic world: política, economía, deportes, etc. \_ see instructions on Blackboard. Be ready to give an oral report in SPANISH (this will be your Examen 4)

6 Inmigración, discriminación, violencia y pobreza

Película *Sin nombre*. Actividad "Antes de ver la película" y vocabulario útil

8 In class: *Sin nombre* (continued)

11 At home: Estudiar future and conditional

In class: *Sin nombre*(continued) followed by discussion, topics for conversation and composition (see instructor's handout)

13 Riesgo, determinación y sobrevivencia

At home: "if clauses" and "hacer in time expressions" (instructor's handouts)

In class: "if clauses" and "hacer in time expressions" practice and exercises.

Película *María llena eres de gracia*. Actividad "Antes de ver la película" y vocabulario útil

15 In class: *María llena eres de gracia* (continued). All students must have a topic for their final oral presentation by this date.

- 18 *María llena eres de gracia* (continued) followed by discussion, topics for conversation and composition (see instructor's handout)

In class: relative pronouns, “se” for unplanned occurrences. Practice and exercises (instructor's handouts)

- 20 *María llena eres...* Topics for conversation and composition (continued).

In class: long-form possessive adjective and pronouns, *pero* and *sino* (handout). Practice and exercises

- 22 **Exam 5 (oral report in class)**

Topic: Modernización y Progreso en el mundo hispano. Be prepared to give an oral report in SPANISH about this topic (go to Blackboard for more instructions and grading criteria)

## **Thanksgiving Recess: Nov. 23-30**

### **Diciembre:**

- 2 Individual presentations

- 4 Individual presentations

- 6 Individual presentations