

Tennessee Tech University

Department of Foreign Languages

Spanish 2020: Intermediate Spanish II Fall 2021

Instructor: Dr. Michael K. Olsen

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Horas de oficina: lunes, miércoles, viernes, 2:00-3:00; and by app., OKLY 215A

Horas de clase: lunes, miércoles, viernes 9:00-9:50, OKLY 212

Required text

- Blanco, José A. (2020). *Facetas* (5th edition). Boston: Vista Higher Learning.
- VHL Central WEB-SAM account that accompanies *Facetas* (5th edition). The passcodes are included if you buy the text NEW. If you buy the text USED, your passcodes for WEBSAM are sold separately in the bookstore. You may also purchase access to WEB-SAM online by going to <http://vistahigherlearning.com/store/tntech.htm/>. (choose the 2020 option if buying online via this link)
- TalkAbroad account. You will need to open an account on this conversation platform at <https://talkabroad.com> and join our section: Olsen2021-811216

Prerequisites: Spanish 2010 or an equivalent

Course description

Spanish 2020 is the fourth semester of language study in the sequence of Spanish at Tennessee Tech University. Intermediate Spanish II continues to teach the essentials of Spanish, developing listening and reading comprehension, oral and written communication, and cultural understanding. The goal in this course is communicative competence, not grammatical perfection. This course will use listening, speaking, reading, writing, video, and grammar activities to enhance your vocabulary and to provide you with opportunities to express yourself in Spanish.

Enduring Understandings

Students will come to understand that:

- learning a foreign language is a doorway to a social medium that provides new information and perspectives about other ways of life
- learning a foreign language does not simply involve a one to one translation from your first language
- learning a foreign language involves utilizing multiple communication skills in order to address common and specific needs

Essential Questions

- How does your first language influence the way you think about language learning?
- How does your first language interfere with learning a second language?

Learning Outcomes

Speaking: Given a basic communicative context, students will be able to handle a variety of uncomplicated communicative tasks and social situations. Students should be generally understood by native speakers used to non-native speech. Students will be expected to:

- 1. describe self, daily activities and personal environment*
- 1. recognize main ideas*
- 2. ask and answer questions in present and future contexts*
- 3. participate in simple conversations by initiating, sustaining and bringing to a close an uncomplicated situation using the present (and to a lesser degree) the future tense, for example requesting a hotel room or giving instructions*

Listening: Students will understand content from spoken discourse such as routine telephone conversations and messages, media announcements and advertisements related to personal background and needs, social relationships and leisure activities. Students will be expected to:

- 1. recognize main ideas*
- 2. identify specific information and discern details of spoken discourse*
- 3. relate topics to personal experience and opinions*

Reading: Students will be exposed to a variety of texts of increasing complexity such as cultural readings, brief literary texts, (poems, essays or short stories), and newspaper/magazine articles or advertisements. Students will be expected to:

- 1. recognize main ideas*
- 2. identify specific information*
- 3. relate reading topics to personal opinions or experiences*

Writing: Given a basic communicative context, students will be able to accomplish limited practical writing tasks that can be generally understood by native speakers used to non-native writing. Students will practice and utilize writing skills such as editing, building discourse, organizing, and elaborating on main ideas. Students will be expected to:

- 1. compose short, simple narratives grounded in personal experience*
- 2. describe and explain in the present time, but include references to other time frames*
- 3. demonstrate organization, correct writing conventions, and detailed content*

Grammatical Knowledge: Manipulate and produce structures and statements, including using regular and irregular verbs in the present and past indicative. Emphasis will be placed on more complex grammatical structures such as the present subjunctive and the future tense.

Cultural Knowledge: Students will explore cultural practices in the Spanish-speaking world through exposure to Hispanic society, history, arts, literature, and pop culture.

Evaluation

Participation	10%
Homework (Supersite)	15%
Compositions (2)	10%
TalkAbroad Conversations (4)	10%
Final Conversation	5%
Chapter Exams (2)	30%
Final Exam	20%

Participation 10%

1. Students will be graded based on their active participation in class activities (whole class, group work, pair work) and use of Spanish. We are here to learn; so contribute with your thoughts and concerns! Respectful behaviour is expected (**no use of cell phones** in the class).

2. Attendance is necessary to achieve high learning outcomes. When absent, participation is not possible and therefore results in a loss of participation points. Absences that are justified by a doctor's note are excused. In case of an emergency (i.e., due to grave illness, hospitalization, funeral of a family member, etc.), you must let me know as soon as possible. Send me an email, or leave me a note in my mailbox. Written documentation/evidence of extenuating circumstances must be given to me within one week of the absence.

3. Arrive on time. When students arrive late, they disrupt the class and may miss important announcements.

Homework 15%

The development of language skills requires daily practice. Students are expected to come to class prepared by having read the Lectura for that day. Although we will not be focusing on everything from the textbook in class, students are still expected to understand the information in each reading.

Tareas are chosen to help students practice and apply the concepts presented in class and in the textbook. Most homework assignments will be completed on the VHL Central Supersite (<http://vistas.vhlcentral.com>). Tareas are due **BEFORE** class the day indicated on the syllabus. For additional practice, it is strongly suggested that students complete exercises corresponding to each lesson on the Supersite. **Any late assignment will receive a 10% reduction each day it is late.**

Students will receive an overall grade for the Tareas for each chapter of the textbook. Additional homework and pop quizzes may be given at the instructor's discretion. Scores on these items will be calculated as part of the homework grade.

Compositions 10%

Students will write two (2) compositions of 350-400 words. The compositions must be typed in Times New Roman, double spaced, 12 pt. font; in addition, they must have typed accents (á, é, í, ó, ú, ü, ñ), and symbols (¡, ¿?). If you do not know how to type

these symbols, please consult the ‘Tildes’ document on iLearn. All versions of each composition must be submitted to iLearn as a **Word file (not a pdf)** by **10:00 am the day it is indicated on the course calendar**. **Any stage of the composition that is late will receive a 10% reduction each calendar day they are late**. The topic of each composition will be announced as the due date of the first draft approaches. You will work on each of these compositions in four phases:

1. **First Draft (6%)**: You will write the first full draft of your composition in class. It should be at least 300-350 words at this stage. You will turn your composition in through iLearn which will automatically share it with a peer so that they can complete a peer review.
2. **Peer Review (10%)**: You will review a peer’s first draft. This is accomplished directly in iLearn as a ‘Peermark Review’. You must be specific and correct your peer’s composition based on the Peer Review Criteria (on iLearn).
3. **Second Draft (60%)**: You will proceed to revise the first draft based on the feedback you received from your peer in phase 2. You will turn your revision in through iLearn as ‘Borrador 2’. Once you make the revisions, I will provide feedback using abreviaturas de corrección (on iLearn) so that you can make corrections for the final version of the composition.
4. **Final Draft (24%)**: The final version is not a writing exercise. You will be correcting the mistakes based on my feedback *and improving* your composition. If you do not know how to correct a mistake, you should come to my office hours or go to the tutoring center to try to understand your mistakes and correct them accordingly. You will turn your final draft in through iLearn as ‘Borrador final’.

The final grade of each composition will be calculated following the Matriz para las composiciones found on iLearn.

Using a dictionary during writing is encouraged. Translation software (e.g., Google translate), however, **is prohibited**. The use of translation software will be considered as furnishing False Information and Representation as defined in Tennessee Tech’s Policy 217 – Student Academic Misconduct and will be treated as such. For details, view the Tennessee Tech’s Policy 217 – Student Academic Misconduct at [Policy Central](#).

TalkAbroad Conversations 10%

Throughout the semester students will carry out conversations with 4 *different* native speakers via *TalkAbroad*. Each conversation will be 15 minutes. These conversations are recorded by *TalkAbroad* and will be evaluated by the instructor. More information about *TalkAbroad* can be found in the *TalkAbroad* Student Manual found on their website.

TalkAbroad completes a thorough screening of the native speakers that work for them but, for safety purposes, you are required to follow these policies:

1. If your assigned partner makes you feel uncomfortable in any sense, please stop the communication and report it to your instructor as soon as possible.

2. No exchange of money or goods with you partners is allowed.
3. Under no circumstance should you send any personal information to your partners (i.e., social security number, address, bank account number, credit card number, date of birth, email address, passwords of any kind, phone number, social network IDs, etc.)

Final Conversation 5%

The final conversation will be carried out with the instructor about the topics covered during the semester. The conversation should be between 8-10 minutes in duration. Further details of the final conversation will be provided in class.

Exams 30%

There will be two (2) chapter exams that cover the material in chapters 1-2 and 3-4 respectively. Chapters 5-6 will be covered in the final exam. Make-up exams will not be given. No exceptions. For students who have an excusable absence for the date of the missed exam, their final exam grade will replace their missed exam grade. Do not make any travel plans without checking the class calendar.

Final Exam 20%

The final exam will cover chapters 5&6, but will be comprehensive in nature. Do not make any travel plans without checking the final exam schedule. Pre-existing travel plans will not be considered a reasonable cause for missing a chapter exam or the final exam.

Disability Services

Any student who believes that he or she will require accommodations to meet the course requirements should consult the Office of Disability Services located in the Roaden University Center (RUC) Rm. 112 (931-372-6119) preferably during the first week of classes so that reasonable accommodations can be made to ensure that everyone may participate in the course. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at [Policy Central](#).

Academic Misconduct

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at [Policy Central](#)

COVID-19 University Protocols

1. Each student must take personal responsibility for knowing and following the university's COVID-19 protocols. Students are expected to follow all COVID-19 directives published by Tennessee Tech on its official COVID-19 webpage: www.tntech.edu/covid19.

2. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official COVID-19 webpage to stay up to date on all university COVID-19 protocols.
3. If the university's COVID-19 protocols include the wearing of face coverings inside campus facilities, then face coverings must be worn covering the mouth and nose. Protocols will apply to all vaccinated and unvaccinated individuals.
4. Students who refuse to comply with university protocols will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19 to Tennessee Tech's Health Services by following the student link at the following website: www.tntech.edu/covid19/report.php . The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.
6. Students can get a COVID-19 vaccine on campus at Tech Health Services. Call ahead to schedule at (931) 372-3320. COVID-19 vaccines are given free of charge daily, as well as testing.
7. Per CDC guidelines, you are considered fully vaccinated:
 - 2 weeks after your second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, OR
 - 2 weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine

Grading Scale

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 0-59

IMPORTANT: This syllabus is accurate and complete to the best of my knowledge. However, I reserve the right to make midcourse changes to the readings, assignments, or exam dates as needed.

Calendar

This calendar is tentative. Students are responsible for checking iLearn and their university email accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

L: Lectura **S:** Supersite **TA:** TalkAbroad

Semana	Fecha	Tema	Lecturas y tareas	
1	20 de agosto	Introducción al curso	L: Plan de estudios (Syllabus)	
CAPÍTULO 1				
2	23 de agosto	Las relaciones personales	Syllabus information assignment L: págs. 1-5 S: contextos	
	25 de agosto	<u>Fotonovela:</u> Sorpresa desde el cielo Enfoques: Parejas sin fronteras	L: págs. 6-11	
	27 de agosto	El presente	L: págs. 14-15 S: tutorial 1.1	
3	30 de agosto	<i>Ser y estar</i>	L: págs. 18-19 S: estructura 1.1; tutorial 1.2	
	1 de septiembre	El progresivo	L: págs. 22-23 S: estructura 1.2; tutorial 1.3	
	3 de septiembre	Cinemática: Di algo	S: estructura 1.3	
4	6 de septiembre	NO HAY CLASE	Día del trabajo	
	CAPÍTULO 2			
	8 de septiembre	Las diversiones	L: págs. 41-45 S: contextos TA: Conversación 1	
	10 de septiembre	<u>Fotonovela:</u> ¡Te reto a una carrera! Enfoques: El nuevo cine mexicano	L: págs. 46-51	
5	13 de septiembre	Pronombres de complemento	L: págs. 54-55 S: tutorial 2.1	
	15 de septiembre	<i>Gustar</i> y verbos similares	L: págs. 58-59 S: estructura 2.1; tutorial 2.2	
	17 de septiembre	Verbos reflexivos	L: págs. 62-63 S: estructura 2.2; tutorial 2.3	

6	20 de septiembre	Repaso y ‘Escuchar’ del examen	L: Guía de estudios S: estructura 2.3	
	22 de septiembre	Examen 1	Preparar para el examen	
	24 de septiembre	Composición 1: Borrador 1	Composición 1: Borrador 1	
CAPÍTULO 3				
7	27 de septiembre	La vida diaria	L: págs. 81-85 S: contextos	
	29 de septiembre	<u>Fotonovela:</u> Planes para enamorar Enfoques: La familia real	L: págs. 86-91 Composición 1: Revisión por pares	
	1 de octubre	El pretérito	L: págs. 94-95 S: tutorial 3.1	
8	4 de octubre	El imperfecto	L: págs. 98-99 S: estructura 3.1; tutorial 3.2 Composición 1: Borrador 2	
	6 de octubre	El pretérito vs. el imperfecto	L: págs. 102-103 S: estructura 3.2; tutorial 3.3	
	8 de octubre	Cinemática: El tiple	S: estructura 3.3 TA: Conversación 2	
9	11 de octubre	NO HAY CLASE	Vacaciones de otoño	
	CAPÍTULO 4			
	13 de octubre	La salud y el bienestar	L: págs. 121-125 S: contextos Composición 1: Borrador final	
	15 de octubre	<u>Fotonovela:</u> Una paciente difícil Enfoques: De abuelos a chamanes	L: págs. 126-131	
10	18 de octubre	El subjuntivo en cláusulas sustantivas	L: págs. 134-136 S: tutorial 4.1	
	20 de octubre	Los mandatos	L: págs. 140-141 S: estructura 4.1; tutorial 4.2	
	22 de octubre	<i>Por y para</i>	L: págs. 144-145 S: estructura 4.2; tutorial 4.3	
11	25 de octubre	Repaso y ‘Escuchar’ del examen	L: Guía de estudios S: estructura 4.3	
	27 de octubre	Examen 2	Preparar para el examen	
	29 de octubre	Composición 2: Borrador 1	Composición 2: Borrador 1	

CAPÍTULO 5				
12	1 de noviembre	Los viajes	L: págs. 163-167 S: contextos	
	3 de noviembre	<u>Fotonovela</u> : ¡Necesito descansar! Enfoques: La ruta del café	L: págs. 168-173 Composición 2 : Revisión por pares	
	5 de noviembre	Comparativos y superlativos	L: págs. 176-177 S: tutorial 5.1	
13	8 de noviembre	Expresiones negativas, afirmativas e indefinidas	L: págs. 180-181 S: estructura 5.1; tutorial 5.2 Composición 2 : Borrador 2	
	10 de noviembre	El subjuntivo en cláusulas adjetivas	L: págs. 184-185 S: estructura 5.2; tutorial 5.3	
	12 de noviembre	El pretérito perfecto y pluscuamperfecto	L: págs. 188-189 S: estructura 5.3; tutorial 5.4 TA: Conversación 3	
14	15 de noviembre	Cinemática: Volamos hacia Miami	S: estructura 5.4 Composición 2 : Borrador final	
	CAPÍTULO 6			
	17 de noviembre	La naturaleza	L: págs. 207-211 S: contextos	
	19 de noviembre	<u>Fotonovela</u> : Entre cascadas y alebrijes Enfoques: Los bosques del mar	L: págs. 212-217	
15	22 de noviembre	El futuro y el condicional	L: págs. 220-221 S: tutorial 6.1	
	24 de noviembre	NO HAY CLASE	Día de acción de gracias	
	26 de noviembre	NO HAY CLASE	Día de acción de gracias	
16	29 de noviembre	El subjuntivo en cláusulas adverbiales	L: págs. 224-225 S: estructura 6.1; tutorial 6.2	
	1 de diciembre	El imperfecto del subjuntivo	L: págs. 228-229 S: estructura 6.2; tutorial 6.3 TA: Conversación 4	
	3 de diciembre	Las cláusulas con <i>si</i>	L: págs. 232-233 S: estructura 6.3; tutorial 6.4	
17	6 de diciembre	Conversación Final	S: estructura 6.4	
	8 de diciembre	Repaso Final	L: Guía de estudios	
Finals	13 de diciembre	Examen Final	9:00-11:00	