

# UNIVERSIDAD LATINA

## **SPANISH 299 (100 HOURS OF INSTRUCTION) Intermediate Spanish**

### **Course Description**

This course gives the students review and expands upon the essential points of grammar covered in the first year and to provide the students with ample opportunity for developing all four language skills through the application of these concepts to real life situations. The purpose of the course is to immerse students in a Spanish speaking environment that becomes the setting for true communication and cultural exchange. The communicative approach used in this course, combined with the natural Spanish speaking environment the students will be exposed to, help to build and reinforce the basic linguistic skills they need to survive in this context. Reading, writing, speaking and listening will be intensively developed through this highly interactive communicative living laboratory. Students will have the opportunity to ensure an understanding and appreciation of the Mexican culture while learning the language.

### **Objectives**

Students will apply structures learned up to date as well as newly acquired structures, vocabulary, everyday topics to different contexts related to culture. A required family stay will help students to experience the language in a national form and will help reinforce their communicative skills. This family setting will ensure the daily usage and reinforcement of the material recently learned and will provide students with the family support to review homework and class work.

In class time students will reinforce and expand the use of the grammar structures at an intermediate level in order to improve their language skills. The living natural laboratory that Morelia represents together with the school laboratory will provide students with enough opportunities to practice, improve and manipulate contextualized oral frameworks. The book exercises and the step-by-step activities will guide students to understand the writing process, register, syntax, structures, and vocabulary required to develop a correct writing task. Authentic social situations will demand from students to actively participate in communicative tasks in order to express and discuss their own needs and interests within the family.

### **Pre-requisites**

Registration through UNLA

### **Course Requirements**

**Attendance:** Attendance in class is vital in an introductory language course. Students must have at least 80% of lab and class attendance independently. Students missing more (lab and/or class) will be unable to present the final written exam. There is a 5-minute limit for lateness.

**Punctuality.** No test may be written nor assignment accepted after the official dates set by UNLA without (a) an appropriate medical certificate or (b) a written request

outlining compassionate grounds.

**Homework.** Students will have homework everyday. This activity will be part of the final grade. If a student does not attend classes, he/she should call others to know the assignment for the next day. There are no Credits for homework that is handed in late.

**Class Participation.** Students are required to actively and spontaneously participate during the classtime. A passive attitude will not get the total percentage in the final grade.

**Grading system**

- 20% Oral / written reports
- 30% Partial exams
- 15% Homework / Quizzes / exercises
- 15% Participation and class work
- 20%° Final exam

Students expecting an “A” should fulfill all the requirements mentioned above. Also, class participation, usage of new words an terms, deep and good investigation on class topics, and the use of Spanish in and out the classroom will determine the final grade.

**Materials**

UNLA requires the following:

?Sabías que...? Vanpatten, Lee, Ballman. McGraw Hill 3<sup>rd</sup>. ed. USA. 2000 Student book and workbook.

\*\* The Student book will be on loan from the UNLA library and the workbook on sale at the UNLA.

Exam dates will be determined by the UNLA.

Office hours

Set by appointment

**Syllabus:**

<b>WEEK</b>	<b>Functions/ and cultural topics</b>	<b>STRUCTURES</b>
Week 1	<ul style="list-style-type: none"><li>• Common expresiones</li><li>• Differences in life style between</li></ul>	<ul style="list-style-type: none"><li>• Present tenses</li><li>• Verb + infinitive</li><li>• <i>Gustar</i></li></ul>

Units pre, 1, 2	<ul style="list-style-type: none"> <li>countries</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li>Negatives</li> <li>Adverbs of frequency</li> <li>Adjectives</li> <li>Numbers 1- 100</li> </ul>
Week 2 Units 3, 4	<ul style="list-style-type: none"> <li>A brief history of México</li> <li>Telephone conversations</li> <li>Family (vocabulary &amp; culture)</li> </ul>	<ul style="list-style-type: none"> <li>Past tense –Preterite review</li> <li>Verbs (<i>gustar</i>, etc.)</li> <li>Conjunctions (<i>y, pero, también, por eso, porque</i>)</li> <li>The personal “A”</li> <li>Direct object pronouns.</li> </ul>
Week 3 Units 5, 6, 7	<ul style="list-style-type: none"> <li>Describing personality, (cultural differences)</li> <li>Food (vocabulary &amp; culture)</li> <li>Asking questions in various situations</li> <li>Conversation (at the restaurant)</li> </ul>	<ul style="list-style-type: none"> <li>Imperfect</li> <li>Reflexive verbs (Groups 1,2).</li> <li>Indirect object pronouns</li> <li>Forming questions</li> </ul>
Week 4 Units 8, 9, 10	<ul style="list-style-type: none"> <li>Emotions</li> <li>The Mexican Education system</li> </ul>	<ul style="list-style-type: none"> <li>Preterite vs. imperfect</li> <li>Progressives.</li> <li>The impersonal ‘se’</li> <li>Reflexive verbs (group 3,4,5)</li> </ul>
Week 5 Units 11, 12	<ul style="list-style-type: none"> <li>Geography of Mexico (Physical &amp; cultural)</li> <li>Conversation (at the doctor’s)</li> </ul>	<ul style="list-style-type: none"> <li><i>Por vs. Para</i></li> <li>Comparatives</li> <li>Future tenses</li> <li>Giving orders</li> </ul>
Week 6 Units 13, 14, 15	<ul style="list-style-type: none"> <li>The political &amp; economic situation in Mexico.</li> <li>Asking for directions</li> </ul>	<ul style="list-style-type: none"> <li>Perfect modes</li> <li>Conditionals</li> <li>“Lo” and “lo que”</li> </ul>
Week 7 Unit 16	<ul style="list-style-type: none"> <li>Travel</li> <li>Shopping</li> </ul>	<ul style="list-style-type: none"> <li>Present subjunctive.</li> <li>Nominal clauses.</li> <li>Impersonal Expressions</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>The Morelia experience.</li> </ul>	<ul style="list-style-type: none"> <li>Adjective clauses</li> </ul>

Unit 17		<ul style="list-style-type: none"><li>• Relative pronouns</li></ul>
week 9	<ul style="list-style-type: none"><li>• The Morelia experience.</li></ul>	<ul style="list-style-type: none"><li>• Final exams.</li></ul>