

This syllabus was approved by TnCIS and TBR for Summer 2009

This instructor is SACS qualified to teach this course regularly at his/her TBR Institution

TENNESSEE CONSORTIUM FOR INTERNATIONAL STUDIES

INTERMEDIATE SPANISH I  
SPAN 2010

**Class Hours: 37.5**

**Credit Hours: 3.0**

**Laboratory Hours: NA**

**Catalog Course Description:**

Conversation, writing, listening and reading. Emphasis on communicative proficiency.

**Entry Level Standards:**

Completion of developmental English and reading courses

**Prerequisites:**

SPAN 1020

**Textbook(s) and Other Course Materials:**

Hershberger, Robert...[el al.]. Plazas. Massachusetts: Heinle&Heinle, 2004.  
Luque-Eckrich, María. Activity File: Plazas. Massachusetts: Heinle & Heinle, 2004.  
Añoover, Verónica...[el al]. Lab Manuel: Plazas. Massachusetts: Heinle & Heinle, 2004.  
CD's to accompany Plazas

**I. Week/Unit/Topic Basis:**

| <b>Week</b> | <b>Topic</b>         |
|-------------|----------------------|
| 1           | Chapter 9 and 10.    |
| 2           | Chapters 10 and 11 . |
| 3           | Chapter 12.          |

**II. Course Objectives\*:**

- A. Listening comprehension: understand progressively more challenging conversations and more complicated monologues. I.5
- B. Speaking skills: participate in more challenging conversations, modify the memorized material to use in new situations, use a variety of tenses, speak about a variety of subjects. I.4
- C. Reading comprehension: read and appreciate short literary pieces. I.2

- D. Writing skills: use simple and complex sentences, accuracy of expression, variety in written style. I.3
- E. Writing skills: use simple and complex sentences, accuracy of expression, variety in written style. I.3

### **III. Instructional Processes\*:**

Students will:

1. Listen to questions and form logical and correct responses for those questions. Students will role play predetermined situations and respond to questions and comments of other role players. Students will listen to responses by other students and comment on the appropriateness of those responses for the situation. *Communication Outcome*
2. Read a variety of texts and extract appropriate information from each and formulate responses to questions about the text to include putting statements about the text in order, determining whether statements about the text are true or false and correcting false statements, commenting about the text with the instructor and classmates and selecting appropriate ways to complete statements about the text. *Communication Outcome, Problem Solving and Decision Making Outcome*
3. Develop time management skills by completing assigned tasks within a designated amount of time. *Personal Development Outcome*
4. Develop and implement personalized methods for learning new vocabulary, grammatical constructions and communication strategies that will enable them to learn and retain material presented in class. *Personal Development Outcome*
5. Work together in paired activities as well as in small group activities to determine the most appropriate ways to complete communicative exercises. *Communication Outcome, Active Learning Strategy*
6. Read about and discuss aspects of culture that is an integrated part of the language and/or the region where the language is spoken. *Communication Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy*
7. When appropriate, complete written homework using a word processor, taking care to use all punctuation and special characters unique to the language. *Communication Outcome, Technological Literacy Outcome.*
8. Use computer tutorials that accompany the text when necessary. *Communication Outcome, Technological Literacy Outcome*
9. Use web based supplements that accompany the text when appropriate. *Communication Outcome, Technological Literacy Outcome*
10. Interpret data and draw conclusions about content from tables and graphs that are included as part of reading assignments. *Problem Solving and Decision Making Outcome*

\*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

### **IV. Expectations for Student Performance\*:**

Upon successful completion of this course, the student should be able to:

1. Comprehend increasingly difficult dialogues. A
2. Pronounce correctly all vocabulary. B
3. Carry on conversations on a variety of topics. B
4. Use a variety of verb tenses. B
5. Understand the main ideas in magazines and newspapers. C
6. Be understood by a native speaker not used to dealing with foreigners. B
7. Have good control of basic composition forms. D
8. Write a simple letter in Spanish D
9. Fill out forms, write messages and notes well enough to meet practical, social demands. D
10. Understand the culture as it differs from the student's culture. E
11. Recognize and discuss major works of art, music, and architecture. E

\*Letters after performance expectations reference the course objectives listed above.

## **V. Evaluation:**

### A. Grading Procedures

|  |      |
|--|------|
| Exams. . . . .                         | 50 % |
| Quizzes/Homework . . . . .             | 20 % |
| Preparation and Participation. . . . . | 30 % |

### B. Laboratory Expectations: N/A

### C. Field Work:

When feasible, some assignments may require activities with native speakers of Spanish outside of classroom.

### D. Other Evaluation Methods:

### E. Grading Scale:

|    |          |
|----|----------|
| A  | 90-100   |
| B+ | 87-89    |
| B  | 80-86    |
| C+ | 77-79    |
| C  | 70-76    |
| D  | 60-69    |
| F  | Below 60 |

## **VI. Policies:**

A. Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

C. Other Policies:

Quizzes:

Short quizzes will be given throughout the semester. There will be no make-up quizzes for any reason. .

Class participation:

The class participation grade will reflect not only how much you participate in class but also the degree to which you are prepared for class, the involvement in class activities, and your attendance.