

ELS103.xxxx Intermediate Spanish 1 (Interm Spa 1)

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SEMESTER

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Instructor's Information

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Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives

Catalog Course Description: This course is designed to further develop functional language proficiency and increase the ability to communicate accurately in Spanish within a socio-cultural context. The four communicative skills of listening, speaking, reading and writing are emphasized with particular attention to sentence and paragraph structure, grammatical features, and oral and written fluency. This course is taught mostly in Spanish.

Section Description: INSERT COURSE DESCRIPTION

Prerequisites: ELS102 or Exemption exam

Pre/Corequisites: CSE095 and ESL097

Flexible Core Objectives: World Cultures and Global Issues

This course bears three credits that satisfy Pathways Flexible Core World Cultures and Global Issues. In this Pathways course, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

More specifically, by the end of the semester, you will be able to

- analyze and discuss edited contemporary materials in Spanish;
- write well-structured brief compositions in Spanish demonstrating command of grammar, syntax and vocabulary;
- communicate orally with a native speaker of Spanish from different Hispanic countries in a variety of registers;
- identify career options where knowledge of Spanish is useful and be able to gauge the level of mastery required;
- present projects about aspects of Hispanic culture and history that students have researched;
- carry on a conversation in Spanish at an intermediate level.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- Frantzen, D. (2008). Lazos: Gramatica vocabulario a traves de la literatura. Prentice Hall, New York, NY. ISBN: 9780131896727

Grades: Your final grade will be determined based on the following evaluation points.

Midterm 10%

Final exam 20%

Quizzes (5 quizzes x 6) 30%

Homework (10 HW x 1) 10%

Lab (10 labs x 1) 10%

Presentation 20%

- **Grade distributions:** A: 95-100%, A-: 90-94%, B+: 86-89%, B: 83-85%, B-: 80-82%, C+: 76-79%, C: 73-75%, C-: 70-72%, D+: 66-69%, D: 63-65%, D-: 60-62%, F: -59%, WU: Unofficial withdraw (≈F), W: Withdraw

Weekly schedule (subject to change)
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Lab: Students are required to attend the lab session for one hour every week.

Week	Topic
Week 1 [Insert DATE]	<p>Week 1</p> <p>Capítulo 1: "Al colegio", Carmen Laforet, España</p> <p>- Enfoques léxicos: Cognados falsos p. 2, grupos léxicos p. 4, expresiones útiles con dar.</p> <p>- Estrategia de lectura: Inferir el significado de las palabras desconocidas p. 6.</p> <p>- Lazos gramaticales: Usos del tiempo presente p. 11, diminutivos p. 12, algunas maneras de indicar posesión en español p. 14.</p>
Week 2 [Insert DATE]	<p>Week 2</p> <p>Capítulo 2 "Una carta de amor" Mario Benedetti, Uruguay.</p> <p>- Enfoques léxicos: Cognados falsos p. 20, grupos léxicos p. 22, antónimos y sinónimos p. 24, los diminutivos y la lexicalización de formas diminutivas p. 25.</p> <p>- Estrategia de lectura: Interpretar el significado de gestos, expresiones y acciones p. 27, expresiones y acciones p. 27.</p> <p>- Lazos gramaticales: La colocación de los adjetivos descriptivos p. 35, pronombres relativos / cláusulas relativas p. 37</p> <p>- Subjuntivo/Indicativo en las cláusulas nominales p. 39</p> <p>- Verbos del pretérito que pueden tener una traducción distinta en inglés p. 40.</p> <p>- Formas de tratamiento: El uso de formas verbales formales o informales para dirigirse a otra gente p. 41.</p> <p>HW 1: 1% / Lab 1:1%</p>
Week 3 [Insert DATE]	<p>Week 3</p> <p>Capítulo 3 "El ausente", Ana María Matute, España</p> <p>- Enfoques léxicos: Cognados falsos p. 45, grupos léxicos p. 47, sufijos diminutivos y aumentativos, antónimos y sinónimos p. 24, los diminutivos y la lexicalización de</p>

	<p>formas diminutivas p. 25, la oración.</p> <ul style="list-style-type: none"> - Estrategia de lectura: hacer inferencias enfocándose en el lenguaje corporal p. 49 - Estrategia de escritura: partes de la oración. Ejercicios provistos por el profesor - Lazos gramaticales: Usos del pretérito y del imperfecto p. 55, Usos del tiempo futuro p. 56. <p>HW 2: 1% / Lab 2:1% / Test 1: 6%</p>
Week 4 [Insert DATE]	<p>Week 4</p> <p>Capítulo 4 "El hijo", Horacio Quiroga, Uruguay</p> <ul style="list-style-type: none"> - Enfoques léxicos: Cognados falsos p. 60, grupos léxicos p. 62 - El proceso de escritura - Estrategia de lectura: Hacer predicciones sobre lo que se leerá p. 60 - Estrategia de escritura: la lluvia de ideas - Lazos gramaticales: El efecto de usar el presente y el presente perfecto en vez de pretérito p. 70 - La colocación de los adjetivos descriptivos p. 71 <p>HW 3: 1% / Lab 3: 1%</p>
Week 5 [Insert DATE]	<p>Week 5</p> <p>Capítulo 5 "La casa nueva", Silvia Molina, México</p> <ul style="list-style-type: none"> - Enfoques léxicos: Cognados falsos p. 76, grupos léxicos p. 77, Antónimos y sinónimos p. 79. - Estrategia de lectura: Entender escenas retrospectivas p. 79 - Estrategia de escritura: como escribir una buena composición, elementos de la composición - Lazos gramaticales: Diminutivos p. 83, El uso del pretérito y del imperfecto p. 84 <p>Tarea: Estrategias de composición: hacer la composición (tema1) p. 86.</p> <p>HW 4: 1% / Lab 4:1% / Test 2: 6%</p>
Week 6 [Insert DATE]	<p>Week 6</p> <p>Capítulo 6 "Una sortija para mi novia ", Humberto Prado, Puerto Rico</p> <ul style="list-style-type: none"> - Enfoques léxicos: Cognados falsos p. 89, grupos léxicos p. 91, antónimos y sinónimos p. 91 - El proceso de escritura. - Estrategia de lectura: práctica en inferir el significado de palabras desconocidas p. 92 - Estrategia de escritura: como escribir desarrollar mas nuestras ideas. Elementos de la composición: expansión de vocabulario. - Lazos gramaticales: formas de tratamiento p. 99, usos del futuro p. 100, apreciar lenguaje con dobles sentidos p.100. <p>Tarea: estrategias de composición: hacer la composición (tema 1) p.103.</p> <p>HW5: 1% / Lab 5:1%</p>

	Midterm: 10%
Week 7 [Insert DATE]	<p>Week 7</p> <p>Capítulo 7</p> <ul style="list-style-type: none"> - Enfoques léxicos p.106 - Grupos léxicos p. 107 - Antónimos y sinónimos p. 108 - "Primera Impresión" – Rubén Darío, Nicaragua p. 109- 112. <p>HW 6: 1% / Lab 6: 1% / Test 3: 6%</p>
Week 8 [Insert DATE]	<p>Week 8</p> <p>Capítulo 8</p> <ul style="list-style-type: none"> - Enfoques léxicos p.121 - Grupos léxicos p. 122 - "La noche de los feos" – Mario Benedetti, Uruguay p. 124 <p>HW 7:1% / Lab 7: 1%</p>
Week 9 [Insert DATE]	<p>Week 9</p> <p>Capítulo 9</p> <ul style="list-style-type: none"> - Enfoques léxicos p.121 - Grupos léxicos p. 122 - Expresiones útiles - "Axolotl" – Julio Cortázar, Argentina p. 139 <p>HW 8:1% / Lab 8: 1% / Test 4: 6%</p>
Week 10 [Insert DATE]	<p>Week 10</p> <p>Capítulo 10</p> <ul style="list-style-type: none"> - Enfoques léxicos p.153 - Grupos léxicos p. 154 - Expresiones útiles p. 157 - Antónimos y sinónimos p. 161 - "La mujer que llegaba a las seis" – Gabriel García Márquez, Colombia. <p>HW 9: 1% / Lab 9:1%</p>
Week 11 [Insert DATE]	<p>Week 11</p> <p>Capítulo 11</p> <ul style="list-style-type: none"> - Enfoques léxicos p.184 - Grupos léxicos p. 186 - Expresiones útiles P. 189 - "El dúo de la tos" – Leopoldo Alas (Clarín), España. <p>HW 10: 1% / Lab 10: 1% / Test 5: 6%</p>
Week 12 [Insert DATE]	<p>Week 12</p> <p>Presentaciones orales: 20%</p>

Final [Insert DATE]	Week 13 Final Exam - Examen Final 20%
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Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia's Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College's Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).