

Otoño 2017

Español 217.04
Intermediate Spanish

MWF 1-1:50
ARH 324

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Horas de consulta

lunes	martes	miércoles	viernes
9-9:50	3-4	9-9:50	2-3

Course description

In this course you will develop your reading and speaking skills as well as begin to write about literary and non-literary texts. You will read, discuss and write about short stories, essays, film, a drama and a novella. Naturally the texts' difficulty will increase as the semester progresses. Besides reading, this course emphasizes active oral participation, the usage of new vocabulary and increased grammatical precision. We will review grammar during the first half of the semester and continue to practice some problematic grammar points in the second half. To improve your writing, you will write three brief compositions as well as complete frequent less formal writing assignments. In summary, in this course students will work on their Spanish speaking, reading, writing and listening skills, and cultural competence as well as prepare for more advanced Spanish study.

Course objectives

Reading: begin reading longer literary and non-literary texts and develop reading strategies to increase comprehension of those texts.

- Learn appropriate idiomatic expressions and vocabulary;
- Learn to identify related words;
- Learn to guess at meaning of unfamiliar words;
- Identify main ideas, sections, paragraphs, etc.;
- Review important grammatical structures.

Speaking: answer questions related to readings; describe/paraphrase what has been seen, read, or heard; state reactions to issues raised by readings; ask questions about topics related to the readings; improve fluency through vocabulary building, grammar review and oral practice. Attention given to speaking in paragraphs.

Listening: understand questions related to readings; understand others' oral comments and engage in a dialogue with them; increase comprehension of new vocabulary and understand more complex grammar structures than in 106.

Writing: be able to write short assignments related to readings; describe/paraphrase what has

been read or seen; state reactions and express opinions to issues raised by the readings and support them with textual evidence; be able to communicate in Spanish with a higher degree of grammatical accuracy than in 106.

Critical Thinking: begin to read analytically; state and support reactions to issues raised by class texts; ask questions about topics related to class texts.

Cultural Competence: acquire knowledge about Latin American, Latin@ and Spanish cultures and sociopolitical contexts.

Information Literacy: practice visual literacy competencies to create oral presentations (e.g. *Danzón*)

Required texts

Buero Vallejo, Antonio. *En la ardiente oscuridad*. Madrid: Espasa Calpe, S.A., 1997.
 Salazar, Carmen, Rafael Arias and Sara L. de la Vega. *Avanzando*. 7th ed. Hoboken, NJ: John Wiley & Sons, Inc., 2013. (*AV*)
 ----- *Avanzando: Cuaderno de ejercicios* 7th ed. Hoboken, NJ: John Wiley & Sons, Inc., 2013. (*Wkbk*)
 Pacheco, José Emilio, *Las batallas en el desierto*. (In *Ritos de iniciación*. Boston: Houghton Mifflin, 1986.)
 E-reserves (under “Library Resources” in P-Web)

Evaluation

Daily Work (preparation for class & participation)	15%
Homework & quizzes	15%
Compositions (3)	15%
Exam I (grammar)	10%
Exam II (grammar)	10%
Exam III (<i>En la ardiente oscuridad</i>)	10%
Exam IV (<i>Las batallas en el desierto</i>)	10%
Final Oral Exam	15%

Grading scale

A	100-94	C+	79-75
A-	93-90	C	74-70
B+	89-87	D	69-60
B	86-84	F	59-0
B-	83-80		

Class requirements

- Daily attendance and active participation in class discussions (with quality comments) and in other class projects are required. Since language acquisition heavily relies on participation in class, you will receive an oral grade at the end of every class.
- I will post homework assignments on P-Web for each class session. You must complete these assignments in writing. These assignments will include reading, vocabulary, grammar and writing exercises.
- You will also write three short papers, take two exams focused on grammar points as well as exams on the drama and novella we'll read in the second half of the course. You'll also prepare a couple of short oral presentations and a final oral exam.
- Thorough preparation for each class is essential to effective participation. This means not only reading the assigned texts, but looking up new words, learning them, underlining, taking notes and preparing the homework questions in writing in a complete and detailed manner.
- Timely preparation of written and oral assignments. Late homework assignments, papers and presentations are unacceptable.
- It is my expectation that students are aware of and meet Grinnell College's Academic Honesty policy. I will gladly answer questions you may have about how particular assignments in this course relate to the College's policy. To consult the policy, see http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work
- You are allowed three absences. Any additional absences will have a negative effect on your final grade (-1%). Arriving late to class will have a similar effect. Three tardies will equal one absence. Finally, if you miss more than six class sessions, you will automatically fail this course.
- If you plan to observe holy days that coincide with class meetings or assignment due dates, consult with me by the third week of classes to discuss how you can meet your religious commitments as well as the requirements of this course.
- Statement on Gender Inclusivity: The Spanish language has two grammatical genders, masculine and feminine. Like other Romance languages, it's very difficult to talk about a person in a gender-neutral way. This is because every adjective, noun, and article is either masculine or feminine. For this reason, it's difficult or even impossible to be completely gender-neutral in standard spoken Spanish. In written Spanish, it has become fairly common for people to omit gendered endings, the masculine -o or the feminine -a, and

replace them with “x” or “@” in some cases. For example, many people write "Latinx" or "Latin@" as a gender-inclusive version of “Latino” and “Latina.” However, these written forms are rarely pronounced in the spoken language. Concerning 3rd -person pronouns, traditional dialects of Spanish do not have gender-neutral options. That said, feminists, LGBT people, and other activists have proposed ways of speaking Spanish in a gender-neutral way when necessary. For a full list of these options please refer to the Languages For Life pamphlet on gender inclusivity. I will make every effort to refer to you in the pronoun of your choice and I expect classmates to respect each other’s pronoun preferences. If you prefer a gender-neutral option, please come see me to discuss the possibilities. In any case, all students are expected to learn and reproduce traditional, standard Spanish grammar—this includes modifying adjectives and pronouns to agree with the gender that corresponds to all given objects and persons.

Hints for studying a language

- Class time provides the primary means for you to practice speaking and to receive feedback from the instructor on your spoken Spanish, therefore your active participation is fundamental to your language acquisition. Class participation comprises a large part of your final grade. Fruitful classroom learning depends on careful preparation for each class meeting. Language is not acquired through cramming before tests, but through constant practice. You should expect to spend a substantial amount of time outside of class preparing assignments to develop your language skills.
- Communicate with your instructor. Your instructor is best qualified to evaluate your situation or problem and to make recommendations. Speak with your instructor if you experience difficulties with a particular topic or for whatever problem related to your class performance.
 - If you have a disability that requires accommodations for you to successfully complete this course, please let me know as soon as possible so that your needs can be appropriately met. You will need to have documentation to access necessary accommodations. See John Hirschman, hirschma@grinnell.edu Coordinator of Student Disability Resources, JRC 3rd floor (ext. 3089) to discuss your needs.
- Take advantage of resources that will enable you to improve your language skills:
 - Meet with instructor outside of class;
 - Enroll in SPN 204 Communication in Spanish I (Tuesdays, 10-10:50). In this one-credit course taught by the Language Assistant, you’ll get extra practice in speaking and listening;
 - Meet with the Language Assistant during her office hours;
 - Work with another student in 217;
 - Go to the Spanish Lab (staffed by the Language Assistant & advanced students). The

Lab, ARH 223, is open from 7 to 9 pm on Sunday, Tuesday, and Thursday.
Attend the weekly Spanish Table in the JRC (PDR 224A) on Wednesdays, 11:30am-1pm.

- Visit the Spanish website for information on departmental activities, the major and additional resources, etc.: <https://www.grinnell.edu/academics/areas/spanish>

Programa del curso

- 25 agosto Introducción al curso y acentos: *AV* 4-10
- 28 agosto Ser/Estar: *AV* 100-103.
Lectura: “Prólogo” de *La otra cara de América* (E-reserve)
- 30 agosto Presente Indicativo y presente perfecto del indicativo: *AV* 28-34, 121-123, 124.
Lectura: “Emigrantes latinoamericanos en España: Un futuro en el aire” en https://elpais.com/elpais/2016/10/25/planeta_futuro/1477390644_516317.html
- 1º septiembre Tiempos pasados (Pretérito, imperfecto y pluscuamperfecto): *AV* 60-67, 69, 124-125.
Lectura: “La despedida” (E-reserve)
- 4 septiembre Pretérito vs. imperfecto: *AV* 70-72.
Lectura: continuar con “La despedida” (E-reserve)
- 6 septiembre Futuro y futuro perfecto: *AV* 92-94, 125-126.
Lectura: “No Speak English” (E-reserve)
- 8 septiembre Condicional y condicional perfecto: *AV* 97-98 y 125-126.
Actividad en clase: “La vida es una tómbola” de Manu Chao
Entregar trabajo escrito 1
- 11 septiembre Repaso para el Examen I
- 13 septiembre **Examen I**
- 15 septiembre Subjuntivo: *AV* 185-187.
Lectura: “Los perros mágicos de los volcanes” (E-reserve)
- 18 septiembre Imperfecto del subjuntivo y secuencia de tiempos: *AV* 208-210, 213-216, 217-218.
Film: *Machuca* (AV Center)
- 20 septiembre Subjuntivo (sustantiva): *AV* 188-190, 192.
Film: continuar con *Machuca*
- 22 septiembre Subjuntivo (adjetival): *AV* 194-195.
Lectura: “Un día de éstos” (E-reserve)

- 25 septiembre Subjuntivo (adverbial): *AV* 204-205, 206-207.
Lectura: continuar con “Un día de éstos” (E-reserve)
- 27 septiembre Pronombres (sujeto, directo e indirecto): *AV* 236-238, 240-241.
Lectura: “Preso sin nombre, celda sin número” (E-reserve)
- 29 septiembre Pronombres (directo e indirecto juntos): *AV* 241-242. Ejs. II y III (221).
Lectura: continuar con “Preso sin nombre, celda sin número” (E-reserve)

- 2 octubre Imperativo: *AV* 222-225.
Lectura: “Aqueronte” (E-reserve)
- 4 octubre Imperativo: continuación
Trabajo escrito 2 (en clase)
- 6 octubre Por y para: *AV* 158-161.
Lectura: “La abuelita y el Puente de Oro” (E-reserve)

- 9 octubre Repaso para el Examen II
- 11 octubre **Examen II**
- 13 octubre Drama: *En la ardiente oscuridad*

14 octubre – 22 octubre Vacaciones de otoño

- 23 octubre *En la ardiente oscuridad*
- 25 octubre *En la ardiente oscuridad*
- 27 octubre *En la ardiente oscuridad*

- 30 octubre *En la ardiente oscuridad*
- 1º noviembre *En la ardiente oscuridad*
- 3 noviembre Repaso y conclusiones

- 6 noviembre **Examen III**
- 8 noviembre Film: *Danzón* (AV Center)
- 10 noviembre Presentaciones orales en pares sobre *Danzón*

- 13 noviembre Novela: *Las batallas en el desierto*
- 15 noviembre *Las batallas en el desierto*
- 17 noviembre *Las batallas en el desierto*

20 noviembre *Las batallas en el desierto*

22 noviembre *Las batallas en el desierto*

23-26 noviembre Vacaciones del Día de acción de gracias

27 noviembre *Las batallas en el desierto*

29 noviembre Repaso y conclusiones

1° diciembre **Examen IV**

4 diciembre Práctica para el Examen oral

Trabajo escrito 3

6 diciembre Examen oral

8 diciembre Examen oral