

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
Western University

INTERMEDIATE SPANISH 2200
Fall/Winter 2019-2020



1

Course Coordinator / Supervisor: Ana García-Allen^{2NB}
Oficina: UC 2312

Email: agarcia@uwo.ca
Teléfono: 661-2111 Ext.81598

Antirequisite: Spanish 2223

COURSE DESCRIPTION

Intermediate Spanish 2200 provides students who already possess knowledge of basic grammatical structures with more advanced training in the Spanish language. The primary emphasis is on effective oral and written expression, so as to permit students who have completed this course to communicate their ideas and opinions with clarity in a variety of academic and social settings. The readings and short films are designed to familiarize the students with the Hispanic Culture, the human and intellectual contexts of the Spanish language, and to provide examples of authentic contemporary usage.

Classes are conducted in Spanish.

OBJECTIVES

- To develop the ability to comprehend Spanish in a variety of situations
- To strengthen students' capacity to express themselves in different cultural contexts
- To review grammar structures from SP1030, reinforce students' Spanish knowledge, and expand students' communicative skills
- To build knowledge, skills and attitudes to expand students' intercultural competence
- To provide a strong foundation for further study of Spanish

¹ <http://www.ihes.com/bcn/formacion/ele/blog/wordle-tics.jpg>

^{2NB} Please note that the information given here is the information about the course supervisor, not the instructor. You will receive information about your instructor in class.

LEARNING OUTCOMES

At the end of the course, students should be able to:

- ❑ **Oral comprehension:** recognize the main ideas of connected discourse on a variety of topics beyond the immediacy of the situation.
- ❑ **Oral production:** express themselves clearly and fluently using comprehensible pronunciation and intonation patterns; express likes and dislikes, describe people and places, narrate and describe in the past, express wishes and desires, talk about unrealized and anticipated actions and states, give directions, make suggestions, requests and hypotheses; report speech, express and defend opinions and ideas; hold a meaningful conversation about Hispanic culture.
- ❑ **Reading comprehension:** comprehend authentic documents such as cultural texts, newspaper articles and fiction.
- ❑ **Written expression:** produce two-page descriptive, narrative and argumentative pieces of writing; generate coherent form and content; compose complex sentences using proper logical connectors and relative pronouns.
- ❑ **Grammar:** control the verb and pronoun systems; follow the sequence of tenses; master the rules of gender, number and agreement.
- ❑ **Vocabulary:** effectively use a more precise and varied vocabulary to communicate fine shades of meaning and details; expand your passive vocabulary.
- ❑ **Culture:** express yourself according to social circumstances; develop awareness of similarities and differences between your culture and Hispanic worldviews; develop an understanding and appreciation of the wealth of social, intellectual, artistic, historical and political values and manifestations of Hispanic Culture; appreciate and analyze samples of Hispanic literature.

REQUIRED MATERIALS

Imagina (4th edition) - Supersite Package

José A. Blanco, C. Cecilia Tocaimaza-Hatch
Vista Higher Learning (2019)

Please note: the online version of the textbook will give you access to a vText, and to all online material need it for the course. Make sure you buy the right online package.

COMMUNITY ENGAGED LEARNING (CEL)

CEL is optional in this course, although we strongly recommend all students in the course to do one of the CEL options offered.

Community Engaged Learning aims to connect the classroom with the community in a way that is mutually beneficial to all participants: students, faculty and community partners. The community can contribute in multiple and meaningful ways to student learning objectives. In addition, Western students can contribute knowledge and skills toward developing sustainable solutions for community-identified needs (for more information go to <http://success.uwo.ca/experience/curricular/index.html>).

Community Engaged Learning Objectives

- To understand the socio-cultural setting of the Hispanic community
- To practice what you are learning in class in a real life situation
- To establish friendly relations with members of the Hispanic community.
- To identify similarities and differences between Canadian and Hispanic cultures

There are two options available for CEL: London based-CEL and Cuba based-CEL. **Students who choose the Community Engaged Learning option must commit to it until the end of the course.** Students will have until October 11th to leave the CEL program. After this date, the student will lose 15% of the total grade for the course and will have to complete the activities (assignments, tests, etc.) of the regular stream. See the CEL grading breakdown below (Evaluation).

Note: There will be an orientation session during the first week of classes to explain CEL in detail.

EVALUATION

ALL PROGRAMS		OPTION 1 Regular Prog		OPTION 2 CEL London		OPTION 3 CEL Cuba	
Particip & Progr	8%						
Online Homework	8%						
Quizzes	9%						
2 Test (2x9%)	18%						
Oral Component	6%						
Research Particip	1%						
		Composition	7%	Reflections (4x4%)	16%	Reflections (2x4%)	8%
		Video Presentat	6%	Community hours		Daily Trip Blog	8%
		Book Project	7%	& Participation	4%	Oral Presentations	5%
		Poster Present	5%	Presentations	5%	Participation	4%
Final exam	25%						
TOTAL	75%	Regular Progr	25%	CEL London	25%	CEL Cuba	25%

CLASS MANAGEMENT

Important: students must attend all evaluations unless exceptional circumstances exist (medical reasons only).

THERE WILL BE NO MAKE-UP ASSESSMENTS: QUIZZES, TESTS, COMPOSITIONS OR ORAL PRESENTATIONS IN THIS COURSE.

If a student misses an assessment and academic consideration is granted, the percentage of the assessment missed will be added to the next assessment percentage of that type. If there are no more assessments, the percentage will be added to the final exam percentage. For example, if a student in the regular program misses the first test, which would be a 7% of the course, and is granted academic consideration, the second test is then worth 14%. If, instead, the fourth test is missed, and because there are no more tests (i.e. there is no fifth test), the 7% corresponding to the fourth test will be assigned to the final exam, which would, in this case, be worth 32%.

Participation & Progress (8%):

Students are expected to come to class regularly and attendance will be strictly monitored. Active participation in class is essential to this course. Grades are not given for mere attendance but for your participation, your contribution to the class, and for showing progress. All absences will affect the participation grade.

- **Students with more than 3 absences (2 absences for sections taught one day a week: section 202) per semester without academic consideration will get 0 on the participation grade for that semester (4%).**
- Students must be ready in their seats before the class starts and stay until the end of the class. Arriving late disrupts the class, as well as leaving early. If a student arrives late or leaves early three times, that will be counted as an absence.
- Please advise your instructor in cases of unavoidable absence, and contact your Home Faculty Academic Counsellor for academic consideration. Without academic consideration, your Attendance grade will be affected.
- In case of illness, you should bring with you to your medical appointment the Student Medical Certificate (SMC) that can be found in the Student Center Page.

Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus on what you demonstrate, and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from.

Grade	Criteria
0	<ul style="list-style-type: none">- Absent- PERFECT attendance, never being disruptive or late, and silence
1	<ul style="list-style-type: none">- Present, never being disruptive or late- Tries to respond when called on but does not offer much- Demonstrate very infrequent involvement in the class
2	<ul style="list-style-type: none">- Demonstrates adequate preparation: knows basics- Contributes to a moderate degree when called on- Demonstrates sporadic involvement
3	<ul style="list-style-type: none">- Demonstrates good preparation: knows the topic and has prepared for it- Contributes well to class discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions- Demonstrates consistent ongoing involvement
4	<ul style="list-style-type: none">- Demonstrates excellent preparation: has prepared the topic exceptionally well- Contributes in a very significant way to ongoing discussion: responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyse which approaches are appropriate etc.- Demonstrates ongoing very active involvement

(adapted from Maznevski, 1996)

Please be aware of the following university regulation: “Because attendance is so important in language courses, **any student who, in the opinion of the course coordinator, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean, the student will be debarred from taking the regular examination in the course (see UWO Academic Calendar)**”.

For a complete and detailed academic policy, please check our Department Academic Policy:

<http://www.uwo.ca/modlang/undergraduate/policies.html>

Online Homework - Weekly (8%, 4% per semester):

Regular completion of homework is expected every week. A list of daily homework will be provided at the beginning of each semester. Most of the homework will be done on Supersite³.

In this course all the grammar is presented by video tutorials that are available online. Watching these video tutorials is part of the online homework. Grades are given for watching the video tutorials online before the deadline. While you are encouraged (and expected) to ask questions and clarify doubts in class about the video tutorials, watching these videos is absolutely necessary to ensure progress in the class.

Quizzes (9%, 1% per lesson quiz):

There will be 9 in-class quizzes. Students missing a quiz will receive a 0 on that quiz.

Tests (18%, 2% per test):

There are two in-class tests in the year. Tests will focus on the most recent covered material but they are cumulative, which means material from past lessons can be tested. All students have to write the two tests. Students who miss a test without a valid reason (academic consideration is needed) will receive a 0, which will count towards the final grade.

Oral Component (6%):

There will be two oral in-class test in the year, one per semester. Plus students need to meet with the Spanish tutors a minimum of 2 times per semester, during 30 minutes minimum, each time. A total of 4 times per year. Only one meeting a week will count as part of the student grade, although students are encouraged to meet with Spanish tutors as much as they can.

Oral in class-test (1st semester)	2%
Oral in class-test (2nd semester)	2%
Spanish Tutors Meetings (4 x 0.5%)	2%
	6%

Research Participation (1%):

During the academic year, you will have the opportunity to participate in different study research projects that aim to get a better understanding of Language Learning and Teaching in Higher education. By participating

³ Supersite is the web platform associated with the textbook. You are encouraged to use the Supersite as a study resource. Besides online quizzes, your instructor will assign exercises and video tutorials from Supersite that will count towards your homework grade. All exercises should be completed before the deadline.

in these studies, you will receive 1%. Students that do not wish to participate in these research projects will read a text a complete a quiz about it. The grade of that reading quiz will be the one counting for that 1%.

Composition (7%):

There will be 1 in-class composition, and its subject will be announced the day of the composition. Students doing Community Outreach or CEL will not have to write the composition, they will write blogs instead. Detailed information about those blogs will be given at the beginning of the course. The composition and blogs are corrected by the instructor who will simply indicate where an error has been committed. Student must correct the errors in the compositions or blogs, and the composition or blog must be recopied and re-submitted to the instructor, within a week. If a student does not resubmit the composition or the blog corrected, or he/she submits with none or minor improvements, the composition or blog grade will decrease between 0%-20% from the initial grade (Example: 82 first grade; 82 to 65.6 (=82-20%) final grade) . The instructor will determine the percentage in each individual case.

Video presentation (6%):

There will be 1 group video presentation in the first semester. The subject will be announced at the beginning of the semester. Each group will work together during the semester, and a sense of cooperation and responsibility is essential. The video presentation must include the vocabulary and the grammar learned in class. Students cannot read in the presentation; they are expected to talk naturally. If a student reads, she or he will receive a 0.

Book Project (7%):

You will write a short story with the guidance of your instructor. Once the story is finished you will have to print it out and a copy will be sent to a school in Cuba. Detailed instructions will be provided to you by your instructor.

Poster Presentation (5%):

There will be a group poster presentation to showcase your Book Project. It will take place at the end of March and it will be open to all Western Community.

Final Exam (25%):

There will be a written final exam in the April 2018 exam period. This exam is cumulative and will include everything studied on the course.

MISSED ASSIGNMENTS or ASSESSMENTS:

Students must attend all evaluations unless exceptional circumstances exist. If a problem arises students are expected to contact their instructor before the exam or assignment is due. Students seeking academic accommodation on medical grounds for any missed test, exams, participation components and/or assignments must apply to the Academic Counseling office of their home Faculty and provide documentation. The instructor or department cannot grant academic accommodation.

Faculty of Arts and Humanities Medical Accommodation:

http://uwo.ca/arts/counselling/procedures/medical_accomodation.html

IMPORTANT: Documentation is required for either medical or non-medical academic accommodation. Students must submit such documentation directly to the appropriate Faculty Dean's office and not to the instructor. It will be the Dean's office that will determine if accommodation is warranted.

If no official accommodation request is provided to the professor, late assignments will not be accepted and will receive a grade of “0.”

SDC’s Learning Skills Services, Rm 4100 WSS, <https://www.uwo.ca/sdc/learning/>

LS counsellors are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Students who are in emotional/mental distress should refer to Mental Health@Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

Use of Electronic Devices:

- The **use of laptops and tablets is not allowed** in the classroom unless specified by the instructor or for valid, documented medical reasons.
- Please remember to always **switch off your cell phone** before entering any classroom, and please, **no texting or cell phone activity** during class. Your cooperation is greatly appreciated.
- Using your cell phone, tablet or laptop for purposes other than taking notes will be considered disruptive behaviour and liable for prosecution under the Student Code of Conduct and you could be expelled from class. The instructor reserves the right to disallow the use of cell phones, tablets and laptops in the classroom (except for those under special circumstances with written permission).

EMAILS:

A certain email etiquette is expected from your emails. Include a courteous greeting and closing. Make sure that the answer to your questions is not contained in your syllabus. Your emails will be answered as soon as possible (normally, within 24 hours) but allow for a longer time if you email your instructor on the weekends.

When emailing the Course Supervisor, please specify what Spanish course are you in and the name of your instructor.