University of Colorado at Denver

Course Syllabus

Fall 2017 and Spring 2018

**Spanish 2110 (Spanish 4)** Instructor: Benny Izquierdo

**Second Year Spanish I** Location: Ponderosa High School

Fall 2015 and Spring 2016 Office: World Language Office

Days: M-F Office Hours: 7:45-8:35

Time: TBA Voice mail: 303-387-0770 x64203

Room: 120 Email: Bizquierdo@dcsdk12.org

Semester dates: 8/11/15 -5/27/16

**Course Overview**

Spanish 2110 is a third semester university course intended to improve language skills in the areas of listening, reading, writing, and speaking in addition to cultural awareness. The course has been designed to provide a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world. Students will develop abilities to express thoughts and ideas in Spanish, to understand authentic spoken and written language, and to enhance perspectives and knowledge about the language and Spanish-speaking cultures. The course will integrate and assess student ability to understand Spanish and to communicate ideas in three different modes: Interpretive, Interpersonal, and Presentational. The course is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will continue to develop vocabulary and grammatical skills learned in Spanish levels 1-3 or the equivalent of Spanish 1020 at the university level. Due to the rigorous demands of this course, students must demonstrate responsibility and dedication to complete requirements at a university level.

**Course Objectives**

**Students will obtain meaning from diverse listening sources and respond appropriately.**

\*Students will be exposed to a variety of listening sources using the audio ancillaries from the textbook Imagina that includes authentic videos, interviews, newscasts, narratives, literary audio, and music clips.

**Students will convey meaning using structures of the target language.**

\*Students will communicate in class using the target language by participating in daily opportunities to communicate in Spanish to develop speaking skills in a variety of settings, types of discourse, topics, and registers.

\*Students are provided with a review of basic grammatical structures and will expand and reinforce new structures.

**Students will demonstrate comprehension of authentic reading materials and texts.**

\*Students will develop reading proficiency using the textbook Imagina that provides a variety of literary forms including poetry, news articles, and short stories.

\*Students will read an annotated version of Don Quixote during fourth quarter

\*Students will read articles in magazines, on-line news sources, and a variety of children’s stories.

**Students will write for meaningful purposes using correct grammatical structure to convey meaning.**

\*Students will write informal and formal essays.

**Students will be provided opportunities to discuss culture by means of literature, music, and current events.**

**Required textbooks**

Blanco, José. Imagina: Español sin barreras Boston, Massachusetts. Vista Higher Learning. 2007

Imagina: Español sin barreras student workbook

Tardy, William. Don Quijote de la Mancha. Skokie, IL. National Textbook Company. 1981

National Spanish Exam Level 4 vocabulary list

**Supplementary Texts**

Nassi, Robert. Amsco Workbook in Spanish Three Years New York. Amsco School Publications. 1966

Kanter, Abby Encuentros Maravillosos: Gramática a través de la Literatura Needham, Massachusetts. Pearson Prentice Hall. 2005

**Text overview**

Imagina introduces thematic vocabulary, reinforces and introduces key grammatical structures, features award-winning short films, features countries with cultural highlights (including historical documentaries, artists, authors, and musicians), provides literary and cultural readings tied to the lesson themes, and provides audio and written practice through workbook ancillaries.

**Topics/ Essential Learnings**

Lección 1 Sentir y vivir

Tema: Las relaciones personales

Cortometraje: Momentos de estación

Gramática: Present tense, ser/ estar, gustar and similar verbs

Cultura: Estados Unidos

Literatura: **Poema 20** Pablo Neruda

Lección 2 Vivir en la ciudad

Tema: En la ciudad

Cortometraje: Adiós Mamá

Gramática: Preterite, Imperfect

Cultura: Mexico

Literatura: **Aqueronte** José Emilio Pacheco

Lección 3 La influencia de los medios

Tema: Los medios de comunicación

Cortometraje: Encrucijada

Gramática: Present subjunctive in noun clauses/ impersonal expressions/ verbs of emotion/ verbs of doubt/ verbs of imposition of will, formal and informal commands, direct and indirect object pronouns

Cultura: El Caribe

Literatura: **Idilio** Mario Benedetti

(Semester Exam)

Lección 4 Generaciones en movimiento

Tema: Entre familia

Cortometraje: Raíz

Gramática: Subjunctive in adjective clauses, reflexive verbs, por/para

Cultura: Centroamérica

Literatura: **Eclipse** Augusto Monterroso

Lección 5 Las riquezas naturales

Tema: Nuestro mundo

Cortometraje: El día menos pensado

Gramática: Future, Conditional

Culture: Colombia, Ecuador, y Venezuela

Literatura: **La luna** Jaime Sabines

Additional Grammar incorporated into Lessons 4 and 5

Chapter 6

Gramática: Subjunctive in adverbial clauses, Imperfect subjunctive

Chapter 7

Gramática: Present Perfect, Present Perfect Subjunctive

Chapter 8

Gramática: Past Perfect, Past Perfect Subjunctive

Chapter 9

Gramática: Si clauses, transitional expressions

Chapter 10

Gramática: Summary of Indicative and Subjunctive

(Grammar Final Exam)

Additional vocabulary, literary readings, and audio practice from lessons 5-10 will be completed as time allows.

**National Spanish Exam**

During second semester, students will prepare for and complete the National Spanish Level 4 Exam. This test will evaluate student’s proficiency (listening and speaking skills) and achievement (vocabulary and grammar skills) performance.

**Extended Learning**

During the fourth quarter, students are introduced to the history and culture of Spain via the Amsco Workbook in Spanish Three Years, a variety of video sources and the annotated version of Don Quijote de la Mancha by William Tardy. Students will practice reading, writing, listening and skills in a variety of ways. Students will also extend practice by listening to 20 episodes of Caminos Peligrosos throughout the second semester.

**Assessments**

Throughout the year, students will be assessed by means of periodic exams and quizzes. These evaluations will cover both grammatical concepts and vocabulary. Assessments will cover an integration of skills in the three modes: Interpretive, Interpersonal, and Presentational.

**Evaluation/ Grading Procedures**

Because Spanish 2110 is conducted as a college level course, no late work will be accepted. In case of an absence, one day will be given to complete missing work for each day of absence. Students will not receive credit for work missed during an unauthorized absence. Any long-term illnesses will be dealt with on an individual basis.

Students are expected to arrive on time, with class materials, and completed homework. Students should be prepared to participate and behave in a mature and respectful manner. Failure to do any of the above may negatively impact the student’s participation grade.

Grades will be calculated on a point basis for each semester

1. **Contribution/Participation** 10%

(may include homework completion, classroom participation, partner activities)

1. **Assessments** including: 90%

**Interpretive Exams and Assignments**

(listening and reading)

**Interpersonal Exams and Assignments**

(interaction using speaking and writing)

**Presentational Exams and Assignments**

(speaking and writing presentations)

**\*Vocabulary/Grammar**

(may include computer assignments, vocabulary / grammar quizzes)

Grading Scale

100%- 90% A

 89%- 80% B

 79%-70% C

 69%- 60% D

 59%- F

Please note: In order to earn credit through CU Succeed, only grades of a “C” or higher will earn university credit. Students will register and pay for the course during the second semester (January 2016) and grades will be posted on an official CU transcript. Students are asked to drop the program with no refund if the student’s overall grade falls below a C but can still receive high school elective credit.