Dartmouth College

**Department of Spanish and Portuguese**

Spanish 2: INTERMEDIATE SPANISH (FALL 2022)

Professor: Natalia X. Monetti

Office: Sudikoff 204

Office hours: Wednesdays 1:40-2:40PM Reed 108

### A note about Spring 2022

We are happy you will be able to join us and follow along on a path to learn Spanish and about the communities that speak Spanish. These are stressful times, and we want our languages classes to be a moment of normality and predictability in a context in which everything is upside down. Our goal is to foster a sense of community in order to learn together and from each other.

### Course Description

Spanish 2 (Intermediate Spanish) is a continuation of Spanish 1 and as such continues with the study of the fundamentals of Spanish as a spoken and written language. Students will study more complex grammatical structures, and by the end of the course will have gained a global understanding of the major grammatical structures of Spanish. The requirements for the course include speaking, reading, and writing practice.

Readings are integrated into the curriculum to provide cultural information and to foster vocabulary and reading strategy development. Writing will complement the reading selections and will provide exposure to the writing and self-editing process. The goal of this course is to gain intermediate proficiency in reading, writing, speaking, and listening in the Spanish language and to engage the student in a preliminary investigation of Hispanic cultures.

### Course Objectives

To the best of our abilities, we will use Spanish to stay connected with each other and the outside world, and we will use a variety of online resources to learn and practice Spanish. After completing this course, you should be able to:

* Handle successfully a variety of uncomplicated communicative tasks in straightforward social situations.
* Understand sentence-length utterances, which consist of combinations of learned utterances on a variety of topics.
* Read consistently with full understanding simple connected texts.
* Meet most practical writing needs and understand limited social demands texts.
* Develop an understanding of cultural practices and perspectives of Spanish-speaking peoples.

As a student in this course, you may have to review on your own grammar topics not covered in this course. Your textbook will be a helpful resource. In addition, there are other online resources listed on our department web site at: [**http://www.dartmouth.edu/~spanport/resources/**](http://www.dartmouth.edu/~spanport/resources/).

A sign on a rock

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### Textbook Information

### VISTAS: INTRODUCCIÓN A LA LENGUA ESPAÑOLA (6TH EDITION)

PUBLISHER VISTA HIGHER LEARNING

All students are required to purchase access to the online component of the textbook in order to do homework and online quizzes. Students are **NOT REQUIRED** to purchase a hardcopy of the book. Therefore, a CODE-ONLY OPTION is highly recommended. There are three price tiers depending on how long you estimate it will take you to complete the language requirement. For students in Spanish 1, the most logical choice is the 12 or 36—month code.

CODE-ONLY OPTIONS

|  |  |  |
| --- | --- | --- |
| **Vistas 6e SSPlus + wSAM (6M)** | 978-1-54330-645-3 | $97.00 |
| **Vistas 6e SSPlus + wSAM (12M)** | 978-1-54330-641-5 | $114.00 |
| **Vistas 6e SSPlus + wSAM Code (36M)** | 978-1-54330-639-2 | $143.00 |

3-VOLUME SPLIT WITH SUPERSITE PLUS AND WSAM

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| **Vistas 6e SE (LL) V2 (12-18) + SSPlus (v) + wSAM (6M)** | 978-1-54330-687-3 | $128.00 |

**To order the book, go directly to the store site for Dartmouth students:** [**https://vistahigherlearning.com/school/dartmouth**](https://vistahigherlearning.com/school/dartmouth)

If you need to purchase a code, make sure to wait for confirmation that you are in the right level, or at least receive instructions to get access to the textbook via the **publisher’s grace period.**

**You can order the book and online access set, or online access only, at the publisher webpage above.**

**Please follow this link to connect with the right section (also on Canvas):**

**Class 11:** https://www.vhlcentral.com/section/f01244ca-772c-453f-995f-98e5265f032b/student\_instructions

**Class 12:** https://www.vhlcentral.com/section/d82fee17-bbed-4748-8747-e64a8ca1cf09/student\_instructions

**Use of CANVAS:** We will be using CANVAS throughout the term.

Please check often for changes in the syllabus, and other anouncements.

### COVID-19 Information

**Attendance:** You are expected to attend class and drills in person. There will be no Zoom sessions—no hybrid classes—unless the whole class is instructed to do so. For the health and safety of our class community, please: **do not attend class when you are sick**, nor when you have been instructed by Student Health Services to stay home. Students will be able to access class materials on Canvas and VHL while absent and are responsible to contact classmates for notes.

### GENERAL INFORMATION

**Attendance:** Classes are held 4 days a week; drills meet 3 days a week (Mondays, Wednesdays, and Fridays). Attendance to all class and drill sessions is mandatory. Absences (class and drill) will lower grade. **Students who accumulate 10 or more absences (either regular class or drill) will only be able to earn a maximum of 75 on their final grade**. **Three tardies equal one full absence.** If you miss class, *you* are responsible for finding out what went on, including announcements, changes to the syllabus, and assignments. Athletes in season should meet with their professors after class on the first day of classes to review expectations and class attendance.

**Class Preparation:** Students should thoroughly prepare for each day’s class by **studying all material indicated on the syllabus and Canvas**. We will spend roughly 5-6 days progressing through each chapter. The calendar below is the pace that we are expected to follow. Typically, you will find on VHL activities for class preparation, and for practice. **Activities designated as preparation on your VHL platform should be done ahead of class.**

**Drills:** Drill sessions are scheduled **at 7:45 a.m., 3:30 p.m., and 5:35 p.m.** Each student will register at the beginning of the term for one of these sessions and attend that session on Mondays, Wednesdays, and Fridays throughout the term. Please, make sure you look at your availability for these times, and commit to one for your weekly drill.

**Class / Drill Participation:** In addition to attendance to and preparation for all classes, your willingness to contribute, your personal effort and progress are essential to your own progress. Efforts to communicate with classmates respectfully and meaningfully in Spanish and to listen carefully to fellow students are of utmost importance. Even more so now that cannot take that contact for granted. No gum, no eating during class, no hats, no phones. ► NO CELLPHONE USE (TURN IT OFF BEFORE CLASS.) FAILURE TO DO SO, AND YOU WILL BE KINDLY ASKED TO LEAVE THE CLASSROOM.



**Homework:** All of the automatic feedback electronic workbook exercises are expected by11:59 p.m. EST. on the date due. Most homework will be via the VHL SuperSite Plus / WEBSAM license associated with the textbook.

**Compositions:** Compositions will be written in class without the aid of online translators. The topics will be provided the day of the composition. Compositions taken later than the day scheduled will receive a penalty of 5 points per day.

**Exit interview/ Final Project/Presentation:** During the last week of class, students will have one final opportunity to demonstrate their ability to use Spanish in conversation. Further guidelines will be presented halfway through the term.

**Written Exams:** There will be two scheduled mid-term exams and a final exam. Exams will be done online through VHL, but please note that conditions for quiz-taking are different from regular homework (e.g. number of times you can try). **No student will be allowed to take a quiz on a date other than that scheduled**. **No postponements of any exams.**

**The Final Exam must be taken on the scheduled date.**

**Final Grade:** Your final grade will be shown on Canvas, and will be determined as follows:

* Class Participation and Preparation (25%)

Class participation and preparation comprises drill attendance and participation, daily before class and after class assignments on VHL, and your contributions in the classroom.

A = 95–100

A– = 90–94

B+= 87–89

B = 84–86

B– = 80–83

C+ = 77–79

C = 74–76

C– = 70–73

D = 60–69

* Portfolio of writing and speaking assignments (20%)
* Midterms (30%)
* Final Exam (25%)

Notes on Class participation**: Students are expected to come to class having prepared ALL materials assigned. In class, students must participate actively speaking in group activities and class discussions. Missing class lowers the participation grade—no attendance, no participation at all—when a student is not in class, they/he/she gets a 0 for that day.**

Active Participation in class will be graded as follows:

**A: *Excellent participation*** (the student answers questions and offers interesting comments without the need of the professor calling on him/her. The comments and answers show that the student is well prepared, completed and understood the assignment).

**B: *Good participation*** (the student answers questions and offers interesting comments whenever the professor calls on him/her. Sometimes, the student participates without being asked. The comments and answers show that the student is prepared and understood the assignment).

**C: *Fair participation*** (the student answers questions and offers comments only when the professor calls on him/her. The comments and answers show that the student prepared or attempted to complete the assignment but doesn’t seem to understand it all).

**D: *Poor participation*** (the student answers questions and offers very brief comments only when the professor calls on him/her. The comments and answers show lack of interest, improvisation and/or a poor preparation).

**E: *Lack of participation*** (the student does not answer questions and does not offer any comments in the class or group discussion. The lack of comments and answers or incorrect answers shows that the student has not completed the assignment or prepared for the class. If he/she has done it, it has been in a careless or incomplete way).

### Policies and Statements

***Student Accessibility Needs***

Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; Getting Started with SAS webpage; [student.accessibility.services@dartmouth.edu](mailto:student.accessibility.services@dartmouth.edu); 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its Testing Center may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

***Statement on Mental Health***

The academic environment at Dartmouth is challenging, our terms are intensive, and classes are not the only demanding part of your life. This is particularly in the current circumstances. There are a number of resources available to you on campus to support your wellness, including your:

* Undergraduate Dean (<https://students.dartmouth.edu/undergraduate-deans/>);
* Counseling and Human Development (<https://students.dartmouth.edu/health-service/counseling/about/>);
* Student Wellness Center (<https://students.dartmouth.edu/wellness-center/>).

#### **Religious Observances**

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

#### **Academic Honor Principle**

The Academic Honor Principle depends on the willingness of students to maintain and perpetuate standards of academic honesty. Students may not ask anyone other than the professor of their course to correct written work for this course. Students may not use automatic translators to draft their written assignments. Students must rely on their judgment and conscience to determine whether a specific question might be addressed to a classmate or a friend (e.g. help with an idiom not readily available in a dictionary, or the conjugation of a rare irregular verb), but in any case, such aid must be minimal, occasional, and acknowledged. Outside proofreading/correcting changes the student's work, gives the professor an inaccurate idea of the student's skills, and as such violates the Dartmouth College honor principle. As a Dartmouth Student you are required to comply with the Academic Honor Principle:

<https://students.dartmouth.edu/judicial-affairs/policy/academic-honor-principle>

#### **Dartmouth's Anti-Hazing Policy**

The Spanish and Portuguese Department is a firm supporter of Dartmouth's Anti-Hazing Policy. We reject hazing in all of its manifestations. In order to promote a safe environment for all students and not interrupt the learning experience at Dartmouth College, evidence of hazing-related practices, as defined by the Dartmouth College Anti-Hazing Policy, will not be considered appropriate in the classroom, virtual or otherwise.

#### **Title IX**

At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our Principles of Community. We are dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities Dartmouth offers. We strive to promote an environment of sexual respect, safety, and well-being. In its policies and standards, Dartmouth demonstrates unequivocally that sexual assault, gender-based harassment, domestic violence, dating violence, and stalking are not tolerated in our community.

The Sexual Respect Website (<https://sexual-respect.dartmouth.edu>) at Dartmouth provides a wealth of information on your rights with regard to sexual respect and resources that are available to all in our community.

Please note that, as a faculty member, I am obligated to share disclosures regarding conduct under Title IX with Dartmouth's Title IX Coordinator. Confidential resources are also available, and include licensed medical or counseling professionals (e.g., a licensed psychologist), staff members of organizations recognized as rape crisis centers under state law (such as WISE), and ordained clergy (see <https://dartgo.org/titleix_resources>).

Should you have any questions, please feel free to contact Dartmouth's Title IX Coordinator or the Deputy Title IX Coordinator for the Guarini School. Their contact information can be found on the sexual respect website at: <https://sexual-respect.dartmouth.edu>.

#### **Textbook costs and financial difficulty**

If you encounter financial challenges related to this class, please let me know.

#### **Diversity and inclusion statement**

I would like to create a learning environment for students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this: if you have a name and/or set of pronouns that differ from those that appear in your official records; if you feel like your performance in the class is being impacted by your experiences outside of class; or if something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it or leave a written message on my mailbox anonymously.

ONLINE RESOURCES FOR SPANISH AND PORTUGUESE LANGUAGE STUDENTS:

<https://spanport.dartmouth.edu/resources/digital-resources-students>

Spanish Grammar Aid

* [http://www.colby.edu/~bknelson/exercises](http://www.colby.edu/%7Ebknelson/SLC/index.php)
* <http://www.studyspanish.com/tutorial.htm>
* [http://www.indiana.edu/~call/courses.html](https://www.indiana.edu/%7Ecall/courses.html)

Online Verb Conjugator

* [http://www.elemadrid.com/spanish\_verbs.htm](http://www.conjuga-me.net/)

Online Newspapers

* <http://www.onlinenewspapers.com/>

Library Research Guides

* [Hispanic Studies: Guide to Library Resources at Dartmouth](http://researchguides.dartmouth.edu/hispanicstudies)

**PROGRAMA**

**Semana 1** 12 – 16 de septiembre

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| Fechas | En clase |

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| 1 | INTRODUCTION to the course. Review Lessons 1-6 **Ser** & **estar**. |
| 2 | LECCIÓN 7: **La rutina diaria**. Introduction. |
| 3 | LECCIÓN 7: ESTRUCTURA 7.1 Reflexive verbs.  ESTRUCTURA7.2 Indefinite and negative words. |
| 4 | LECCIÓN 7: ESTRUCTURA 7.3 Preterite of **ser** and **ir**. |

**Semana 2** 19 – 23 de septiembre

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| 1 | LECCIÓN 7: ESTRUCTURA 7.4 Verbs like **gustar**. Repaso. |
| 2 | LECCIÓN 8: **La comida**.Introduction. *Contextos*. |
| 3 | LECCIÓN 8: ESTRUCTURA 8.1 Preterite of stem-changing verbs. |
| 4 | LECCIÓN 8: ESTRUCTURA 8.2 Double object pronouns. |

**Semana 3** 26 – 30 de septiembre  ***DRILL empieza- 26 de sept.***

September 26th is the final day for electing use of the Non-Recording Option (NRO)

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| 1 | LECCIÓN 8: ESTRUCTURA 8.3 Comparisons.  **D 7/1** |
| 2 | LECCIÓN 8: ESTRUCTURA 8.4 Superlatives. Repaso. **D 7/2** |
| 3 | LECCIÓN 7 & 8: ACTIVIDADES / Repaso. |
| 4 | **EXAMEN PARCIAL #1 (VHL) – LECCIONES 7 & 8 D 7/3** |

**Semana 4** 3 – 7 de octubre

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| 1 | LECCIÓN 9: **Las fiestas**.Introduction. *Contextos.*  **D 8/1** |
| 2 | LECCIÓN 9: ESTRUCTURA 9.1 Irregular preterites.  **D 8/2** |
| 3 | LECCIÓN 9: ESTRUCTURA 9.2 Verbs that change meaning in the preterite. |
| 4 | LECCIÓN 9: ESTRUCTURA 9.3 **¿Qué?** & **¿cuál?** ESTRUCTURA 9.4 Pronouns after prepositions. Repaso. **D 8/3** |

**Semana 5** 10 – 14 de octubre

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| 1 | **COMPOSICIÓN #1 D 9/1** |
| 2 | LECCIÓN 10: **En el consultorio**.Introduction. *Contextos*.  **D 9/2** |
| 3 | LECCIÓN 10: ESTRUCTURA 10.1 The imperfect tense.  **IMPERFECTO PROGRESIVO.** |
| 4\* | LECCIÓN 10: ESTRUCTURA10.2 The preterite and the imperfect. **D 9/3** |

**Semana 6** 17 – 21 de octubre

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| 1\* | LECCIÓN 10: ESTRUCTURA 10.3 Constructions with **se.** ESTRUCTURA 10.4 Adverbs.  **D 10/1** |
| 2\* | LECCIÓN 10: ACTIVIDADES / Repaso.  **D 10/2** |
| 3 | LECCIÓN 11: CONTEXTOS. **La tecnología**.Introduction. *Contextos.* |
| 4 | LECCIÓN 11: ESTRUCTURA 11.1 Familiar commands (**tú**) **(INCLUDING VOSOTROS) WITH PRONOUNS. D 10/3** |

**Semana 7** 24 – 28 de octubre

October 24th is the final day for dropping a fourth course without a grade notation of "W."

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| 1 | LECCIÓN 11: ESTRUCTURA 11.2 **Por** & **para**. ESTRUCTURA 11.3 Reciprocal reflexives**.**   **D 11/1** |
| 2 | LECCIÓN 11: ESTRUCTURA 11.4 Stressed possessive adjectives and pronouns.  **D 11/2** |
| 3 | **EXAMEN PARCIAL #2 (VHL) – LECCIONES 9, 10 & 11** |
| 4 | LECCIÓN 12: **La vivienda**.Introduction. *Contextos*. **D 11/3** |

**Semana 8** 31 de octubre – 4 de noviembre

November 1st is the final day to withdraw from a course; any later request to withdraw from a course requires petition to a special committee.

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| 1 | LECCIÓN 12: ESTRUCTURA 12.1 Relative pronouns. ESTRUCTURA 12.2 Formal (**usted/ustedes**) commands **WITH PRONOUNS.** **D / Conversación** |
| 2 | LECCIÓN 12: ESTRUCTURA 12.3 The present subjunctive.**D / Conversación** |
| 3 | LECCIÓN 12 ESTRUCTURA 12.4 Subjunctive with verbs of influence. |
| 4 | LECCIÓN 12: ESTRUCTURA 12.4 Subj. with verbs of influence. **D 12/1** |

**Semana 9** 7 – 11 de noviembre

**\*Ultimo día de *DRILL -12 de noviembre***

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| 1 | **COMPOSICIÓN #2 D 12/2** |
| 2 | ACTIVIDADES / Repaso.  **D 12/3** |
| 3\* | Presentaciones / Conversaciones |
| 4 | Presentaciones / Conversaciones |

**Semana 10**

14 –15 noviembre

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| 1 | REPASO FINAL |

**EXAMEN FINAL: 20 de noviembre a las 11:30am**

\*NO EXCEPTIONS! There will not be any make-up final exams. You have plenty of time to plan out your travel plans to go back home.