

DARTMOUTH COLLEGE
Department of Spanish and Portuguese
SPANISH 3
INTERMEDIATE SPANISH II
FALL 2017

Professor: Rosa Matorras

Office: 321 Dartmouth Hall

Office hours: MONDAYS 11-12, THURSDAYS 11 -12

Classes:

Class at 9am: M – W – Th -F 9 :05 – 9:55

Class at 10 am: M – W – F 10:10 – 11:00

Th12:15 – 1:05

Texts: **BOOK AND CONNECT ACCESS CARD BUNDLED (3, 6, 24 months access card)**

ISBN # **0073534498**

TITLE PUNTOS DE PARTIDA 10th edition

PUBLISHER MCGRAW HILL

ED. 10th

CONNECTPLUS ACCESS CARD ONLY

ISBN # 9781259633089

TITLE PUNTOS- CONNECTPLUS ACCESS CARD

PUBLISHER MCGRAW HILL

ED. 10TH

Warning: in the past, students who purchased the packet on Amazon discovered the Connect access card/access code was missing! Wheelock Books may have hardcover copies of textbook only, **not** the access card.

-- Do not buy a used card because you will not be able to do the homework. --

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

Connect Website and use of Learnsmart: You are encouraged to use LearnSmart on a daily basis throughout the term. You will also be doing all workbook assignments on the *Puntos Connect* web site. To access the workbook, you will need these url:

Section : SPANISH 3 at 9 am

<https://connect.mheducation.com/class/r-matorras-spanish-3-at-9-am>

Section : SPANISH 3 at 10 am

<http://connect.mheducation.com/class/r-matorras-spanish-3-fall-at-10-am>

AUTHOR Lourdes Miguel and Neus Sans
ISBN # 0130993794
TITLE *¿Eres tú, María?*
PUBLISHER Prentice Hall / Difusión

You can order this book online at Amazon.

Spanish 3

Course Description

Spanish 3 (Intermediate Spanish II) is the culminating course of the Spanish language sequence. Throughout the term we will continue the study of the various cultures of Spanish-speaking peoples, the study of grammar and syntax, and the practice of spoken and written Spanish. The course will be conducted entirely in Spanish.

Course Objectives

By the end of the term students should be able to:

- Gain a further understanding of cultural practices and perspectives of Spanish-speaking peoples.
- Speak and understand Spanish with enough fluency (Intermediate –Mid on the ACTFL scale) to participate in most informal and some formal conversations regarding a variety of topics.
- Read in Spanish accurately enough to understand a variety of written texts from both a linguistic and interpretive perspective.
- Write in Spanish appropriately and effectively (Intermediate-Mid on the ACTFL scale) in both narrative and argumentative styles.

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/>.

***** If you are considering participating in an LSA program, you should not take this course on campus, as it is part of the LSA program. *****

GENERAL INFORMATION

- **Attendance:** Classes are held 4 days a week (9 class MWThF 9:05-9:55; 10 class- MWF 10:10-11:00 and Th. 12:15-1:05); drills meet 3 days a week (Mondays, Wednesdays, and Fridays). Attendance to all class and drill sessions is

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mandatory. Every absence after two (class and drill combined) will lower your Final Grade. **Three tardies are equal to one full absence.** Athletes who will be away for scheduled events **must** provide the professor with a written schedule at the beginning of the term. If you miss class, *you* are responsible for finding out what went on, including announcements, changes to the syllabus, and assignments.

- **Class Preparation:** Students should thoroughly prepare for each day's class by studying all material indicated on the syllabus for that day **BEFORE** coming to class as any of it may serve as a discussion topic or be present in quizzes. Only workbook exercises completed and submitted online by the stipulated dates and times will receive chapter assignment credit.
- **Drills:** Drill sessions are scheduled at 7:45am, 2:10pm and 7:30pm. Each student will register at the beginning of the term for one of these sessions and attend that session on Monday, Wednesday, and Friday throughout the term.
- **Class / Drill Participation:** In addition to attendance to and preparation for all classes, your willingness to contribute, your personal effort and progress are taken into consideration in the participation grade. See below, ***Notes on Participation**. Efforts to communicate with classmates respectfully and meaningfully in Spanish and to listen carefully to fellow students are of utmost importance. There may be random testing of the material assigned for the day that will also be part of your grade. No gum, no eating during class, no hats.
- **LSA/FSP:** Any student who wishes to interview other Dartmouth student about his/hers experience in an abroad program, and who submits a commentary regarding his/her experience, will be able to substitute one missed drill session with that activity. Please contact your professor for approval. Not applicable during the last week of the term!
- **Homework:** All of the **electronic workbook** exercises are to be completed and submitted online **by 11:59 p.m.** on the date due, as indicated in the syllabus, in order to receive credit.
- **Compositions:** Compositions will be written in class. The topics will be provided the day of the composition.
- **Video materials:** Students will view the movie *Nueve Reinas*. Discussion of the movie will take place in class, and the themes will be incorporated into composition topics and exam questions.
- **Reading materials:** Students will read a short detective novel beginning the second week of classes. Discussion of the novel will take place in class, and the themes will be incorporated into composition topics and exam questions.
- **Oral interviews:** Each student will participate in a debate (role play in pairs) at the end of the term. On the day of the interview, students will choose **one** from a selection of three **unsuspected topics**. They will develop their debate **base on** the listed vocabulary and grammar elements that are requested for that topic. Students will have three minutes to organize the debate, and each student will take both roles, 3 minutes for each role. **Lastly**, the whole interview should **take** 6 minutes in total. Each of the students should participate equally.
- **Written Exams:** There will be two scheduled exams and a final exam. Exams will be hand-written in class in INK. No student will be allowed to take an exam on a date other than that scheduled without a letter from a physician or a coach.

No postponements of any exams. **The Final Exam must be taken on the scheduled date.**

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

◆ **Final Grade:** Your final grade will be determined as follows:

▶ * Class Participation	25%
<i>(Includes attendance, drill, online workbook exercises and quizzes)</i>	
▶ Oral interview	10%
▶ Section Exams	30%
▶ Compositions	10%
▶ Final Exam	25%

Letter – number grade scales:

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.

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).

No attendance, no participation at all: When a student is not in class, he/she gets a 0 for that day.

Special Situations that require advance planning:

Any student with a **documented disability** that requires academic adjustments is strongly encouraged to meet with the professor and provide a copy of the accommodations form by the end of the second week of the term. All discussions will remain confidential, although the Student Accessibility Services office may be consulted to discuss appropriate implementation of any accommodation request. If you do not have current authorization from SAS, contact that office at 646-9900 or blitz "Student Accessibility Services." If you have any difficulties with this course, please contact me at once and/or ask for support at the S.A.S. Office (Suite 205 Collis).

Any **religious observance** conflicting with your course participation this term must be discussed with the professor before the end of the second week of the term in order to work out appropriate accommodations.

Honor code addendum: Students may not ask anyone other than the professor of their course to correct written work for this course. 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: <http://www.dartmouth.edu/~deanacoll/documents/handbook/conduct/standards/honor.htm>

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.

Note: Not ALL the topics/pages in the book will be covered in class, and some concepts will be repeated.

PROGRAMA

Semana 1. 11– 15 de septiembre

1	INTRODUCCION; ACTIVIDADES CAPÍTULOS 7 - 12
2	CAPÍTULO 13: El arte y la cultura. VOCABULARIO: Las artes; Más sobre los gustos y preferencias; Ranking things: Ordinals (pp. 384-390)
3	GRAMÁTICA: Expressing Feelings—Use of the Subjunctive (Part 3): Emotion (pp. 392-394); Cómo expresar los deseos con ojalá (p. 395); Expressing Uncertainty—Use of the Subjunctive (Part 4): Doubt and Denial (pp.397-399)
4	GRAMÁTICA: Los verbos que requieren preposiciones (p. 400); Expressing Influence, Emotion, Doubt, and Denial—The Subjunctive (Part 5): A Summary (pp. 401-403)

Semana 2 18 – 22 de septiembre

Homework Chapter 13 due Online- SUNDAY, 11:59PM *DRILLS START FRIDAY, SEP.22

1	ACTIVIDADES CAPÍTULO 13
2	CAPÍTULO 14: Las presiones de la vida moderna. VOCABULARIO: Las presiones de la vida académica (p. 416); ¡Qué mala suerte! (p. 419); VOCABULARIO: Más sobre los adverbios: <i>adjetivos</i> + -mente (p. 421).
3	GRAMÁTICA: Telling How Long Something Has Been Happening or How Long Ago Something Happened—Hace...que: Another Use of hacer (pp. 423-424); Another use of Se” expressing unplanned or unexpected event —A Summary of Their Uses (p.426). ¿Por or para? —A Summary of Their Uses (pp. 430-432).
4	ACTIVIDADES CAPÍTULO 14- D/Introduction – Cap. 13/1

Semana 3 25 – 29 de septiembre

Homework Chapter 14 due Online- SUNDAY, 11:59PM

1	CAPÍTULO 15: La naturaleza y el medio ambiente. VOCABULARIO: ciudad y el campo (p. 446); Los autos (p. 450); Frases para indicar cómo llegar a un lugar (p. 452)- D/Cap. 13/2
2	GRAMÁTICA: Repaso Present Perfect Indicative - Present Perfect Subjunctive (pp. 458-459)- Past perfect Indicative (pp. 462)
3	GRAMÁTICA: Repaso Present Perfect Indicative - Present Perfect Subjunctive (pp. 458-459)- Past perfect Indicative (pp. 462) - D/Cap. 14/1

4	ACTIVIDADES CAPÍTULO 15 - Lectura -D/Cap. 14/2
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Semana 4 2 – 6 de octubre

Homework Chapter 15 due Online- SUNDAY, 11:59PM

1	EXAMEN 1- D/Cap. 15/1
2	CAPÍTULO 16: La vida social y afectiva. VOCABULARIO: Las relaciones sentimentales (pp. 474-475); Cómo expresar los mandatos con el infinitivo (p. 476); Las etapas de la vida (p. 476)
3	GRAMÁTICA: ¿Hay alguien que...? ¿Hay un lugar donde...?—The Subjunctive (Part 6): The Subjunctive After Nonexistent and Indefinite Antecedents (pp. 479-480) - D/Cap. 15/2
4	Lo hago para que tú —The Subjunctive (Part 7): The Subjunctive After Conjunctions of Purpose and Contingency (pp. 483 – 484) - D/Cap. 15/3

Semana 5. 9 – 13 de octubre

Homework Chapter 16 due Online- SUNDAY, 11:59PM

1	Lo hago para que tú —The Subjunctive (Part 7): The Subjunctive After Conjunctions of Purpose and Contingency (pp. 483 – 484) - D/Cap. 16-1
2	ACTIVIDADES CAPÍTULO 16 / Lectura
3	WRITING 1- D/Cap. 16/2
4	CAPÍTULO 17: ¿Trabajar para vivir o vivir para trabajar? VOCABULARIO: Las profesiones y los oficios (p. 496); El mundo laboral (pp. 496-498), Una cuestión de dinero (p. 501)- D/Cap. 16/3

Semana 6. 16 – 20 de octubre

Homework Chapter 17 due Online- SUNDAY, 11:59PM

1	GRAMÁTICA: Expressing Future or Pending Actions: The Subjunctive (Part 8): The Subjunctive and Indicative After Conjunctions of Time (pp. 511 – 512) - D/ Cap. 17/1
2	GRAMÁTICA: Expressing Future or Pending Actions: The Subjunctive (Part 8): The Subjunctive and Indicative After Conjunctions of Time (pp. 511 – 512)
3	ACTIVIDADES CAPÍTULO 17 - Lectura -D/Cap. 17/2
4	EXAMEN 2 -D/Cap. 17/3

Semana 7. 23 – 27 de octubre

1	CAPÍTULO 18: La actualidad. VOCABULARIO: Las noticias (p. 526); El gobierno y la responsabilidad cívica (p. 528) - Lectura- (Lola Lago, <i>¿Eres tú, María?</i> Cap 25-33).- D/ Cap. 17/4
2	GRAMÁTICA: Queríamos que todo el mundo votara—The Subjunctive (Part9): The Past Subjunctive (pp. 532-534); Appendix 4: Pluscuamperfecto de Subjuntivo.
3	GRAMÁTICA: Queríamos que todo el mundo votara—The Subjunctive (Part 9): The Past Subjunctive (pp. 532-534); Appendix 4: Pluscuamperfecto de Subjuntivo- D/Cap. 18/1
4	GRAMÁTICA: Cómo expresar deseos imposibles-ojalá (p. 538)- Repaso del condicional simple (p. 539-540) –Appendix 4: Condicional perfecto (A 8) D/Cap. 18/2

Semana 8. 30 de octubre – 3 de noviembre
Homework Chapter 18 due Online- SUNDAY, 11:59PM

1	GRAMÁTICA: Cómo expresar deseos imposibles-ojalá (p. 538)- Repaso del condicional simple (p. 539-540) –Appendix 4: Condicional perfecto (A 8); D/Cap. 18/3
2	Cláusulas con si (p. 542) Appendix 4: <i>Si</i> clause: Sentences about the Past. (A-8)
3	Cláusulas con si (p. 542) Appendix 4: <i>Si</i> clause: Sentences about the Past. (A-8) - D/Cap. 18/4
4	<u>WRITING 2</u> - D/Práctica oral individual

Semana 9. 6 – 10 de noviembre ***DRILLS END MONDAY, Sep.6**

1	ACTIVIDADES / REPASO DEL CAPÍTULO 18.) - D/Práctica oral individual
2	*Discussion of movie:
3	REPASO Final -
4	Entrevistas orales

Semana 10. 13 de noviembre

1	Entrevistas orales
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Examen final: **Lunes 20 de noviembre a las 8:00 AM**