

ELSc. Intermediate Spanish 1
(Intermedia. Spanish 1)
INSTRUCTOR: Ernesto Menéndez-Conde, PhD.
<emenendez-conde@lagcc.cuny.edu>
<http://faculty.lagcc.cuny.edu/instructor>

Spring I, 2020

Instructor's Information

Instructor: Ernesto Menéndez-Conde
Homepage: <http://faculty.lagcc.cuny.edu/instructor>
Email: emenendez-conde@lagcc.cuny.edu / ernestomv@yahoo.com
Tel: 718-482-5369
Office: B-234ii
Office Hours: Tuesdays, (1:00 pm.-2:00 pm.), Thursdays (1:00-2:00 pm.) and Fridays, (1:00-2:00 pm).
Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: Mondays 2:15-3:15 pm (B-229) Fridays, 2:15-4:25 pm (B-116)
Lab. Mondays 3:25-4:25 (B-207)
Tutor: Martha Martínez

Course goals and objectives

Catalog Course Description: This course is designed to further develop functional language proficiency and increase the ability to communicate accurately in Spanish within a socio-cultural context. The four communicative skills of listening, speaking, reading and writing are emphasized with particular attention to sentence and paragraph structure, grammatical features, and oral and written fluency. This course is taught mostly in Spanish.

Prerequisites: ELS102 or Exemption exam

Pre/Corequisites: CSE095 and ESL097

Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways). Note that students can receive only up to 6 credits in one Flexible Core area (a.k.a. bucket) and all elementary-level modern language courses are paired (i.e., you must take 102 in order to receive credits from 101). In other words, you will not be able to take any other World Culture and Global Issue class if you intend to receive Flexible Core credits from the modern languages classes.

In this course you will:

- **Gather, interpret, and assess information from a variety of sources and points of view.**
- **Evaluate evidence and arguments critically or analytically.**
- **Produce well-reasoned written or oral arguments using evidence to support conclusions.**
- **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.**
- **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.**
- **Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.**

More specifically, by the end of the semester, you will be able to

- analyze and discuss edited contemporary materials in Spanish;
- write well-structured brief compositions in Spanish demonstrating command of grammar, syntax and vocabulary;
- communicate orally with a native speaker of Spanish from different Hispanic countries in a variety of registers;
- identify career options where knowledge of Spanish is useful and be able to gauge the level of mastery required;
- present projects about aspects of Hispanic culture and history that students have researched;

- carry on a conversation in Spanish at an intermediate level.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

Menendez-Conde, Ernesto and Givanni Ildelfonso. *Sencillo. Español/Nivel Intermedio*. New York: LaGuardia Community College, 2016. **Fourth Edition.**

Grades: Your final grade will be determined based on the following evaluation points.

Participation in class (including attendance) 10%

Midterm 20%

Final exam 25%

Quizzes (3 quizzes x 5) 15%

Homework (10 HW x 1) 10%

Lab (10 labs x 1) 10%

Oral presentation 5%

ePortfolio 5%

- **Grade distributions:** A: 95-100%, A-: 90-94%, B+: 86-89%, B: 83-85%, B-: 80-82%, C+: 76-79%, C: 73-75%, C-: 70-72%, D+: 66-69%, D: 63-65%, D-: 60-62%, F: -59%, WU: Unofficial withdraw (≈F), W: Withdraw

WEEKLY SCHEDULE

WEEK 1

Friday, March. 6

Introduction to the class

The future

Song: El día que me quieras, sang by Juan Diego Flores

<https://www.youtube.com/watch?v=a5XNnyYi01E>

WEEK 2

Monday, March 9

Verb Gustar

Short film: El año del cerdo. In:

<https://www.youtube.com/watch?v=KZLO1V2FBAw&t=517s>

Friday, March 13

Lectura. Capítulo I

Discussion: Paintings 1.

WEEK 3.

Monday, March 16

The imperfecto

Song: Cucurrucucu, Paloma, sang by Caetano Veloso. In:

https://www.youtube.com/watch?v=1emgUdD3_pE

Friday, March 20

Verbs in the Pretérito

Short Film: “En el Insomnio”, by Virgilio Piñera. Rewrite the short-story using the pretérito and the imperfecto. In:

<http://www.dailymotion.com/video/xgudjv>

WEEK 3

Monday, March 23

Pretérito and the Imperfecto combined

Friday, March 27

El pretérito perfecto

Song: Gracias a la vida, sang by Mercedes Sosa. In:

<https://www.youtube.com/watch?v=HcLQSKW0B3U>

Lectura. Capítulo II

WEEK 4**Monday, March 30**

Quiz No. 1

(includes vocabulary for Capítulo I, el verbo gustar, el futuro, el imperfecto, el pretérito, the pretérito and the imperfecto combined).

Friday, April 3

Reflexive verbs, reflexive pronouns

Song: Y no hago más na'. By El Gran Combo de Puerto Rico. In:

<https://www.youtube.com/watch?v=pNFf4mvIChQ>**WEEK 5****Monday, April 6**

Lectura. Capítulo III

Friday, April 10**Spring Break. No classes scheduled****WEEK 6****Monday, April 13****Spring Break. No classes scheduled****Friday, April 17**

Using both, direct and indirect objects

Negative Commands

WEEK 7**Monday, April 20**

Quiz No. 2

(includes vocabulary for Capítulos II and III, reflexive verbs, reflexive pronouns, pronouns of direct object, pronouns of indirect object, pronouns of direct and indirect object combined, affirmative commands, and pronouns with affirmative commands)

Friday, April 24

Affirmative Commands

Pronouns with affirmative commands

Song: Solo se vive una vez, sang by Azúcar Moreno

<https://www.youtube.com/watch?v=LxrUkFQHYpg>**WEEK 8****Monday, April 27**

Pronouns of Direct object

Friday, May 1

Lectura. Capítulo IV

Negative Commands and pronouns

WEEK 9**Monday, Mayo 4**

Uses of por and para

Friday, May 8

Pronombres relativos

Review for the Midterm

WEEK 10**Monday, May 11**

Midterm (includes contents of Quizzes 1 and 2, vocabulary for Capítulo IV, negative commands and pronouns of negative commands, and the use of por and para)

Friday, May 15

Lectura Capítulo V

Adverbios relativos and adverbios terminados en mente.

Presente del subjuntivo

Song: Ojalá, sang by Silvio Rodríguez. In:

<https://www.youtube.com/watch?v=8zdI98R30PU>

WEEK 11**Monday, May 18**

Imperfecto del subjuntivo

Friday, May 22

Subjuntivo vs. Indicativo

El condicional

WEEK 12**Monday, May 25**

College Closed

Friday, May 29

El condicional and Imperfecto del subjuntivo

Song: Damisela encantadora, sang by Plácido Domingo.

Quizz No. 3 (includes Pronombres and Adverbios relativos, presente del subjuntivo, imperfecto del subjuntivo, el condicional)

Oral Presentations

WEEK 13**Monday, June 1**

Review for the final exam

Friday, June 5

Reading Day

WEEK 14**Monday, June 8**

Final exam.

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time. Three lateness equal 1 absence.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia's Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College's Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).

Final Remarks on Course Policies

*Office hours and emails are solely for the purpose of clarification, for further explanation, for further requests for illustrations, for sharing ideas, for talking about difficulties or even to talk more about a topic that you feel you understand. I love ideas and I will always be glad to talk or write about any ideas that come up in class! This, however, is *reserved for people who come to class*. **If you are absent, you will need to find notes and be responsible for what you missed.** We can meet after you have tried to make up for a class. **Emails with the following content will not be answered and will be frowned upon: "I'm sorry I missed class today. Did I miss something important?"**

*A further note on writing emails:

Please be mindful when you write emails. Whenever you come to class and whenever you communicate with others in the College, be aware that *you are* in a professional environment. Similarly, whenever you write an email to your professor, you are writing a professional document. Make sure you always include a greeting (Hello Professor X, Hi Professor X, Good morning Professor X), followed by a well-written text (as grammatically correct as possible and formal). Lastly—depending on the nature of your message—be sure to say "Thank you," or "Hope to hear from you soon," or "Thank you for your time," followed by your name.

* Please no cell phones in class and absolutely no texting. Also, laptops and tablets in class prove to be distracting. Please see me if you must bring one to class.

*Your decision to remain enrolled in this class implies that you agree with Course Requirements and Policies.