

ELS104.xxxx Intermediate Spanish 2
(Interm Spa 2)

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SEMESTER
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Instructor's Information

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Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives

Catalog Course Description: This course is a continuation of ELS103 and focuses on developing students' reading and writing fluency in Spanish as well as the proper use of Spanish in cultural contexts. The four communicative skills of listening, speaking, reading and writing are emphasized with particular attention to sentence and paragraph structure, grammatical features of the language, and oral and written fluency. By the end of the course students should be able to make descriptions, narrate brief stories, accurately use verbal tenses, and become familiar with complex grammar structures. This course is taught in Spanish.

Section Description: INSERT COURSE DESCRIPTION

Prerequisites: ELS103 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).

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, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- 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

- interpret Spanish literary texts and analyze them within a socio-cultural context;
- communicate with a native speaker of Spanish who is utilizing the target vocabulary;
- write compositions, paraphrases and summaries in Spanish on topics selected by the instructor or students;

- analyze Spanish literary texts of different genres;
- ask and give directions, give instructions, seek employment, make a complaint, and discuss environmental issues; and
- make presentations about aspects of Spanish culture and tradition that students have researched on.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- Menéndez-Conde, Ernesto and Givanni Ildelfonso-Sánchez. *Sencillo* (2016) Department Of Education and Language Acquisition. LaGuardia Community College, Long Island City, NY, Third Edition.

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

- Midterm 20%
- Final exam 25%
- Quizzes (3 quizzes x 5) 15%
- Written Composition 10%
- Homework and participation in class (10 HW x 1) 10%
- Lab (10 labs x 1) 10%
- Presentation (2 oral presentations x 5) 10%

- **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 (subject to change)

Lab: Students are required to attend the lab session for one hour every week.

Week	Topic
Week 1 [Insert DATE]	Introduction and review of ELS103 - Overcoming obstacles due to racial, ethnic, or gender barriers - Discussing race and gender - Comparing the past with the present - Expressing how long an action has been going on - Answering the questions Why? and What for? - Preterite and imperfect.
Week 2 [Insert DATE]	- Sharing experiences that promote positive behavior - Writing: Un reportaje periodístico - Review of Por and para - Review of the present subjunctive - Lab 1: 1% / HW 1: 1%
Week 3 [Insert DATE]	- Culinary Arts and Nutrition - Talking about foods and their preparation - Describing food and family traditions from your childhood - Talking about foods and nutrition - Expressing what you would do or would have done - Discussing hypothetical situations - Review of the imperfect subjunctive - Communities: A Hispanic Market - Connections: Food and Culture - Lab 2: 1% / HW 2: 1%
Week 4 [Insert DATE]	- Comparisons: Food in different countries - Review of the future tense - Review of the conditional - Oral Presentation 1. - Lab 3: 1% / HW 3: 1%

	- Quiz 1: 5%
Week 5 [Insert DATE]	<ul style="list-style-type: none"> - Our Complex Society - Talking about crime and personal safety - Speculating about what might have been - Discussing social problems and personal excesses - Expressing ideas without attributing them to anyone - If clauses type I and II - Lab 4: 1% / HW 4: 1%
Week 6 [Insert DATE]	<ul style="list-style-type: none"> - Communities: Asociaciones de servicio internacional - Connections: Drugs and crime - Comparisons: ASPIRA - Uses of se with impersonal and passive constructions - Indefinite and negative expressions - Lab 5: 1% / HW 5: 1% - Midterm: 10%
Week 7 [Insert DATE]	<ul style="list-style-type: none"> - Economy and Employment - Discussing career choices and the interview process - Understanding the training and skills required for different careers and professions - Reporting on what others ask or say (now and in the past) - The relative pronouns que, quien, and lo que and the relative adjective cuyo. - Lab 6: 1% / HW 6: 1%
Week 8 [Insert DATE]	<ul style="list-style-type: none"> - Talking about finances - Debating national and international economic issues - Clarifying information - The relative pronouns el/la cual and los/las cuales - Indirect speech - Communities: Opportunities for bilingual speakers - Comparisons: Companies in Mexico -Written composition 10% - Lab 7: 1% / HW 7: 1% - Quiz 2: 10%
Week 9 [Insert DATE]	<ul style="list-style-type: none"> - Leisure Time - Discussing adventure travel and free-time activities - Talking about outdoor activities and sports - Planning for a summer break or job - Discussing what you do in your free time - Talking about what you do for fun and leisure - Giving your opinion about pastimes - Uses of definite and indefinite articles - Uses of the infinitive and the –ing (-ndo) form of the verb. - Lab 8: 1% / HW 8: 1%
Week 10 [Insert DATE]	<ul style="list-style-type: none"> - Communities: Popular sports among Hispanics - Connections: Free time and technology - Comparisons: Fiesta de San Fermin - Lab 9: 1% / HW 9: 1% - Quiz 3: 10%
Week 11 [Insert DATE]	<ul style="list-style-type: none"> - Talking about the 21st Century, its achievements and challenges - Making excuses - Speculating about how life will be in the future - Giving credit or blame - Exaggerating - The passive voice - Diminutives and augmentatives -Oral Presentations 2. - Lab 10: 1% / HW10: 1%
Week 12 [Insert DATE]	<ul style="list-style-type: none"> - Review for the final exam - Oral Presentations: 10%

Final [Insert DATE]	Week 13 Final Exam - Examen Final 20%
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Assignments

ASSIGNMENT #1, WEEK 4: PPP

Students will prepare a four-minute power point presentation on traditional festivities and carnivals in Latin America. Students will be graded on:

- a. Professional appearance
- b. Delivery of content (posture, eye contact, volume, eloquence).
- c. Credibility of sources
- d. Acknowledgment of sources

INSTRUCTIONS.

- 1. The professor will assign to each student the content of his/her ppp. Each student will present festivities in a specific Latin American country or region.
- 2. The student should address the following topics:
 - a. Meaning of the celebration, and days of the year in which it takes place.
 - b. Costumes and practices that typify the celebration.
 - c. History of the festivity.
- 3. The student should provide a brief overview before starting the presentation.
- 4. The PPP must contain at least 5 slides.
- 5. The student should not limit him/herself to just reading the presentation.

ASSIGNMENT #2, WEEK 8 : WRITTEN COMPOSITION (DUE BY WEEK 11)

Read *Carpas verdes para un país verde*, pages 10-11 in *El Correo de la UNESCO*, No. 4, 2009.

<http://unesdoc.unesco.org/images/0018/001866/186699s.pdf>

Write a 500-700 word response paper addressing the following:

- a. Describe what the ‘carpas verdes’ are.
- b. Discuss, compare and contrast alternative means of education and traditional forms of education in contemporary universities.
- c. Explain how artistic creations and literature significantly impact the quality of teaching and learning.

ASSIGNMENT #3, WEEK 11: PPP

Students will prepare a four-minute power point presentation on Latin American artists from 20th and 21st Century. Students will be graded on:

- a. Professional appearance
- b. Delivery of content (posture, eye contact, volume, eloquence
- c. Credibility of sources
- d. Acknowledgment of sources.

INSTRUCTIONS

- 1. The professor will assign to each student the content of his/her ppp. Each student will present one artist.
- 2. The student should address the following topics:
 - a. Biographical highlights of the artist.
 - b. Importance of his/her work in specific historical contexts.
 - c. Discuss a specific artwork by the artist.
- 3. The student should provide a brief overview before starting the presentation.
- 4. The PPP must contain at least 5 slides.
- 5. The student should not limit him/herself to just reading the presentation.

Policies

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

- Please arrive on time.
- 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).