

Departamento de español y portugués, UCSB

Español 6 - Otoño 2017

Instructor's information will be available on the *Gauchospace* site for the course

Required material:

1. *MÁS ALLÁ DE LAS PALABRAS*, 3rd Edition (libro de texto + WileyPlus access code) ¹
2. *Cajas de cartón*, by Francisco Jiménez. (ISBN-10: 0618226168, ISBN-13: 978-0618226160)

Course Description:

The second year Spanish program at UCSB is designed to help students consolidate their basic knowledge of Spanish while developing the four language skills: listening, speaking, reading, and writing. The course introduces the subjunctive mood and vocabulary related to current topics of interest, as well as functional phrases and grammar structures with an emphasis on real communication in meaningful cultural contexts.

By the end of the quarter you will have learned vocabulary that allows for basic communication on topics including social issues, history, art and urbanism, government, and economics. The major grammar points covered to support communication on these topics are the simple and compound tenses in the subjunctive in main and subordinate clauses, relative pronouns, simple and compound conditional tenses and formation of conditional clauses, and the passive voice. By the end of the quarter you will be able to produce an argumentative essay in Spanish.

Course learning outcomes:

- **Participate in conversations** and social interactions on familiar topics, talk about events and experiences in various time frames, present points of view and reasons to support them.
- **Write** on familiar topics using simple paragraphs in an organized way. Write about events and experiences in various time frames and using a variety of verb tenses, defend opinions and write about hypothetical situations.
- **Understand** the main idea and some supporting details in messages and presentations on a variety of topics related to everyday life and personal interest and studies.
- **Read and understand** the main idea and most details of texts related to everyday life, personal interests and studies by applying different reading strategies. I can follow stories and descriptions about events and experiences in various times frames.

A note about reading in this course

Reading a novel outside of class is a major component of this course. The novel is accessible to the intermediate-level student of Spanish with the support of reading guides and vocabulary lists. Nevertheless, reading will be challenging at first and you should expect to dedicate approximately 2-3 hours of time to reading each chapter. Specific reading strategies will be discussed in class so that reading in Spanish can become more automatic and, ultimately, rewarding.

¹ You can buy the loose-leaf version + *WileyPlus* access code bundled together at the UCSB bookstore. This is the cheapest option.

Attendance:

Due to the nature of language learning in general, class attendance is mandatory since it is absolutely critical for developing communicative abilities in Spanish. At the same time, it is understood that things such as illness, weddings, funerals, job interviews, family emergencies, etc. may prevent your attendance. Therefore, you will be allowed a total of three absences during the quarter. These are not free days, so plan accordingly. Starting with the fourth absence, regardless of the reasons for the first three, ONE percentage point will be subtracted from the final calculated course grade for every additional absence. Late arrivals and early departures may also count as absences. BE PROMPT! If health or personal issues will prevent your regular attendance, you should not take this class since your final grade will be severely affected. You are ultimately responsible for the material covered in class, regardless of whether you are absent or present. Absences do not relieve you from your responsibilities; you are still expected to have completed all the preparation for the class missed and the class that follows.

Evaluation criteria and grade breakdown

Exams: 3@ 10% each	30%
Online activities (<i>Gauchospace</i> and <i>WileyPlus</i>)	12%
Writing assignments (3 @ 6% each)	18%
<u>Active</u> participation	10%
EN VIVO online coaching	5%
Final exam	25% (comprehensive)

The course evaluation criteria follow. It is important to remember that no grade is “given”. Instead the student earns points which will be objectively calculated on a 100 point scale. **There is no extra credit.** The following are the cutoff points for each grade:

A+ 98	B+ 88	C+ 78	D+ 68
A 93	B 83	C 73	D 63
A- 90	B- 80	C- 70	D- 60

Pass/No Pass option: Students fulfilling the language requirement are strongly discouraged from taking Spanish classes Pass/No Pass. A grade of C or better is required to pass with this option and no student with a final percentage lower than 73 will be assigned a grade of Pass.

Chapter Exams (3 x 10% each, 30%) and Final exam (25%)

All of the exam dates are included in the syllabus. There are **NO** makeup exams except under extraordinary circumstances, and those must be approved by the Lower Division Coordinator. The final exam will be cumulative and will include a final composition. **No make-up exam policy:** No make-up exams will be given for personal events, including weddings, graduations, interviews, etc.

EN VIVO online coaching sessions (5 sessions, 5%)

As part of the course, students are expected to attend 5 online coaching sessions. You will sign up for one weekly, 45-minute **individual or small group** coaching sessions with a trained language instructor. You will practice speaking in a non-threatening environment via advanced technology. Grades are based on attendance and degree of participation. Buy your registration card here: <http://www.linguameeting.com/register>

33 ASSIGNMENTS

Show 50 1

Chapter 02 Autopruebas Assignment 3 Owner: LAURA MARQUES-PASCUAL

20 questions
Covers chapter 02

Type: Questions/Exercises Source: Other Instructor

SPAN 5 M15 Active

Due date: 16 Aug 2015 at 11:45 PM

3.2 A ESCUCHAR Owner: LAURA MARQUES-PASCUAL

2 questions
Covers chapter 03

Type: Questions/Exercises Source: Other Instructor

SPAN 5 M15 Active

Due date: 17 Aug 2015 at 11:45 PM

3.2 SUBJUNTIVO CON EMOCION Owner: LAURA MARQUES-PASCUAL

5 questions
Covers chapter 03

Type: Questions/Exercises Source: Other Instructor

SPAN 5 M15 Active

Due date: 18 Aug 2015 at 11:45 PM

Online assignments through *Gauchospace* and *WileyPlus* (12%)

Students are expected to complete daily online assignments through WileyPlus. Go to www.WileyPlus.com and look for your institution and course in which you want to enroll. You will have to create an account and enter the registration code for the *MÁS ALLÁ DE LAS PALABRAS* textbook if you already have one, or buy one along the way when creating an account. You should always read the grammatical explanations before doing the corresponding online activities.

Writing assignments (3 x 6% each, 18%)

There will be three short essays, with two drafts each for the first two. These essays should be written using the MLA style guidelines, spell-checked, and 650-750 words long. **Accent marks and Spanish special characters must be typed too. Essays that do not meet these requirements will not be graded.** The first draft of each composition will count for 60% of the grade; the second (final) draft will count for 40% of the grade: the two scores combined constitute the final grade for that particular composition. The first and final drafts cannot be exactly alike. If no rewriting is done by the student, no credit will be given for the final draft. No help may be obtained outside of class (friends, more proficient speakers or former instructors). If you would like feedback on your writing assignments, you must go to your instructor's office hours or Campus Learning Assistance Services (CLAS). If you use this tutorial service, request the yellow confirmation card from your tutor and attach it to your assignment when you turn it in. The essays are due the day indicated on the syllabus. No essays will be accepted late.

Active participation (10%)

Your in-class participation involves a number of variables, including, but not limited to, the following:

- Your use of Spanish in the classroom
- Your participation in all in-class activities and online activities through *Gauchospace*
- Your cooperation during group and pair-work
- Your respect and attitude toward the instructor and your peers

Since the class requires active participation, ABSOLUTELY NO TEXT MESSAGING OR WEB BROWSING is permitted during class. Doing so will severely affect your participation grade.

Cheating and Plagiarism:

All instructors in the Spanish and Portuguese language program will follow University policy concerning cheating and plagiarism, including when evaluating compositions. The following practices, among others, are considered instances of plagiarism:

- copying and pasting from outside references or electronic sources
- paraphrasing or translating without acknowledging the source
- using online translators in any capacity (e.g. not even as dictionaries)
- getting revising/rewriting help from more advanced speakers other than the tutors at CLAS or your instructor

All instructors in the Spanish and Portuguese department are professionals trained in language teaching and linguistic competence. They can EASILY recognize work that is not your own. Know what plagiarism is:

ignorance will not excuse the offense. If you have any questions about plagiarism, please ask your instructor and consult the Academic Conduct guidelines by Judicial Affairs:

<http://judicialaffairs.sa.ucsb.edu/AcademicIntegrity.aspx>. You are allowed to use an online dictionary (not online translators) such as wordreference.com. The only acceptable revision help is the Campus Learning Assistance Services (CLAS.) Please take a moment to see when composition drafts are due so that you can schedule to meet with a CLAS tutor for revising help.

In the event that a student is found to have committed plagiarism or other forms of academic dishonesty, he/she will receive a ZERO on the assignment. Furthermore, under University policy, the instructor is obligated to report the incident to the Office of the Dean of Students, whose office will investigate the incident and decide what additional sanctions will be applied.

Possible Spanish Majors:

Intermediate Spanish classes are designed to present the tools necessary for learning Spanish. Students do not automatically become either fluent or proficient by completing this program as language acquisition must occur outside the classroom. Students hoping to become proficient and/or major or minor in Spanish are strongly encouraged to participate in an Education Abroad or Immersion program.

Education Abroad:

This course is designed to present the tools necessary for learning Spanish as a foreign language, and it presents materials at the intermediate level. However, taking this class or even completing the Spanish major does not necessarily mean that you will become fluent or highly proficient in Spanish, since language acquisition occurs through intense exposure and interaction beyond the contact time that any course or program of studies allows. Students hoping to become proficient and/or major/minor in Spanish are strongly encouraged to participate in UC EAP immersion programs, such as the ones at the [Universidad de Granada](http://www.universidaddegranada.es) or the [Universidad Complutense de Madrid](http://www.universidadcomplutense.es). For more information on UC EAP programs, contact Laura Marqués, lmарques@spanport.ucsb.edu.

Español 6, Otoño 2017

Programa del curso

<u>FECHA</u>	<u>MÁS ALLÁ DE LAS PALABRAS (texto)</u>	<u>PREPARACIÓN PARA LA PRÓXIMA CLASE</u>
Capítulo 7		
28	Presentación / Ejercicio diagnóstico	Leer pp. 241-242, Hacer 7.3, 7.4, 7.5, Quiz 1
octubre		
2	Lectura: <i>Cuba: dos visiones, una isla</i>	Leer Gramática pp. 244-246. Hacer: 7.8, 7.9
3	Subjuntivo en cláusulas nominales	Estudiar pp. 249. Hacer: 7.15
4	Vocabulario para conversar, A escuchar (pp. 253-255) Preparación para Antes de ser libres	Leer Gramática pp. 256-257 Hacer: 7.26, 7.27
5	Subjuntivo en cláusulas adjetivales	Leer pp. 264-268, Hacer: 7.36, 7.37, 7.38, 7.39
9	Lectura: <i>Puerto Rico: Estado libre asociado</i>	Leer pp. 269-270, Hacer: 7.42, 7.43
10	Modo indicativo y subjuntivo	
11	Antes de ser libres (Capítulo 1 y 2, hasta p. 28)	Estudiar pp. 271-272. Hacer: 7.46 Leer pp. 278-279, Hacer: 7.54, 7.55
12	Vocabulario para conversar, El escritor tiene la palabra	
Capítulo 8		Matricularse en EN VIVO para el final de la semana
16	EXAMEN 1 (Capítulo 7)	
17	Antes de ser libres (Capítulo 3 y 4, hasta p. 60)	Leer Gramática pp. 288-290. Hacer: 8.11, 8.15
18	Futuro	
19	Taller de redacción (p. 274)	Estudiar pp. 293. Hacer: 8.21, 8.24
1ª sesión de EN VIVO para el sábado		
23	Vocabulario para conversar, A escuchar (pp. 296-298)	Estudiar pp. 298-301, Hacer: 8.28, 8.29
24	El condicional para expresar probabilidad Entregar Redacción 1.1	Estudiar p. 302, Hacer: 8.34
25	Vocabulario para conversar, Condicionales con <i>si</i>	Estudiar pp. 308-310, Hacer: 8:43, 8.44, 8.45, 8.46, 8.47A
26	Condicionales con <i>si</i>	Estudiar p. 312. Hacer: 8.51 Leer p. 317, Hacer: 8.58
noviembre		2ª sesión de EN VIVO para el sábado
30	Taller de redacción (pp. 314-315)	
31	Vocabulario para conversar, El escritor tiene la palabra	
1	Discusión en clase: Antes de ser libres (Capítulo 5 y 6, hasta p. 85)	
2	EXAMEN 2 (Capítulo 8)	Hacer: 9.3, 9.4, Leer p. 324
Capítulo 9		3ª sesión de EN VIVO para el sábado
6	Lectura: <i>El dorado y el Museo del oro en Bogotá</i>	Leer Gramática pp. 326-330. Hacer: 9.9, 9.10, 9.11, 9.12
7	Cláusulas adverbiales con presente Entregar redacción 2	Estudiar p. 331. Hacer: 9.16, 9.20, 9.22
8	Vocabulario para conversar, A escuchar (pp. 334-337)	
9	Antes de ser libres (capítulos 7 y 8, hasta la pág. 111)	Estudiar pp. 337-341. Hacer 9.26, 9.27, 9.28

4ª sesión de EN VIVO para el sábado

13	Cláusulas adverbiales con tiempos pasados	Estudiar p. 341. Hacer: 9.31, 9.33
14	Práctica de cláusulas adverbiales	
15	Vocabulario para conversar, Entrando en la materia	Leer p. 345, Hacer: 9.37, 9.38
16	Lectura: <i>El matrimonio inca</i> <i>Antes de ser libres</i> (cap. 9 y <i>El diario de Anita</i> , hasta p. 152)	Leer Gramática pp. 347-349. Hacer: 9.41, 9.42, 9.43

5ª sesión de EN VIVO para el sábado

20	La voz pasiva	Estudiar pp. 350-351. Hacer: 9.46,
21	Vocabulario para conversar Entrando en la materia (pp. 358-359)	Leer pp. 358-359, Hacer: 9.54
22	El escritor tiene la palabra	
23	Feriado	

Capítulo 10

27	Taller de redacción (pp. 353-354)	
28	Discusión: <i>Antes de ser libres</i> (capítulo 10 y 11, hasta la pág. 181) Entrando en la materia (p. 365)	Leer p. 336, 10.4, 10.5
29	Lectura: <i>El testimonio de Francisco Ruiz, un exiliado chileno</i>	Leer Gramática pp. 368-370 Hacer: 10.8, 10.9, 10.10, 10.11
30	EXAMEN 3 (Capítulo 9)	

diciembre

4	Presente perfecto y pluscuamperfecto	Estudiar pp. 371-372. Hacer: 10.17, 10.18.
5	Vocabulario para conversar, A escuchar Entregar redacción 3 (revisar la redacción con un tutor de CLAS o tu profesor (a) durante horas de consulta antes de entregarla)	Estudiar pp. 377-379. Hacer: 10.23, 10.24, 10.25
6	Pronombres preposicionales	
7	Repaso	
9	EXAMEN FINAL 8:00-11:00 AM	