Instructor: Karen Daggett  
email: daggett@bc.edu  
Office: Lyons 308  
Office Hours: M-Th 5:15-6:00  
Schedule: Tuesday 6:15 to 9:15 PM  
Room: Devlin 227

Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

The two-semester intensive course is designed to increase proficiency in oral and written Spanish. A review of the basic elements of Spanish grammar is integrated with reading of selected texts, oral practice and laboratory work. Daily participation is essential.

Course Objectives

In this course you will:
1. develop skill in expressing yourself in Spanish orally and in writing.
2. gain a broader understanding and appreciation of cultural activity in the Spanish-speaking world.
3. acquire skills in working with others as a member of a team.
4. develop competency across cultural settings through the use of audio, video, musical and reading segments and on-site activities. They will appreciate the richness, diversity and cultural fusions of the Hispanic world. Demonstrate an understanding of their language(s) and culture(s) in relation to the practices, traditions and perspectives of the culture(s) of Spanish speaking countries.
5. learn about the impact of culture, gender and age in urban and sub-urban communities by becoming acquainted with Hispanic integration in the Boston area.
Grading
The following input will be used in assessing each student’s letter grade for the course:

- Class attendance and punctuality (Note “Attendance” section below.)
- Voluntary participation in class exercises and activities
- Preparation of homework assignments before class
- Evaluation of quizzes, partial and final exams, including oral interview
- Attitude of cooperation, contribution, respect and enthusiasm necessary in an interactive course

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

In computing grades these numerical equivalents for the twelve letter grades will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00 (94-100)</td>
</tr>
<tr>
<td>A-</td>
<td>3.67 (90-93)</td>
</tr>
<tr>
<td>B</td>
<td>2.67 (80-83)</td>
</tr>
<tr>
<td>B+</td>
<td>3.33 (87-89)</td>
</tr>
<tr>
<td>B</td>
<td>3.00 (84-86)</td>
</tr>
<tr>
<td>B-</td>
<td>2.33 (77-79)</td>
</tr>
<tr>
<td>C</td>
<td>2.00 (74-76)</td>
</tr>
<tr>
<td>C+</td>
<td>1.67 (70-73)</td>
</tr>
<tr>
<td>C-</td>
<td>1.33 (67-69)</td>
</tr>
<tr>
<td>D</td>
<td>1.00 (64-66)</td>
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<tr>
<td>D+</td>
<td>0.67 (60-63)</td>
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<tr>
<td>D-</td>
<td>.00 (below 60)</td>
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</tbody>
</table>

Important Policies
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is one of the most important learning components of this course. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. Classes start on time. Arriving more than 10 minutes late is equivalent to being tardy, and students who arrive more than 30 minutes late are marked absent. Only one excused absence is permitted. When an occasion occurs that prevents a
student from attending class, it is her or his obligation to inform the instructor of the conflict before the class meets, to fulfill all assignment deadlines, and to obtain a classmate's notes and handouts, if necessary. Informing the instructor of an absence in advance does not constitute an excuse. Furthermore, points are given for class participation. If a class is missed, the participation points for that class cannot be made up. Types of absences that are not excused include weddings, showers, vacations, birthday parties, graduations, children’s school presentations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

Electronic Devices
The use of cell phones, mp3 players, or other electronic devices during class is prohibited; any use of cell phones during class, including for text messaging purposes, will affect a student’s class participation grade.

Extra Help/Office Hours
If you should require extra help, please schedule an appointment with me.

Food
You are most welcome to bring a drink and a quiet snack to class. Please refrain, however, from bringing an entire meal.

Textbooks (Required)
- Destinos, Video Tapes (VHS and DVD format): 27–36 (Language Lab/Blackboard Vista)
  (Episodes can also be viewed at: http://www.learner.org/resources/series75.html)
- Destinos, Audio Cassettes: 27–36 (Language Lab)

Text(s)/Readings (Recommended)
Breaking Out of Beginner’s Spanish by Joseph J. Keenan

Course Web Pages: Blackboard http://cms.bc.edu
Optional: http://www.learner.org/resources/series75.html

Course Contents
Welcome to Intermediate Spanish. This is an intensive course which builds on previously acquired language skills and helps prepare students to interact with native speakers of Spanish. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. By capitalizing on the advantages which the medium of video makes possible, this language program (Destinos: An Introduction to Spanish) will stimulate your interest and reduce many of the common frustrations of a language student at the intermediate level. By use of a special genre, the
“telenovela,” you will be exposed to various Hispanic cultures and dialects. **Prerequisite:** Elementary Spanish or equivalent.

**Note:** Students are responsible for being able to do basic Description and Comparison, using the present tense in Spanish, before beginning this course; these will not be covered in great detail here. Additional materials for reviewing these functions will be made available through Blackboard or upon request on an individual basis. Also a list of words which should already be part of your basic vocabulary will be posted on Blackboard; if you need to memorize them, please do so ahead of time.

1. **Oral Comprehension / Speaking / Culture:** Oral communication skills and class participation / preparation are significant components of the course and will be evaluated regularly. This course focuses on enhancing your ability to communicate in Spanish by helping you to master several important language functions, or actions/ideas that you can express with the language. These functions will enable you to create, participate in conversations, ask and answer questions and manage everyday topics and social situations. The functions in the first session include: a review of Narration in the Past; Talking about the Future; Influencing Others and Giving Commands.

   We will review the major grammar points needed to express these functions. However, from the very beginning of the course, we will be using all of the functions that we will be reviewing this term; you will only be held accountable for accuracy once we have covered it in class.

2. **Reading / Writing / Culture:** We may read short literary pieces or articles, mostly as part of the Destinos program, with the goal of expanding your awareness of Hispanic culture and history. You will also write short essays. Writing emphasis will be on learning ways to create more complex and interesting sentences. Please double space any prose. Seeking help on written work is not allowed; this includes using tutors for help on these assignments. Using a dictionary is fine, but use of an online translator will be considered a violation of the university policy on Academic Integrity. See BC Academic Honesty policy on p. 33 of the BC Catalog or on the Course Web Page link to [http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity](http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity). Also, see reference to Scholarship and Academic Integrity above.

3. **Textbook / Workbook (Cuaderno):** There will be daily assignments in the textbook and workbook. Assignments from the workbook also accompany each lesson and will be collected in class. Workbooks must be self-corrected in contrasting color ink (answers are at the back of the book) and will be checked in class. Copying answers from the back of the workbook without honestly doing the work will be considered a violation of the university policy on Academic Integrity.

   **To do the workbook assignments please follow these instructions:**
   - Complete the assigned activities.
   - Check answers against answer key in the back of the workbook, correct in another colored ink by crossing out incorrect answer and writing in correct one.
   - DO NOT TEAR THE PAGES OUT OF THE WORKBOOK, except for the self-tests / worksheets in the back, which will be handed in.

Many of the activities in the Cuaderno require you to access the listening program through Blackboard, or to visit the Language Lab to complete them. You can access Blackboard from any computer with internet access. If you do not have access, or have technology problems, you can visit the Language Lab in person in Lyons 313 (http://www.bc.edu/schools/cas/language/).

| Language Lab Hours: | Monday - Thursday: 10AM – 10PM / Friday: 9 AM – 3 PM |
ACCESS INSTRUCTIONS FOR LISTENING ONLINE

- LOGIN to Blackboard http://cms.bc.edu
- Click on the link to RL115/6 Intermediate Spanish
- Click on the icon of the headphones to access the online audio program. Choose the chapter and activity. Once the audio has loaded, click on the play arrow.

4. Distribution of Grades:

* Quizzes 20%  Speaking Skills/Classroom Participation 20%
* Partial Exam 10%  Written Work 10%
* Final Exam (12 July) 20%  Cuaderno (Workbook) 15%
                      Oral Interview 5%

* No makeups - Department policy  † See course web page/Blackboard for criteria. ± No late work will be accepted.

General Course Outline

<table>
<thead>
<tr>
<th>Lunes</th>
<th>junio 24</th>
<th>Introducción al curso; repasar la descripción y la comparación; video</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martes</td>
<td>junio 25</td>
<td>Narrar en el pasado—un repaso; Episodio 25 (prueba)</td>
</tr>
<tr>
<td>Miércoles</td>
<td>junio 26</td>
<td>Narrar en el pasado; Episodio 26 (prueba)</td>
</tr>
<tr>
<td>Jueves</td>
<td>junio 27</td>
<td>Hablar del futuro; Episodios 27 y 28 (prueba)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lunes</th>
<th>julio 1</th>
<th>Hablar de influencias y deseos con el presente del subjuntivo; Episodios 29 y 30 (prueba)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martes</td>
<td>julio 2</td>
<td>Usar los mandatos formales; / ver más usos del subjuntivo; usar las cláusulas adjetivales; Episodios 31 y 32 (prueba)</td>
</tr>
<tr>
<td>Miércoles</td>
<td>julio 3</td>
<td><strong>EXAMEN PARCIAL</strong>  Usar los mandatos informales; usar el subjuntivo para expresar posibilidades y dudas;  Episodio 33</td>
</tr>
<tr>
<td>Jueves</td>
<td>julio 4</td>
<td><strong>Día de la independencia de Estados Unidos  No hay clase.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lunes</th>
<th>julio 8</th>
<th>Usar el presente perfecto para hablar del pasado; combinar frases con los relativos; Episodios 34 y 35 (prueba)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martes</td>
<td>julio 9</td>
<td>Repaso; Episodio 36</td>
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<tr>
<td>Miércoles</td>
<td>julio 10</td>
<td><strong>Entrevistas orales (interviews)</strong></td>
</tr>
<tr>
<td>Jueves</td>
<td>julio 11</td>
<td><strong>EXAMEN FINAL</strong></td>
</tr>
</tbody>
</table>

Homework Assignments

Homework listed below must be prepared before the date listed. It is due for that class session. You should assume that anything listed under “Escribir” will be handed in (not all activities will be handed in every evening, but you should be prepared in case the instructor collects them.)

**IMPORTANT:** Activities from the Textbook should be completed on a loose-leaf sheet of paper; activities from the Cuaderno should be done in the book, and NOT torn out, except for the Worksheet at the end of every chapter; activities from Blackboard can be printed out and completed.

University policy states that a minimum of 2 hours of homework is required for every hour of instructional time. Since the class meets 12 hours per week, it is expected that a minimum of 24 hours of homework will be spent on out-of-class assignments and exercises, which are listed below. Please note that some “weeks” (each day in the summer session is equivalent to a week) will require more time, and some will require less time.
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Semana 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 de junio</td>
<td><strong>Antes de clase, prepara:</strong> Introducción, presentación del curso y repaso de la descripción y la comparación</td>
</tr>
<tr>
<td>25 de junio</td>
<td><strong>Estudiar para la prueba (quiz): descripción; comparación; ser/estar</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Estudiar:</strong> Blackboard/Review/Introductory Materials</td>
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<tr>
<td></td>
<td>* Present Tense Review</td>
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<tr>
<td></td>
<td>* Written Accents</td>
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<td></td>
<td>* Destinos vocabulary</td>
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<td></td>
<td>* Preterit Formation</td>
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<td></td>
<td>* Comparison Overhead</td>
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<tr>
<td></td>
<td><strong>Escribir:</strong> Blackboard: Past Tense Review: Print out and do the following activities (and then check answers against answer key; correct with a different color):</td>
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<tr>
<td></td>
<td>* 4.1, 4.2, 4.3, 4.4, 5.2, 5.3, 5.4, 5.5</td>
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<tr>
<td></td>
<td>* Irregular Preterit Review I</td>
</tr>
<tr>
<td></td>
<td><strong>Leer y Repasar:</strong> Blackboard/Review/Introductory Materials Destinos Sumario, Parte 1</td>
</tr>
<tr>
<td>26 de junio</td>
<td><strong>Estudiar para la prueba: las formas del pretérito y del imperfecto</strong></td>
</tr>
<tr>
<td>27 de junio</td>
<td><strong>Estudiar para la prueba: el uso del pretérito y del imperfecto</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Escribir:</strong> Blackboard: Past Tense Review: Print out and do the following activities (and then check answers, correct with a different color):</td>
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<tr>
<td></td>
<td>* Preterit vs. Imperfect 1</td>
</tr>
<tr>
<td></td>
<td>* Preterit vs. Imperfect 2</td>
</tr>
<tr>
<td></td>
<td><strong>Leer y Repasar:</strong> Blackboard/Review/Introductory Materials Destinos Sumario, Parte 1</td>
</tr>
<tr>
<td></td>
<td><strong>Ensayo #1:</strong> <strong>Texto</strong></td>
</tr>
<tr>
<td></td>
<td>* Vocabulario, pp. 264; 271</td>
</tr>
<tr>
<td></td>
<td><strong>Escribir:</strong> Blackboard: Lección 27, Preparación (p. 259-261) Note: for all Preparación sections, you should do all of the activities unless otherwise indicated.</td>
</tr>
<tr>
<td></td>
<td><strong>Recuerda la primera cita (date) que tuviste con una persona (not necessarily your first date ever, just your first date with a particular person).</strong></td>
</tr>
<tr>
<td></td>
<td>¿Cómo era esa persona (descripción)?  ¿Qué pasó durante la cita? ¿Cómo te sentías en ciertos momentos? ¿Cómo reaccionaste? etc. Usa el imperfecto y el pretérito.</td>
</tr>
<tr>
<td>Fecha</td>
<td>Antes de clase, prepara:</td>
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<td>---------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>1 de julio lunes</td>
<td><strong>Estudiar para la prueba: las formas del futuro</strong></td>
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<td></td>
<td><strong>Estudiar/Escribir:</strong></td>
</tr>
<tr>
<td></td>
<td>-  <em>Cuaderno (Workbook):</em> Lecciones 27 y 28 (todo)</td>
</tr>
<tr>
<td></td>
<td>-  <em>Texto:</em> Capítulo 29, Preparación</td>
</tr>
<tr>
<td></td>
<td><strong>Mirar los episodios 29 y 30 de <em>Destinos.</em></strong></td>
</tr>
<tr>
<td>2 de julio martes</td>
<td><strong>Estudiar para la prueba: Lecciones 29 y 30 de <em>Destinos;</em> vocabulario; el subjuntivo</strong></td>
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<td></td>
<td><strong>Estudiar/Escribir:</strong></td>
</tr>
<tr>
<td></td>
<td>-  <em>Cuaderno:</em> Lecciones 29 y 30 (todo)</td>
</tr>
<tr>
<td></td>
<td>-  <em>Texto:</em> Lección 31, Preparación, Act. A</td>
</tr>
<tr>
<td></td>
<td><strong>Mirar los episodios 31 y 32 de <em>Destinos.</em></strong></td>
</tr>
<tr>
<td>3 de julio miércoles</td>
<td><strong>Estudiar para el EXAMEN PARCIAL</strong></td>
</tr>
<tr>
<td></td>
<td>-  <em>El examen incluye:</em> lecciones 27-32; el pretérito y el imperfecto; ser/estar y la concordancia; Gramática #82 is not on the exam.</td>
</tr>
<tr>
<td></td>
<td><strong>Mirar el episodio 33 de <em>Destinos.</em></strong></td>
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<td></td>
<td><strong>Escribir:</strong></td>
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<tr>
<td></td>
<td>-  <em>Cuaderno:</em> Lecciones 31 y 32</td>
</tr>
<tr>
<td></td>
<td>-  <em>Texto:</em> Lección 33, Preparación (toda)</td>
</tr>
<tr>
<td>4 de julio jueves</td>
<td><strong>Día de la independencia de los Estados Unidos</strong> No hay clase.</td>
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<td></td>
<td><strong>Escribir:</strong></td>
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<td></td>
<td><strong>ENSAYO#2:</strong> Write one paragraph on ONE of the following two topics. Double space; accents must be done on the computer.</td>
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<tr>
<td></td>
<td><strong>A.</strong> Imagínate que eres una madre o un padre preocupada/o por el estrés que está sufriendo tu hijo/a en la universidad. Escribele una carta (6-7 frases) en la que le aconsejes lo que debe hacer para combatir el estrés. Pon atención en las Reacciones y recomendaciones y el uso del subjuntivo. Utiliza expresiones como recomiendo que..., es mejor que..., sugiero que..., etc.</td>
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<tr>
<td></td>
<td><strong>B.</strong> Juan y Pati tienen problemas en su matrimonio. Pati necesita volver a Nueva York para dirigir la producción de su obra de teatro. Juan quiere que Pati se quede en México. Escribe 3-4 frases de recomendaciones para ellos, utilizando información de los episodios. Utiliza expresiones como recomiendo que..., es mejor que..., sugiero que..., etc.; También la familia Castillo tiene problemas económicos. Los auditores recomiendan que ellos cierren la oficina en Miami y que vendan la Gavia. ¿Qué recomiendan tú? Escribe 3-4 frases de recomendaciones para la familia.</td>
</tr>
<tr>
<td>Fecha</td>
<td>Antes de clase, prepara:</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8 de julio lunes</td>
<td><strong>Estudiar para la prueba:</strong> Lección 33 de <em>Destinos</em>; los mandatos informales <strong>Mirar los episodios 34 y 35 de Destinos.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Estudiar/Escribir:</strong></td>
</tr>
<tr>
<td></td>
<td>- <em>Cuaderno:</em> Lección 33 (todo)</td>
</tr>
<tr>
<td></td>
<td>- <em>Texto:</em> Lección 34, Preparación, Act. A</td>
</tr>
<tr>
<td></td>
<td><strong>Estudiar:</strong></td>
</tr>
<tr>
<td></td>
<td>- <em>Texto:</em></td>
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<tr>
<td></td>
<td>Lecciones 34 y 35, Vocabulario del tema</td>
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<tr>
<td></td>
<td>Lecciones 34 y 35, Un poco de gramática (el presente perfecto)</td>
</tr>
<tr>
<td>9 de julio martes</td>
<td><strong>Estudiar para la prueba:</strong> Lecciones 34 y 35 de <em>Destinos</em>; vocabulario, los relativos, el participio, y el presente perfecto <strong>Mirar el episodio 36 de Destinos.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Escribir:</strong></td>
</tr>
<tr>
<td></td>
<td>- <em>Cuaderno:</em> Lecciones 34 y 35 (todo)</td>
</tr>
<tr>
<td></td>
<td>- <em>Texto:</em></td>
</tr>
<tr>
<td></td>
<td>Lección 36, Preparación</td>
</tr>
<tr>
<td>10 de julio jueves</td>
<td><strong>Entrevistas orales con la profesora</strong></td>
</tr>
<tr>
<td>11 de julio jueves</td>
<td><strong>EXAMEN FINAL</strong></td>
</tr>
</tbody>
</table>