*Please note that this syllabus should be regarded only as a general guide to the course and is subject to change at the instructor’s discretion.

**SPAN111602**  
Intermediate Spanish II  
3 credits per session  
Boston College, Summer Session 2 2016

Session Period: July 18 - August 5  
Instructor: Barbara Sargent  
Office: Lyons 303A  
Schedule: M, T, W and Th 6:00 – 9:15 p.m.

**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 second course in the second-year Intermediate Spanish I and II sequence (SPAN1115 - SPAN1116), continues to develop and strengthen students’ proficiency in the Spanish language as well as to increase their cultural understanding. Emphasis remains on the four skills and on critical thinking. Throughout the course, students will develop fluency and accuracy, and focus on communication. They will expand the vocabulary and enhance their understanding of essential Spanish grammar concepts. Short literary texts, cultural readings and audiovisual materials will provide opportunities to learn to appreciate cultural differences and impart authentic insight into the Hispanic world.

**Textbooks & Readings (Required)**  

Note: You need both the **textbook** and the MSL Access Code Card. Since the Access Code Card is customized, you need to buy both the textbook and the access code card in a bundle at the BC bookstore and not online.

**Language requirement**: This is an intermediate course for those who have taken Elementary Spanish II (SPAN1016) or those who have taken the Placement Test and have placed into this level. If you did not take SPAN1016, have studied two or more years of Spanish, and have not taken the placement test, please do so ASAP. To access the placement exam, click **here**. If you are unsure about your placement, see Silvana Falconi in Lyons 304.

**Text(s)/Links (Recommended)**
- If you need to brush up on your **English grammar** try this site.
- This site **Wordreference.com** contains an on-line bilingual dictionary. Remember: when looking up an English word to find the Spanish equivalent, do not always grab the first translation you see. Read all possible translations and double check your choice by looking it up in Spanish as well. To look up a word in Spanish, simply type in the Spanish word and read the English translations, keeping in mind the context of the sentence where you read or heard the Spanish word. You can also make your own Flashcards in **Quizlet**, download the app to your phone and practice.
- Having trouble finding the correct conjugation for a verb? Look up a verb in the **Wordreference.com** and click on the word **Conjugator** at the top center of the page. You could also use **conjuguemos.com**.
- Need to practice your Spanish grammar? These are some sites to visit: **Spanish, language and culture** and **Study Spanish**.
- Need more practice? Check these video clips accompanied by **Spanish Proficiency Exercises**.
- To review how to type accents and the accent rules, go to **Study Spanish**.
- Improve your **pronunciation** by using an app prepared by the University of Iowa.
- Interested in current news, documentaries, more videos and international Spanish-language radio? Visit these interesting sites: **SCOLA, Vtuner** (Internet radio) and **Latin Music USA**.
- To learn more about **Spain arts and culture** try this site.

**Canvas**

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click **here**.

**Course Objectives**

Upon successful completion of this course, students should be able to:
- **speak** in the target language to narrate, describe, compare and analyze in the present, past and future tenses and express opinions about topics relating to their own lives and those of the target culture, especially in areas such as community life, locations in a city, professional life, the business world, job interviews, artistic expressions such as visual arts, handcrafts, music, theater, cinema and television, the planet and its habitat, environmental awareness, maintenance of good health, and illnesses and treatments, etc.
- **comprehend** spoken language at a higher level, including authentic videos, short films and recordings in a more formal setting with some assistance.
• read selected authentic readings on everyday topics and literary texts with apparatus such as vocabulary annotations and comprehension aids.
• write in the target language at the paragraph level in a variety of formats, from summaries and cross-cultural observations to more formal but guided research papers based on the themes for the course.
• understand and appreciate current and classic foreign culture, especially as it relates to the lives of young people, and make comparisons to their own cultural experiences.

Grading
Distribution of Grades
Exam (2) 24% Classroom Participation and Daily Preparation 15%
Final Exam 20% Homework and MySpanishLab 20%
Oral Exam 8% In-Class Writing (2) 13%

WCAS Grading System
The undergraduate grading system for Summer Session is as follows:
A 4.00  (94-100) B- 2.67  (80-83)  D+ 1.33  (67-69)
A- 3.67 (90-93)  C+ 2.33  (77-79)  D 1.00  (64-66)
B+ 3.33 (87-89)  C 2.00  (74-76)  D-.67  (60-63)
B 3.00  (84-86)  C- 1.67  (70-73)  F .00  (below 60)
I (.00) incomplete
F (.00) course dropped without notifying office
W (.00) official withdrawal from course

Add/Drop and Withdrawal Periods: The last day for students to drop this course is BEFORE the second class. The withdrawal deadline is BEFORE the final exam. Students wishing to withdraw may not take the final exam.

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 HELP Desk located in the Campus Technology Resource Center (CTRC) in O’Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

Course Assignments
Homework: In conjunction with class activities, regular practice of Spanish outside the classroom is key to reaching the stated objectives of this course and will give you vital tools that you will need as you develop effective communication skills in Spanish. For this reason, you will complete exercises through MySpanishLab (MyLab and Mastering) as part of your coursework. MySpanishLab is available with your Online Access Code. It is an online educational resource built specifically for this class. Once you register, you will have easy access to all your materials with just a few clicks! Detailed instructions on how to register for MySpanishLab are included on the home page of your Canvas course. All of these homework assignments can be accessed via Canvas (https://bostoncollege.instructure.com) by using your BC user ID and Password from any computer equipped with a web browser. You will receive immediate feedback on your performance as well as a grade for each exercise that you complete.

Homework consists of vocabulary, grammar and culture exercises. The grammar exercises provide practice with the structures presented in the previous lesson. Your instructor will assign both self-corrected exercises as well as open-ended activities. Your instructor will collect and evaluate the open-ended assignments (Para Entregar activities) for both content and accuracy. The assignments listed on the course schedule correspond to the dates at which they are assigned, and must be turned in at the next class. Para Entregar activities turned in after the class has ended on the due date won’t be accepted for a grade; however, the instructor will review the activity to provide feedback.
All web-based homework assignments must be submitted by 5:30 P.M. on the specified due date on the calendar, regardless of class attendance.

Since the worldwide web can be accessed from virtually any location and there is ample time to complete assignments, no extensions will be given for submission of homework. The assignments listed on the course schedule correspond to the dates on which they are assigned, and must be completed by 5:30 p.m. before the next class. Students should make every effort to complete their online homework and submit it via one of the BC computing labs if their personal computer fails. Late homework is not accepted for a grade.

In-Class Writing: Two class sessions during the session are reserved exclusively for graded writing exercises. Your instructor will use grading evaluation criteria to evaluate your work. A correction code will help you understand and correct errors, and improve your work in general. Documents explaining both the criteria and the code can be found on your Canvas course in the modules tool.

Exams
Oral Exam: In order to evaluate how well you have met the communicative objective in this course, there will be a group oral assessment (on topics relevant to the class). This assessment will be a group interaction. You will be evaluated as you interact in small groups on selected topics. A complete description of the oral exam procedures and the grading evaluation criteria can be found on your Canvas course in the modules tool.

Written Exams: There are three exams, one at the end of every week. The last exam is considered a final and will cover the material for the entire session. Makeup exams are offered for medical reasons only. A written excuse from a physician or the Dean’s office must be provided before the make-up is administered.

Attendance and Participation
Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. 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 recorded as absent. Only one excused absence is permitted. Each absence over the only one allowed will result in one point deduction from the final grade. When an occasion occurs that will prevent a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines and to obtain a classmate’s notes and handouts, if necessary. Informing the instructor of an absence in advance does not constituted an excused absence.

Furthermore, the instructor will evaluate each student’s preparation after each class session and this evaluation will constitute a significant portion of the final grade. Frequent absences or late arrivals will adversely affect participation grades. The evaluation criteria for class participation can be found on your Canvas course in the modules tool. Types of absences that are not typically 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.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.
There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

Other Important Information Regarding Policies
- Students are expected to check their BC e-mail on a frequent and consistent basis in order to stay current with course-related communications.
- No extra credit is available for this course, and no assignments will be curved.
- All cellular phones and electronic devices must be turned off during class time.
- Text messaging, working on agendas (electronic or paper) and/or solving crossword or Sudoku puzzles are not permitted during class time.
- Eating is not permitted while class is in session.

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

Request for Accommodations
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at www.bc.edu/sites/accessibility.

Scholarship and Academic Integrity
Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material 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. Please see the Boston College policy on academic integrity for more information.
Course Schedule for Summer Session 2

University policy states that a minimum of 2 hours of homework is required for every hour of instructional time. Since the class meets 13 hours per week, it is expected that a minimum of 26 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>WEEK</th>
<th>DATE</th>
<th>LESSONS/TOPICS</th>
<th>HOMEWORK</th>
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<tr>
<td>1</td>
<td>7/18 (lunes)</td>
<td><em>Introduction to class and overview syllabus</em>&lt;br&gt;MySpanishLab&lt;br&gt;<strong>CAPÍTULO PRELIMINAR B: INTRODUCCIONES Y REPASOS</strong> (257-274)</td>
<td>Online homework due by 5:30 pm before the <em>next class</em>&lt;br&gt;<strong>Texto: Para Entregar Act. due the next class</strong>&lt;br&gt;Print syllabus from Canvas and read in detail&lt;br&gt;If you are not a BC student, you need get a BC e-mail account.&lt;br&gt;MySpanishLab (MSL)</td>
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<td>1</td>
<td>7/19 (martes)</td>
<td><strong>CAPÍTULO PRELIMINAR B: INTRODUCCIONES Y REPASOS</strong> (276 - 283)&lt;br&gt;<strong>CAPÍTULO 7: BIENVENIDOS A MI COMUNIDAD</strong> (290 - 301)</td>
<td>MSL&lt;br&gt;Cortometraje: <em>Cuesta abajo</em>&lt;br&gt;Para Entregar nº 1: Hace un mes que no ves a tu compañero de la clase de español y quieres contarle una anécdota que pasó durante tus vacaciones. Escribe un párrafo de al menos 15 oraciones. Usa los tiempos en pasado: presente perfecto, pretérito, imperfecto y pasado perfecto.</td>
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<td>1</td>
<td>7/20 (miércoles)</td>
<td><strong>CAPÍTULO 7: BIENVENIDOS A MI COMUNIDAD</strong> (303 - 306)</td>
<td>MSL&lt;br&gt;Leer Notas culturales: La etiqueta del negocio hispano (p. 341)</td>
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<td>1</td>
<td>7/21 (jueves)</td>
<td><strong>Examen 1</strong>&lt;br&gt;<strong>CAPÍTULO 8: LA VIDA PROFESIONAL</strong> (326 - 341)</td>
<td>MSL&lt;br&gt;Leer Vistazo cultural: Algunos negocios y profesiones en Argentina y Uruguay (p. 362-363)</td>
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<td>Día</td>
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<td>2</td>
<td>7/25 (lunes)</td>
<td><strong>CAPÍTULO 8: LA VIDA PROFESIONAL</strong> (345 - 363)</td>
<td>MSL</td>
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<td>Escribe una carta de solicitud de al menos 15 oraciones para el empleo de tus sueños utilizando la estrategia 8-52. Antes de escribir y las expresiones del recuadro. Usa en tu carta el futuro, futuro perfecto, condicional y condicional perfecto.</td>
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<td>2</td>
<td>7/26 (martes)</td>
<td><strong>CAPÍTULO 9: LA EXPRESIÓN ARTÍSTICA</strong> (372 - 390)</td>
<td>MSL</td>
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<td>Leer Notas culturales: El arte como expresión cultural (p. 397)</td>
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<td>2</td>
<td>7/27 (miércoles)</td>
<td><strong>In-Class Writing #1</strong></td>
<td>MSL</td>
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<td><strong>CAPÍTULO 9: LA EXPRESIÓN ARTÍSTICA</strong> (391 - 397)</td>
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<td>2</td>
<td>7/28 (jueves)</td>
<td><strong>Examen 2</strong></td>
<td>MSL</td>
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<td><strong>CAPÍTULO 10: UN PLANETA PARA TODOS</strong> (412 - 429)</td>
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<td>3</td>
<td>8/1 (lunes)</td>
<td><strong>Examen Oral</strong></td>
<td>MSL</td>
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<td><strong>CAPÍTULO 10: UN PLANETA PARA TODOS</strong> (430 - 439)</td>
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<td>Para Entregar nº 3: Eres miembro de Amigos del Medio Ambiente y tienes un compañero de cuarto al que no le interesa nada el medio ambiente. Esto está provocando conflictos entre los dos. Escribe un párrafo de al menos 15 oraciones en la que le expliques la importancia de conservar el medio ambiente y cómo debe cambiar sus hábitos domésticos. Usa el imperfecto de subjuntivo y cláusulas con si.</td>
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<td>3</td>
<td>8/2 (martes)</td>
<td><strong>CAPÍTULO 11: HAY QUE CUIDARNOS</strong> (454 - 472)</td>
<td>MSL</td>
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<td>Leer Notas culturales: La medicina tradicional o alternativa (p. 462)</td>
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<td>Leer lectura: “El conejo y el león” (Augusto Monterroso)</td>
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</table>
|    | 3 | 8/3 (miércoles) | **In-Class Writing #2**  
**CAPÍTULO 11: HAY QUE CUIDARNOS**  
(472 - 480) | MSL |
|----|---|----------------|-------------------------------------------------|-----|
| 3  | 8/4 (jueves) | **Repaso para el Examen Final**  
**Examen Final** | |