

Hispanic Studies 205.05/03/04 (Intermediate Spanish)
M, W, F 9-9:50am(CH 118), 10-10:50am(CH 134)
and 11-11:50am(CH 116)

Professor Mihai Grünfeld

Office Hours in CH 142: M, W, F 12-1pm and by appointment

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Required Texts: José A Blanco y María Isabel García, Enfoques (Boston: Vista Higher Learning, 2008, 2nd ed.)

Recommended Texts: The University of Chicago Spanish-English/English-Spanish Dictionary

Course Description: HISP 205 is an intermediate-level Spanish language course. The prerequisite for this level is the successful completion of HISP 105-106, or their equivalent (3 years of Spanish in high school). The course focuses on the four primary areas of language skills: oral comprehension, speech, reading and writing. Successful completion of HISP 205 fulfills the Vassar Foreign Language Requirement.

Course Objectives: To improve Spanish language skills in speaking, writing, reading, and listening by providing students with both extensive opportunities to communicate in Spanish and a variety of cultural readings and activities. Class meetings will be devoted to aid students in the natural usage of vocabulary and grammatical structures, rather than to explaining the grammar in each chapter. This course is also a review of first year Spanish so it is assumed that you have studied the equivalent of two semesters of college level Spanish. Only Spanish will be spoken during class. The exceptions are the first day (explanations of the syllabus) and during office hours, if you prefer English. At the end of the semester, the students should speak, read, and write Spanish at the intermediate-level or higher.

"Academic accommodations are available for students with disabilities who are registered with the Office of Disability and Support Services. Students in need of disability accommodations should schedule an appointment with me early in the semester to discuss any accommodations for this course which have been approved by Office of Disability and Support Services, as indicated in your DSS accommodation letter."

Grade Distribution

25% Quizzes (Pruebas) 5
20% Final Exam (Comprehensive, 1 hour)
10% Presentation/Research Project
30% Compositions
15% Participation

OJO: Students will fail the entire course if they fail any one of the above items separately

OJO: I will set up an additional conversation/tutoring hour per week at the Poughkeepsie High School. You may wish to help tutor English as a Second Language students. If you select to do this, you will automatically receive an A (15%) as your Participation grade. This is a **voluntary** option. Please do not feel obligated to do it, however, this will give you and opportunity to practice your Spanish with a native speaker and familiarize yourself with some of the challenges that immigrant students face when entering the US school system.

Class Participation and Absentee Policy: After 3 unexcused absences your participation grade will be reduced by 1 percentage point after each absence. **Tardiness:** Being late to class is not acceptable. **Make-ups** are only given in case of illness or emergency and **must** be confirmed by the Health Service or the Dean of Studies. Reschedule of **final exams** must be made to the appropriate Class Dean or Advisor.

The 15% Participation grade is broken down as follows:

11-15- Shows enthusiasm when speaking; uses structures and vocabulary learned in class. Participates on own initiative. Takes the lead role in group and paired activities.

6-10- Shows reluctance to speak. Sometimes involved and interested in group and paired activities. Participates when called upon.

1-5-Only speaks when prompted; not involved or cooperative during paired and group activities.

Pruebas: There will be 5 quizzes. The Pruebas will be divided into two parts: an oral/listening comprehension part and a reading/writing part. Content will vary (vocabulary, grammar, comprehension, culture). The purpose of these Pruebas is to give you an extra chance to study concepts that you will be expected to know on the final, or concepts that simply require more time to absorb.

Homework: The homework always consists of a reading part (first or second part of a lesson –found in the syllabus) and the written part (several exercises to be completed in the textbook and ready for the class-- will be written on the board each day). The written exercises correspond to the grammar explanations in the book. You should therefore study these grammar explanations when completing the assignment. Please note that the written assignment might not be repeated orally, so look at the board before you leave the classroom. If you miss class, you are responsible for finding out what the assignment was from a classmate.

Compositions: Each composition that is assigned is to be typed, **double-spaced** and written in Spanish. Make sure that you use the Spanish Spellchecker on your computer before turning in the composition. If the composition is single spaced or the Spellchecker has not been used, it will be returned to the student uncorrected and considered a late composition.

Help with your compositions: The Language intern and the Language Fellow provide tutoring and help with writing during their office hours. Please take advantage of this opportunity and ask them specific grammatical or vocabulary questions. However, they are not supposed to correct your composition before handing it in, so please do not ask them to do so. Their office hours and email addresses will be posted on the Hispanic Studies bulletin board in Chicago Hall.

Final Exam.

All textbook material covered in the syllabus and anything assigned as homework, including exercises covered in class, is material that may be covered in the Final exam.

Office Hours: I encourage all of you to stop by during my office hours. Please do not wait until the last minute to discuss troubles you may be having in the course. Although there is no extra-credit offered, I will be happy to help you during my office hours.

Plan del curso

Agosto

31 viernes **Presentaciones e introducción al curso.**

Septiembre

3 lunes **Lección 1: Las relaciones personales.**
Lectura: pp. 10-11; 14-15; 18-19.

5 miércoles **Lección 1: Las relaciones personales.**
Lectura: pp. 22-23; Pablo Neruda, “Poema 20”, 31-33.

7 viernes **Lección 2: Las diversiones.**
Lectura: pp. 50-51; 54-55; 58-59.

10 lunes **Lección 2: Las diversiones.**
Lectura: pp. 62-63; Mario Benedetti, “Idilio”, 71-73.

12 miércoles Videoteca: Javier Bourges, Espíritu deportivo, pp.66-68.

14 viernes Prueba #1. (Lecciones 1-2 y videoteca)

17 lunes Lección 3: La vida diaria.
Lectura: pp. 90-91; 94-95; 98-99.

19 miércoles Lección 3: La vida diaria.
Lectura: pp. 102-103; Jorge Luis Borges: Pedro Salvadores pp:111-113.

21 viernes Primera composición para entregar
Videoteca: Ariel Gordon, Adios Mamá, pp.106-108..

24 lunes Lección 4: La salud y el bienestar.
Lectura: pp. 130-131; 134-136; 140-141.

26 miércoles Lección 4: La salud y el bienestar.
Lectura: pp. 144-145; Angeles Mastretta, Mujeres de ojos grandes, pp. 153-155.

28 viernes Prueba #2. (Lecciones 3-4 y videoteca)

Octubre

1 lunes Lección 5: Los viajes.
Lectura: pp. 172-173; 176-177; 180-181.

3 miércoles Lección 5: Los viajes.
Lectura: pp. 184-185; Gabriel Garcia Marquez, La luz es como el agua, 192-195

5 viernes Videoteca: Coraly Santaliz Perez, El Anillo, 188-190

Segunda composición para entregar

8 lunes Lección 6: La naturaleza
Lectura: pp. 212-213; 216-217; 220-221.

10 miércoles Lección 6: La naturaleza.
Lectura: pp. 224-225; Augusto Monterroso, El eclipse, 233-235

12 viernes Prueba # 3. (Lecciones 5-6 y videoteca)

OCTOBER BREAK

22 lunes Lección 7: La tecnología y la ciencia.
Lectura: pp. 252-253; 256-257; 260;

24 miércoles Lección 7: La tecnología y la ciencia.
Lectura: pp. 262-263; Arturo Pérez-Reverte, Ese bobo del móvil, 271-273.

26 viernes Tercera composición para entregar.
Videoteca: Leandro Martínez, Happy Cool, 266-268.

29 lunes Lección 8: La economía y el trabajo.
Lectura: p. 290-291; 294-295; 298-299

31 miércoles **Lección 8: La economía y el trabajo.**

Lectura: 302-303; Horacio Quiroga, La abeja hiragana, 311-315.

Noviembre

2 viernes Horacio Quiroga, La abeja hiragana, 311-315.

Videoteca: Stephen Lynch, Clown, 306-308

5 lunes **Prueba # 4.** (Lecciones 7-8 y videoteca)

7 miércoles **Lección 9: La cultura popular y los medios de comunicación.**

Lectura: p. 332-333; 336; 338-339;

9 viernes **Lección 9: La cultura popular y los medios de comunicación.**

Lectura: pp. 342; Edmundo Paz Soldan, Sueños digitales 349-353.

12 lunes **Lección 10: La literatura y el arte**

Lectura: 370-371; 374; 376

(If you need to miss classes for Jewish Passover or Good Friday it is fine with me but you are responsible for the material covered)

14 miércoles **Lección 10: La literatura y el arte**

Lectura: pp. 378; Videoteca: Jose Antonio Bonet, Las Viandas, 380-382

16 viernes **Prueba # 5.** (Lecciones 9-10 y videoteca)

19 lunes **Lección 11: La política y la religión.**

Lectura: pp. 404-405; 408; 410-411.

21 miércoles **Lección 11: La política y la religión.**

Lectura: pp. 414-415; Emilia Pardo Bazán, El alba del Viernes Santo, 423-429

THANKSGIVING BREAK-DÍA DE ACCIÓN DE GRACIA

26 lunes **Lección 11: La tecnología y la ciencia.**

Lectura: pp. 446-447; 450-451; 454-455.

28 miércoles **Lección 11: La tecnología y la ciencia.**

Lectura: pp. 458-460. Videoteca: Jorge Gaggero, Un pedazo de tierra, 464-466.

30 viernes Proyectos finales

DICIEMBRE

3 lunes Proyectos finales

5 miércoles Proyectos finales

7 viernes Repaso

Examen final

* To access the videoteca films for this class from your computer sign in on the FLRC's website: <http://flrcserver.vassar.edu/> with the user name "vc flrc" and the password: **NewSpeak** (attention with capitalization). Select the Virtual Listening Lab, select again the Hispanic Studies flag and select finally 205-Enfoques video. Please try this out and make sure you are able to access the films. You will need to see them before coming to class.