



## **BSAS SPAN 2230**

### **Spanish III**

#### **Level Descriptor**

*B2 (Common European Framework of Reference)*

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

#### **Course Objectives**

##### *Overall Objectives*

- To awaken students' interest to express themselves in Spanish within certain guidelines in terms of the use of the language.
- To increase their competence in the language in its different aspects, i.e. grammar, linguistics, semantics and lexis.
- To achieve the increase and reinforcement of Spanish structures and train students to use the language more easily and fluently.
- To acquire, recognize and use complex structures of the language.
- To face and resolve communicative situations correctly.
- To express ideas more accurately both orally and in writing.

##### *Specific Objectives*

- To incorporate and understand the functional objectives described in the program.
- To carry out the reading and analysis of the different texts included in the program.
- To recognize, incorporate and produce the different grammar items which appear in the program.
- To work on the lexis and themes included.
- To carry out ancillary readings and present to the class different findings based on guidelines proposed by the tutor.

#### **Class Format**

The methodology used in the development of the classes is communicative. It is also task-based. Such tasks assigned will be carried out both in class and outside. All course objectives follow this approach in teaching and are fully contextualized. The idea is that students should find themselves immersed in real or fairly real

situations which motivate them to communicate naturally and accurately using the linguistic tools provided beforehand.

As regards the work that is expected from students, students are expected to interact and participate actively, interpreting structures and different types of texts but not losing sight of the different communicative situations proposed. Students are expected to do homework and present their homework to the class.

Students are also expected to carry out supplementary readings outside classes and present their critical views on these, following tutors' guidelines. These views may be given in the oral or written modes.

### Contents

Objetivos funcionales	Objetivos gramaticales	Objetivos léxicos	Actividades
<b>Unidad 1</b> Referir historias pasadas (hechos puntuales + situaciones estables y hábitos)	Formación del pretérito perfecto simple regular e irregular. Formación de los pretéritos imperfecto y pluscuamperfecto. Uso contrastivo de los tres pretéritos. Usos de ser y estar. Estilo directo e indirecto. Se reflexivo y cuasi-reflejo. Pronombres personales de OD y OI. Se como OI.	Vocabulario sobre las etapas de la vida (niñez, adolescencia, madurez y vejez).	Lectura de textos con blancos; cuestionarios con <i>multiple choice</i> ; narración oral de chistes y anécdotas; juego de roles.
<b>Unidad 2</b> Dar órdenes o consejos afirmativos y negativos. Preguntar y pedir con cortesía.	Formación del presente de imperativo y subjuntivo (órdenes afirmativa y negativa). Formas verbales de vos. Oración condicional tipo I. Pedidos corteses: verbo <i>poder</i> , condicional, pretérito imperfecto.	Vocabulario rioplatense sobre la rutina diaria (partes de la casa, artefactos, vestimenta, medios de transporte, tiempo libre, etc.).	Redacción y resolución de cuestionarios; juego de roles; intercambios en situaciones reales (fuera de clase).
<b>Unidad 3</b> Expresar deseo, obligación, gusto, agrado y desagrado.	Formación y uso del presente del modo subjuntivo. Se impersonal, pasivo y medio pasivo. Verbos gustar y parecer. Presencia y ausencia de artículos. Oraciones temporales de tiempo futuro.	Vocabulario sobre artes, espectáculos, deportes.	Juego de roles; Lectura y comentario escrito y oral de textos.
<b>Unidad 4</b> Expresar opiniones y condiciones hipotéticas e imposibles.	Formación de los pretéritos imperfecto, perfecto y pluscuamperfecto del subjuntivo. Correlación de tiempos verbales. Oraciones condicionales de tipos II y III. Oraciones concesivas. Preposiciones por y para.	Vocabulario sobre política, sociedad, cultura y nacionalidad.	Lectura y comentario escrito y oral de textos.
<b>Unidad 5</b> Componer textos narrativos y argumentativos complejos (taller de lectura y escritura)	Recursos de cohesión en español: referencia pronominal, sinonimia, elipsis, conectores. Formación de palabras. Principales frases verbales y usos del gerundio y el infinitivo.	Vocabulario relativo al área de interés del alumno.	Investigación y presentación oral; redacción de ensayos e investigaciones breves; reseña escrita de textos leídos.

### Assessment

The four instances of assessment are as follows: homework, class work, term tests (2 of these) and final exam.

The supplementary readings and exercises assigned as homework account for 25% of the general assessment of students. The way to assess students follows university standards. Numbers (1-10) are used as marks.

Exercises and oral or written production done in class amounts to 20% of the course final assessment. In this case numbers are not used as marks. The evaluation is in the following terms: outstanding, very good, good or below standard.

25% of the course assessment will be assigned to the two term tests that students will take during the semester. These two will have a numerical mark (1-10) following university standards and possible marking schemes.

The final exam will account for 30% of the final mark required to pass the course. Said evaluation includes knowledge of the whole of the program outlined below and the supplementary readings that might be assigned by the tutor.

### **Bibliography**

- Articles, exercises and texts provided by the tutor, taken from sources like: the Internet, newspapers, general magazines, etc.

## **Attendance, Participation & Student Responsibilities**

### **Attendance**

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and ultimately in a F for the course.

### **Missing classes for medical reasons**

If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) or Resident Director know at least one hour in advance of your class or meeting by emailing. Note that calling the CAPA Center is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

### **Class Participation**

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

### **Academic Integrity**

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

**Use of electronic equipment in class**

All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

**Use of Electronic Translators**

In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

**Late Submission**

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

**Behavior during Examinations**

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.