

**ELS103.9408 (26382). Intermediate Spanish  
(Intermediate Spanish 1)**

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<http://faculty.lagcc.cuny.edu/instructor>

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### Instructor's Information

<b>Instructor:</b>	Marilyn Mori
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<b>Office:</b>	B-234
<b>Office Hours:</b>	TBA - By appointment.
<b>Preferred communication:</b>	E-mail is preferred, with which you should expect my response within 24 hours.
<b>Class Schedule:</b>	Mo, Th 1:00pm – 2:00pm B Building B-120 Tu 1:00pm – 2:00pm B Building B-A04
<b>Lab Tutor:</b>	<b>TBA</b> - Instructor's Name instructorname@lagcc.cuny.edu

### Course goals and objectives

**Catalog Course Description:** This course is designed to further develop functional language proficiency and increase the ability to communicate accurately in Spanish within a socio-cultural context. The four communicative skills of listening, speaking, reading and writing are emphasized with particular attention to sentence and paragraph structure, grammatical features, and oral and written fluency. This course is taught mostly in Spanish.

**Prerequisites:** ELS102 or Exemption exam

**Pre/Corequisites:** CSE095 and ESL097

### Flexible Core Objectives: World Cultures and Global Issues

**The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways).** Note that students can receive only up to 6 credits in one Flexible Core area (a.k.a. bucket) and all elementary-level modern language courses are paired (i.e., you must take 102 in order to receive credits from 101). In other words, you will not be able to take any other World Culture and Global Issue class if you intend to receive Flexible Core credits from the modern languages' classes.

In this course you will:

- **Gather, interpret, and assess information from a variety of sources and points of view.**
- **Evaluate evidence and arguments critically or analytically.**
- **Produce well-reasoned written or oral arguments using evidence to support conclusions.**
- **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.**
- **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.**
- **Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.**

More specifically, by the end of the semester, you will be able to

- analyze and discuss edited contemporary materials in Spanish;
- write well-structured brief compositions in Spanish demonstrating command of grammar, syntax and vocabulary;
- communicate orally with a native speaker of Spanish from different Hispanic countries in a variety of registers;
- identify career options where knowledge of Spanish is useful and be able to gauge the level of mastery required;
- present projects about aspects of Hispanic culture and history that students have researched;
- carry on a conversation in Spanish at an intermediate level.

<b>Textbook, grading, and other class logistics</b>
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**Textbooks: FACETAS-Nivel Intermedio/Curso Breve, Sixth Edition José A. Blanco.Vista Higher Learning ISBN: 978-1-54338-263-1**

**Grades:** Your final grade will be determined based on the following evaluation points:

Midterm	15%	Homework	10%
Final Exam	25%	Lab (10 Labs x 1)	10%
Quizzes (4)	30%	Participation	10%

- **Grade distributions: A:** 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

## WEEKLY SCHEDULE

Week / Day	In-class topics
<b>Week 1</b>	
March 4 – March 8	Introduction to the class <b>Lección 1. Las relaciones personales.</b> <i>Pág. 2</i> <i>Los Estados Unidos</i> <i>Pág. 10</i> <b>Estructura:</b> The present tense. <i>Pág. 14</i> Ser and estar. <i>Pág. 18</i>
<b>Week 2</b>	
March 11 – March 15	Progressive form. <i>Pág. 22</i> <b>Cinemateca</b> Di Algo. <i>Pág. 26</i> <b>Literatura</b> Poema 20 Pablo Neruda. <i>Pág. 31</i> <b>Cultura</b> Sonia Sotomayor: La niña que soñaba. <i>Pág.35</i> <b>Composición 1.</b> Las relaciones
<b>Week 3</b>	
March 18 – March 22	<b>Lección 2. Las diversiones.</b> <i>Pág. 42</i> <i>México.</i> El nuevo cine mexicano. <i>Pág. 50</i> <b>Estructura</b> Object pronouns. <i>Pág. 54</i> Gustar and similar verbs. <i>Pág. 58</i>
<b>Quiz 1.</b>	
<b>Week 4</b>	
March 25 – March 28	Reflexive verbs. <i>Pág. 62</i> ; Reflexive pronouns. <i>Pág. 63.</i> <b>Cinemateca</b> Campeón. <i>Pág. 66</i> <b>Literatura</b> El tiovivo de Ana María Matute. <i>Pág. 71</i> <b>Cultura</b> El toreo: ¿cultura o tortura? <i>Composición. Pág. 75</i> <b>Composición 2:</b> Artículo sobre una torera.
<b>Week 5</b>	
April 1 – April 5	<b>Lección 3.</b> La vida diaria. <i>Pág. 82</i> <i>España.</i> ¡A comer en España! <i>Pág. 90</i> <b>Estructura</b> The Preterite and the Imperfect. <i>Pág. 94-98</i> Preterite vs. the Imperfect. <i>Pág. 102</i>
<b>Week 6</b>	
April 8 – April 12	<b>Cinemateca</b> Adios mamá. <i>Pág. 106</i> <b>Literatura</b> La vidente de Dainerys Machado. <i>Pág. 111</i> <b>Cultura</b> La Vivienda en España. <i>Pág. 115</i> <b>Composición 3.</b> Experiencia en España.
<b>Quiz 2.</b>	

Week 7	
April 15 – April 19	<p><b>Lección 4.</b> La salud y el bienestar. <i>Pág. 122</i>  <b>Colombia.</b> De abuelos y Chamanes. <i>Pág. 130</i>  <b>Estructura</b> The subjunctive in noun clauses. <i>Pág. 134</i>  Commands. <i>Pág. 140</i>  Por y para. <i>Pág. 144</i></p>
Week 8	
May 1 – May 3	<p><b>Cinematca</b> Atrapado. <i>Pág. 148</i>  <b>Literatura</b> Mujeres de ojos grandes, Ángeles Mastretta. <i>Pág. 153</i>  <b>Cultura</b> La ciencia: la nueva arma en una guerra Antigua. <i>Pág. 160</i>  <b>Composición 4:</b> Un plan para una vida saludable. <i>Pág. 161</i></p> <p style="text-align: center;"><b>Midterm</b></p>
Week 9	
May 6 – May 10	<p><b>Lección 5.</b> Los viajes. <i>Pág. 164</i>  <b>Centroamérica.</b> La ruta del café. <i>Pág. 172-175</i>  <b>Estructura</b> Comparatives and superlatives. <i>Pág. 176</i>  Negative, affirmative, and indefinite expressions. <i>Pág. 180</i>  The subjunctive in adjective clauses. <i>Pág. 184</i></p> <p style="text-align: right;"><b>Quiz 3.</b></p>
Week 10	
May 13 – May 17	<p>The present perfect and the past perfect. <i>Pág. 188</i>  <b>Cinematca</b> Volvamos hacia Miami. <i>Pág. 188</i>  <b>Literatura</b> Equipaje de Pablo de Santis. <i>Pág. 193</i>  <b>Cultura</b> La Ruta Maya. <i>Pág. 197</i></p>
Week 11	
May 20 – May 24	<p><b>Lección 6.</b> La Naturaleza. <i>Pág. 204</i>  <b>El Caribe.</b> Los bosques del mar. <i>Pág. 212</i>  <b>Estructura</b> The future and the conditional. <i>Pág. 220</i>  The subjunctive in adverbial clauses. <i>Pág. 224</i></p>
Week 12	
May 28 – May 31	<p>The past subjunctive. <i>Pág. 228.</i>  <b>Si</b> clauses with simple tenses. <i>Pág. 232</i>  <b>Cinematca</b> El dorado de Ford. <i>Pág. 228</i>  <b>Literatura</b> El Eclipse, Augusto Monterroso. <i>Pág. 233</i>  <b>Cultura</b> La conservación de Vieques. <i>Pág. 237</i></p>
Week 13	
June 3 – June 5	Review
June 10	<b>Final Exam</b>

## Policies

**Classroom policies:** The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time. Three lateness equal 1 absence.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

**Valuing LaGuardia’s Diversity:** As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College’s Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

**Rules for Personal Conduct:** You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

**ELA’s Department Attendance Policy (Adopted on Wednesday, February 21, 2024)** · Class attendance and participation are significant components of the learning process and play a major role in determining overall student academic achievement. Therefore, students are strongly encouraged to attend and participate in all class sessions of the courses for which they are registered. · For Verification of Enrollment purposes faculty must record attendance for the first two (2) weeks of classes. A student who does not attend any of the class meetings during the first two (2) weeks (or the equivalent in online courses) will be reported as “Never Attended” and dropped from the course. · Participation will be linked to completion of course activities and class assignments, which may include required class attendance or for asynchronous courses completing specific activities.

**The academic dishonesty policy:** As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

**Policy on assigning the grade of Incomplete: As stated in the college catalogue:** "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

**Declaration of pluralism:** The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).

### **Final Remarks on Course Policies**

\*Office hours and emails are solely for the purpose of clarification, for further explanation, for further requests for illustrations, for sharing ideas, for talking about difficulties or even to talk more about a topic that you feel you understand. I love ideas and I will always be glad to talk or write about any ideas that come up in class! This, however, is *reserved for people who come to class*. **If you are absent, you will need to find notes and be responsible for what you missed.** We can meet after you have tried to make up for a class. **Emails with the following content will not be answered and will be frowned upon: "I'm sorry I missed class today. Did I miss something important?"**

#### **\*A further note on writing emails:**

Please be mindful when you write emails. Whenever you come to class and whenever you communicate with others in the College, be aware that *you are* in a professional environment. Similarly, whenever you write an email to your professor, you are writing a professional document. Make sure you always include a greeting (Hello Professor X, Hi Professor X, Good morning, Professor X), followed by a well-written text (as grammatically correct as possible and formal). Lastly—depending on the nature of your message—be sure to say "Thank you," or "Hope to hear from you soon," or "Thank you for your time," followed by your name.

\* Please no cell phones in class and absolutely no texting. Also, laptops and tablets in class prove to be distracting. Please see me if you must bring one to class.

\*Your decision to remain enrolled in this class implies that you agree with Course Requirements and Policies.