

	Language, Writing, Literature & Journalism (LJWL)  SPA 2050 Intermediate Spanish/Conversation I  3 Units
<b>Fall 2021</b>	

<b>Meeting days:</b> MWF	<b>Instructor:</b> Dr. Margarita Pintado
<b>Meeting times:</b> 8:30- 9:25	<b>Phone:</b> 961-849-2443
<b>Meeting location:</b> Ryan Learning Center (RLC) 104 (entrance behind the library, then go downstairs)	<b>Email:</b> mpintado@pointloma.edu
<b>Final Exam:</b> Friday, Dec. 17, 7:30-10:00 am	<b>Office location and hours:</b> Bond Academic Center (BAC 120) MWF 10:00-12:00, and by appointment.

### PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### COURSE DESCRIPTION

Spanish 2050 is the first in a two-course sequence. This course is designed to strengthen and to expand the skills learned at the elementary level. This course focus on improving speaking, listening, reading, and writing skills. It will also familiarize the student with the culture of the Spanish speaking world.

### COURSE LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Write at the mid intermediate level being able to create and re-create with the

language in discrete sentences and simple paragraphs (letters, take simple notes, short essays).

2. Comprehend increasingly more complex language structures. Decipher some, but not all, native speaker speech.
3. Speak by responding to and asking a variety of questions in which the material is created and re-created using familiar vocabulary and grammatical structures.
4. Read authentic texts with increased understanding of the main ideas and themes.
5. Demonstrate comprehension of cultural mores and patterns of living of the target culture(s) studied.

## REQUIRED TEXTS

Antoniuk, David and Lee Forester, ***Rostros*, volume 1.** (Printed edition). Available at the PLNU bookstore, ISBN 978-1-886553-63-7.

*Talk.Abroad* conversation. **Two** 30-minute conversation are required for \$15.00 each. Instructor will give more instructions. *Talk.Abroad* website: <https://talkabroad.com>. The code for our class is **Pinta2021-361823**

## RECOMMENDED STUDY RESOURCES

Webster's Spanish-English Dictionary for Students, or ANY good dictionary you find.

[https://www.amazon.com/Websters-Spanish-English-Dictionary-Students-English/dp/1596951656/ref=sr\\_1\\_3?crid=3BJ2704EIN3YD&dchild=1&keywords=best+spanish+english+dictionary&qid=1629861479&srefix=best+dictionaries+%2Caps%2C219&sr=8-3](https://www.amazon.com/Websters-Spanish-English-Dictionary-Students-English/dp/1596951656/ref=sr_1_3?crid=3BJ2704EIN3YD&dchild=1&keywords=best+spanish+english+dictionary&qid=1629861479&srefix=best+dictionaries+%2Caps%2C219&sr=8-3)

## ASSESSMENT AND GRADING

Attendance, Participation and Conversation: 10%

Quizzes: (4) 10%

Exams (4): 40%

Journal Project (diario virtual): 10%

Talk Abroad Conversation: 5%

Oral Presentation: 5%

Cultural Engagement Activities: 10%

Final Exam (comprehensive): 10%

Grades will be based on the following:

Sample Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

## STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when they are, in fact, the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more **than 10 percent** of class sessions, the faculty member will issue a written **warning of de-enrollment**. If the absences exceed 20 percent, the student **may be de-enrolled** without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

## SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

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## Calendario del curso

*Sujeto a cambio/ Subject to change*

### Agosto

T31 introducción a la clase, plan del curso, objetivos y expectativas, preguntas y respuestas.

**tarea:** estudiar el vocabulario en la página 21 de tu libro *Rostrós*.

### Septiembre

#### UNIDAD 1: México

W1 Lectura y discusión en clase de “El eclipse”, de Augusto Monterroso; actividad para practicar el vocabulario (p21).

F3 discusión de la lectura: “La fundación de Tenochtitlán” (14).  
repaso de “present indicative and near future” (21).

**tarea:** contestar en tu **diario virtual** las preguntas sobre el cuento “El eclipse”.  
Recuerda compartir tu respuesta con la profesora antes de la medianoche del jueves.

- M6 No hay clases ☺
- W8 discusión de “México- El Centro” (28); “Quetzalcóatl y la conquista” (32). **primera prueba de vocabulario**  
**tarea:** en tu **diario virtual**, describe uno de tus lugares favoritos en tu ciudad natal. Usa detalles que sólo tú conoces. Trata de enfatizar la descripción como lo hizo Hernán Cortés en sus cartas. Debes escribir 300 palabras, aproximadamente. Ven preparado para narrar tu descripción en clase.
- F10 discusión de la lectura “La Malinche” (42); describir y comentar el cuadro de Antonio Ruiz, *El sueño de La Malinche*; repaso de artículos en las páginas (35-37) y “adjective agreement”.  
**tarea:** completar las actividades del libro (38, 41A).
- M13 discusión de selección de *El laberinto de la soledad*, de Octavio Paz; actividad para practicar comparaciones y el vocabulario (49).  
**tarea:** completar las actividades del libro (51-52 FG)
- W15 atando cabos y repaso
- F17 **primer examen**

## UNIDAD 2: El Caribe

### República Dominicana

- M20 discusión de la lectura de los *Diarios de Colón* (59), y de “Las venas abiertas de América Latina, de Eduardo Galeano (62). Actividad para practicar el vocabulario (65).
- W22 discusión de *Ysrael* <https://showbuzzrd.com/2021/02/18/cortometrajes-dominicanos/>  
**tarea 2:** leer “Raza y mestizaje en América”, en la página 72, y “Entrevistas sobre el racismo”, en la página 76.  
Contesta en tu **diario virtual** las preguntas de la profesora.

### Cuba

- F24 discusión de “Raza y mestizaje en América” (72), y “Entrevistas sobre el racismo” (76).
- M27 actividades para practicar el vocabulario (79), y repasar el imperfecto/ pretérito, (79).

### Puerto Rico

- W29 discusión de la lectura: “Entrevista sobre Puerto Rico” (82), y lectura de “La raza cósmica” de José Vasconcelos (86).

## Octubre

- F1 práctica del vocabulario en la página 89; discusión del reportaje *Fighting for Paradise: Puerto Rico's Future*: <https://www.cbsnews.com/video/cbsn-originals-fighting-for-paradise-puerto-ricos-future/>  
**\*First TalkAbroad is due!**
- W6 atando cabos, repaso, **segunda prueba de vocabulario**
- F8 **segundo examen**

## UNIDAD 3: La Gran Colombia

### Venezuela

- M11 discusión sobre la “Entrevista sobre el colonialismo” (98); actividad para practicar el vocabulario (105).  
**tarea 2:** ver el video musical *Latinoamérica* (<https://www.youtube.com/watch?v=DkFJE8ZdeG8>), y “Somos sur” (<https://www.youtube.com/watch?v=EKGUJXzxNqc>); escribir una reflexión en tu **diario virtual** sobre los videos.
- W13 discusión de “La carta de Jamaica”, de Simón Bolívar (100); lectura en clase del poema “Un canto para Bolívar”, de Pablo Neruda (102).
- F15 discusión de la película “La negra”, y práctica de verbos reflexivos y verbos recíprocos.

### Panamá

- M18 discusión de las lecturas “Entrevista sobre Colombia y Panamá 1a (p.110), 1b (p.111), y “Entrevista sobre Simón Bolívar,” (113).
- W20 práctica del vocabulario (117, 129); repaso de “direct object pronouns”, (117-18).

### Ecuador

- F22 Fall Break! ☺ no hay clases
- M25 discusión del cuento “Un día de éstos”, de Gabriel García Márquez; repaso del presente perfecto y pasado perfecto (129-130).  
**tarea:** completar las actividades del libro (130-132)
- W27 atando cabos, repaso y **tercera prueba de vocabulario**
- F29 **tercer examen**  
**tarea:** completar las actividades del libro (130-132).

## Noviembre

### UNIDAD 4: Centroamérica

#### Guatemala y Honduras

- M1 discusión de la lectura “Popol Vuh, creación del hombre” (138); práctica del vocabulario (145).
- W3 discusión de la lectura “Me llamo Rigoberta Menchú” (140); actividades en grupos para contestar preguntas.
- F5 práctica del verbo gustar, y verbos similares (145-146).  
**tarea:** completar actividades del libro (146-148).
- M8 discusión de la película *Romero* y lectura de “La violencia del amor”, de Óscar Romero.
- W10 práctica del vocabulario (157); indirect object pronouns (157).  
**tarea:** completar actividades del libro (158).

#### Costa Rica

- F12 discusión de la lectura “Costa Rica” (160); práctica del vocabulario (167).  
**tarea 1:** leer “Entrevista con Rubén Blades”, y escuchar la canción “Buscando América” <https://www.letras.com/ruben-blades/80410/> & [https://www.youtube.com/watch?v=BO\\_LbC7HXo](https://www.youtube.com/watch?v=BO_LbC7HXo) y “Patria” (<https://www.youtube.com/watch?v=3eMoXmDD2-U> & (<https://www.musica.com/letras.asp?letra=1046630>) de Rubén Blades.  
**tarea 2:** escribe una reflexión sobre estas canciones en tu **diario virtual**.
- M15 discusión de la “Entrevista con Rubén Blades” y de los videos asignados, *Buscando América* (<https://www.letras.com/ruben-blades/80410/>) y “Patria” (<https://www.youtube.com/watch?v=3eMoXmDD2-U>, de Rubén Blades.
- W17 repaso del futuro y el condicional, páginas 167-168.
- F18 conversación sobre las presentaciones orales
- M22 atando cabos, repaso, **cuarta prueba de vocabulario**
- W24 **cuarto examen**
- F26 día de acción de gracias/ (no hay clases)
- M29 presentaciones orales

## Diciembre

W1 presentaciones orales

F3 presentaciones orales  
**\*Second TalkAbroad is due**

M6 repaso del examen final

W8 repaso del examen final

F10 repaso del examen final: conclusión/ reflexión de la clase

F17 **Final Exam**, Friday, Dec. 17, 7:30-10:00