REQUIRED TEXTBOOKS:

<table>
<thead>
<tr>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. MySpanishLab for Atando Cabos Fourth Edition (online workbook)</td>
</tr>
</tbody>
</table>

**HISP 32** is a course designed to help students progress in their language acquisition process and achieve a higher proficiency level—mid to high intermediate. Class work will provide ample opportunities for students to further develop the four skills—speaking, writing, listening and reading. In-class activities will require the use of Spanish in meaningful contexts to communicate specific language functions such as narration, description, comparison, expressing preferences, talking about the future, reacting and giving opinions, recommendations, commands, etc. A review of the grammar previously learned in elementary courses will enhance the students’ accuracy when using the language. Class time will be devoted to the use of the language rather than to the explanation of grammar rules. The culture of various Spanish speaking countries as well as that of Hispanic communities in the United States will be explored through cultural and literary readings, videos, music, art and movies.

**Course goals.** **HISP 32** aims to:
- bring students to a higher language proficiency level.
- help students attain a higher cultural competence and understanding.
- strengthen the students’ ability to communicate effectively in Spanish.
- increase grammatical accuracy.
- review and increase the vocabulary and grammatical structures needed to perform specific language functions.
- help students achieve more cohesion in writing.

**Learning outcomes.** By the end of this course students will be able to:
- function in Spanish at a higher level within the intermediate proficiency range.
- express their thoughts with more confidence in a variety of familiar topics.
- talk about events and experiences in various time frames (present, past and future) with a wider range of vocabulary.
- write on a variety of familiar topics in a generally organized way.
- understand and interpret the main idea in written texts.
- better understand the culture of various Spanish speaking countries and communities.

**PLACEMENT:** HISP 20 at Brandeis; a score of 16-31 in the placement exam; or AP exam score of 3. **If you did not take HISP 20, you MUST take the placement exam.**

*Is this the right class for you?*
Think carefully about your placement; will this course be challenging enough for you? Do you want to major or minor in this language, and will you have enough time to do so? If you think this class might not be the right one for you, please speak to me as soon as possible. Keep in mind that once you have completed a course in the language sequence (courses number 10 through 106—or 108 in Spanish), you will not be able to skip a level. If the course that is at your level is closed, we advise you to wait a semester and enroll in the right course for you during pre-registration.

*Reminder:* In order to be able to continue to the next level you have to obtain a C- or higher.

**GRADING:** The final grade will be calculated as follows:
- Attendance, participation, preparation: 20%
- MySpanishLab: 10%
- Compositions: 10%
- Exams: 20%
- Group skits: 10%
- Final oral exam: 10%
- Final exam: 20%

***Make-up evaluation policy***: Should you need to miss class the day an evaluation is scheduled, you will be allowed to make-up only one evaluation provided your absence is properly excused.

The following grading scale will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

**Course Policies:**

**ATTENDANCE:** Attendance will be taken daily. If you miss more than three = 3 classes, (excused or not) your grade will be lowered by ½ point letter grade for each additional absence. Your absences and tardiness will also have a negative impact upon your class participation grade.

<table>
<thead>
<tr>
<th>Absences</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 or more</td>
<td>F</td>
</tr>
<tr>
<td>3 times late</td>
<td>1 absence</td>
</tr>
</tbody>
</table>

**CLASS PARTICIPATION:** Your grade will be based on the quality and frequency of your participation in Spanish in **all** class activities and discussions.

**HOMEWORK** activities from the textbook will be assigned in every class meeting and posted on LATTE. Besides these activities on the textbook, you are required to complete the activities...
on the online manual (MSL) in preparation for exams and/or quizzes. The MSL activities are due on the days of the exams.

If you are an **athlete** and need to be excused for competition, your coach must provide the dates when you will be absent. You are responsible for keeping up with the class material.

**SPANISH MAJOR:** If you are thinking about majoring or minoring in Spanish, you should familiarize yourself with the program in the Bulletin and then see the Undergraduate Advising Head as soon as possible to make sure that you understand the prerequisites and requirements.

**ACADEMIC INTEGRITY:** All students are responsible for following the university guidelines regarding academic honesty:

> Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person—whether that be a world-class philosopher or those of your classmate—without proper acknowledgement of that source. This means you must use notes and quotation marks to indicate the source of any phrases, sentences, paragraphs, or ideas found in published volumes, on the internet, or created by another person.

Violation of University policies on academic integrity, described in Section 3 of Rights and Responsibilities, may result in failure on the assignment or failure in the course, and could even end in suspension from the University. Remember that tutors or study leaders, including those sanctioned by Brandeis University, are not authorized to complete homework or any other assignments for you. If you have questions about the type of help you can receive, please ask your professor before you receive help.

If you are working in a group that I authorized, I will expect your answers to resemble those of your partners. Otherwise, I expect you to do your work separately from your friends, classmates, family members, tutors, and so on. If you have any questions about this policy, please ask your professor before you receive help.

If you have any questions about academic integrity, please contact Dean Gendron, Director of Student Rights and Community Standards: **gendron@brandeis.edu**, 781-736-5070, Shapiro Campus Center 201.

**NOTICE TO STUDENTS WITH DISABILITIES:** If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see the professor immediately. Retroactive accommodations cannot be provided.

**STUDY ABROAD:** You are highly encouraged to take advantage of the opportunity to study abroad to continue to improve your skills, and broaden your knowledge of the culture of Hispanic countries. For more specific information, please, contact: **Scott van der Meid** (svanderm@brandeis.edu) or **Allyson Goose** (agoose@brandeis.edu) The Study Abroad office is in 127 Usdan Student Center, and its phone number is 6-3483.
LATTE: Additional information about this course, including the syllabus, activities and the films to be watched may be found on LATTE. Please note that if changes occur on the syllabus, I will contact the class through LATTE email service.

**Brandeis University Group Study (B.U.G.S.)** is a program that provides peer tutoring to all undergraduate students free of charge.

| Class program: | (**all dates provided may be subject so change except for the final exam). |

**Week 1:**

**Clase 1:** Introducción al curso. Presentaciones y expectativas.

**Capítulo 1,** Hablemos de nosotros.
La descripción. Palabras descriptivas
Ser y estar.
En contexto: *La familia española de hoy:* p. 1-5
Vocabulario. Circunlocución.
_Ventana al mundo,* p. 15, "El compadrazgo..."
La descripción. Palabras descriptivas
Ser y estar, pp. 16-19;
Repasemos 3, *Present progressive.*

**Clase 2:** **Lectura:** *El bueno, el feo y el malo,* pp. 24-27.
La descripción. Palabras descriptivas

**Capítulo 2,** En contexto: *Un viaje por Latinoamérica:* pp. 33-36
Vocabulario. Circunlocución
La narración.
El preterito y el presente perfecto.
Repasemos 2, *Hace with preterite to express 'ago'*, p. 43, Cs, pp. 377;
_Ventana al mundo,* p. 37: "Buenos Aires, Argentina";

**Clase 3:** _Ventana al mundo,* p. 39: "La Habana, Cuba";
La narración.
Aprendamos 2, *More uses of the preterite & imperfect,* pp. 48-50;
_Ventana al mundo,* p. 45: "Puerto Rico, la isla del encanto"

**Clase 4:** La narración.
Aprendamos 3, *Verbs that change meaning in the preterite,* pp. 50-51.

**Capítulo 3,** La interculturalidad.
En contexto: *Romper las barreras interculturales,* pp. 63-66
Vocabulario. Circunlocución.
_Sin duda,* pp. 68} pedir-preguntar
_Ventana al Mundo,* p. 72: “Nuestro espacio personal.”
_Ventana al Mundo,* p.70: “La población de los EE.UU.”
La interculturalidad. Discusión en clase.
• Mira la película en LATTE: *María llena eres de gracia*.  
  *Prepara las actividades asignadas.*

**Week 2:**

**Clase 5:** Movie: *María llena de Gracia*. Discusión.  
Hablarse de las actividades diarias y las relaciones personales:  
*Reflexive Verbs*, p. 73, Cs, pp. 382-384;  
*Reciprocal actions: Reciprocal verbs*, p. 74, CS 384

**Clase 6:** Aprendamos 1, *Comparisons of inequality*, pp. 76-78;  
Aprendamos 2, *Comparisons of equality*, pp. 80-81.  
*Ventana al Mundo*, p. 76 “El español en los EE.UU.”  
Repasemos 3, *Verbs like Gustar*, pp. 74-75; Cs, pp. 385-387;  
*Ventana al mundo*, p. 84: "Los chicanos"  
*Vocabulario de las lecturas*, p. 85-86

**Clase 7:** In class composition  
Lectura: *No Speak English*, pp. 86-89.  Discusión

**Clase 8:** Evaluaciones orales

**Week 3:**

**Clase 9:** Exam 1  
MSL activities are due.  
*Capítulo 4*, Hablemos de donde vivimos  
En contexto: *El Congreso de Protección del Medio Ambiente*, pp. 95-98  
*Vocabulario. Circunlocución.*  
Repasemos 1, *The personal a*, p. 103, Cs, pp. 388-389;  
Repasemos 2, *Direct Object Pronouns*, pp. 104-106, Cs, pp. 390-391;  
*Ventana al mundo*, p. 104, "Costa Rica".

**Clase 10:** Repasemos 3, *Indirect Object Pronouns*, pp. 106-107; Cs, pp. 391-393;  
*Ventana al mundo*, p. 102, "Barcelona".  
*Ventana al mundo*, p. 106, "Madrid";  
Aprendamos 1, *Double Object Pronouns*, pp. 108-110.  
*Ventana al mundo*, p. 113, "México, D.F.";  
Aprendamos 3, *Por vs. para*, pp. 114-116;  
Aprendamos 3, *Por vs. para*, pp. 114-116

**Clase 11:** Repasemos 2, *Formal Commands*, pp. 169-170, Cs, pp. 400-401.  
Aprendamos 1, *Placement of object pronouns with commands*, pp. 172-173; Aprendamos 2,  
*Placement of object pronouns with negative commands*, pp. 174-175
Clase 12:  **Capítulo 5**, En contexto: *La importancia de la tierra*, pp. 127-129
Vocabulario. Circunlocución.

*Present Subjunctive of regular verbs*, pp. 136-137; *Cs*, pp. 393-395;
*Present Subjunctive of irregular verbs*, p. 138; *Cs*, pp. 395-397.
*Ventana al mundo*, p. 135, "El pueblo quiché"
*Ventana al mundo*, p. 137, "Declaración universal de los derechos humanos"
Repasemos 3, *Present Subjunctive after impersonal expressions*, pp. 138-139;
*Ventana al Mundo*, p. 130: “La Pachamama.”

- **WATCH Movie on LATTE: The motorcycle diaries.**

**Week 3:**

Clase 13:  **Exam 2**
Movie: Diarios de motocicleta. Discusión

Clase 14:  In class composition 2
*Future tense*, *Cs* p. 409-410
*Conditional*.

Clase 15:  *Expressing doubt, denial, and uncertainty: Subjunctive*, pp. 143-145;
*Ventana al mundo*, p.235: “Muralismo”
*Diego Rivera*.
Hablemos de arte.
Frida Kahlo.
*Ventana al mundo*, p. 142, "El imperio azteca”;
El último sol. Prólogo.
Tenochtitlán.
La guerra florida y el sacrificio humano.
Las cinco eras del mundo.

Clase 16  El último sol.

**Week 4:**

Clase 17  El último sol

Clase 18  El último sol

Clase 19  El último sol

Clase 20  El último sol
**Week 5:**

**Clase 21** El último sol. Conclusión.

**Clase 22** Evaluaciones orales. Conclusión del curso. Sección de comprensión auditiva del examen final.

**Clase 23** Sección de comprensión auditiva del examen final.

Examen final